

Grade 6

First Additional Language



Lesson Plan

ENGLISH

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Grade 6

Lesson Plan

Term 2

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GRADE 4-6 EFAL ROUTINE

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

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

GRADE 6 EFAL 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: • <i>Build and monitor knowledge</i> • <i>Summarise theme learning (no formal time allocation)</i>

GRADE 4-6 EFAL CLASSROOM CULTURE

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

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

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

Purpose:

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

Using a Name Jar

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

Seating Arrangements and Group Management

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

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

Attention Getters

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

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

Transition Activities

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

1. Teacher Says
 - a. Tell learners to stand up.
 - b. Explain that you are going to do different movements, using verbs that have been taught to learners, for example: rotate; compare; arrange.
 - c. If you first say 'teacher says', then learners must do the action.
 - d. If you do not say 'teacher says', then learners must stand still.
 - e. If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
 - f. The winner is the last learner standing.
2. My chair and me
 - a. Tell learners to stand up next to their chairs. There must be some space around them.
 - b. Give learners instructions to follow – they must do this quickly and quietly.
 - c. These instructions are all related to the chair and they practise the use of verbs and prepositions. Only use verbs and prepositions that have been taught.
 - d. Give instructions like:
 - Sit on your chair
 - Stand on your chair
 - Step over your chair
 - Hold your hand above your chair
 - etc.
3. One minute dance party
 - a. Train learners that when you say: One minute dance party!
 - b. They stand up and prepare to dance.
 - c. Play some music on your phone for exactly one minute.
 - d. When the music stops, learners must freeze.
 - e. Then, give your next instruction.

GRADE 4-6 EFAL CORE METHODOLOGIES

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

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

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

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

ORAL ACTIVITIES: LSC / L&S

Introduce the theme

Instructions

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

Purpose

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

Activate background knowledge

Instructions

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

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

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

K - What I *know*

W - What I *want* to know

L - What I have *learnt*

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

Build and monitor learners' knowledge

Instructions

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

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

Shared Reading: Post-Read

Instructions:

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

Instructions for a written comprehension:

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

Instructions for the oral recount or written summary:

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

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 swap 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 2

WEEK 1

THEME:
EXPLORING NEW PLACES

'Life begins at the end of your comfort zone.'
– Unknown

TERM 2: WEEK 1	
OVERVIEW	
THEME	Exploring new places
THEME VOCABULARY	adventure, adventurous, contrast, homesick, similar, familiar, unfamiliar, beyond, nonsense, explore
LSC	Adjectives
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Story
WRITING TOPIC	Write a story about a character who explores a new place!
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous term. 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 stories about people going on different adventures such as 'Finding Dory'. 5. Try to find some pictures for your theme table, for example: places that look adventurous or unfamiliar to your learners. 6. Do some research in preparation for this theme, for instance, Which countries can South Africans visit without a visa?

WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn to DBE Workbook 1 page 70 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners’ background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
SONG / RHYME (from Dr Seuss)	Lyrics	Actions
	Today is your day.	<i>Point your forefinger down</i>
	You're off to great places!	<i>Stretch your arms out wide</i>
	You're off and away!	-
	You have brains in your head.	<i>Point to your head</i>
	You have feet in your shoes.	<i>Point to your shoes</i>
	You can steer yourself	<i>Pretend to hold a steering wheel</i>
	any direction you choose.	-
	You're on your own. And you know what you know.	<i>Hug yourself tightly then point to your head</i>
	And YOU are the one who'll decide where to go!	<i>Point to your friends around you</i>
THEME VOCABULARY	adventure, adventurous, contrast, homesick, similar	
QUESTION OF THE DAY		
Question	If you went travelling, do you think you would be adventurous or homesick?	
Graph	2 COLUMN GRAPH	
Options	adventurous / homesick	
Follow up questions		
Question	How many learners think they would be adventurous?	
Answer	__ learners think they would be adventurous.	

Question	How many learners think they would be homesick?
Answer	__ learners think they would be homesick.
Question	How do more learners think they would feel?
Answer	More learners think they would feel __
Question	How do fewer learners think they would feel?
Answer	Fewer learners think they would feel __
Question	If you went travelling, how do you think you would feel?
Answer	I think I would feel adventurous.
Answer	I think I would feel homesick.
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 word.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story: Visiting the City of Gold**
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
Lefa and Kotsi were cousins who lived in a small town in the Free State called Bethlehem. Their parents decided to send them to visit their grandparents in Johannesburg. It was their grandfather's 80 th birthday and they wanted to surprise him!	--	1. Where do Lefa and Kotsi live? (<i>They live in a small town called Bethlehem.</i>) 2. Why have Lefa and Kotsi's parents decided to send them to Johannesburg? (<i>They are sending them for their grandfather's 80th birthday</i>)
Lefa and Kotsi were both nervous. For many hours, they passed green fields and small villages. When they finally saw towering buildings in the distance, they kept their eyes glued on the window! Lefa's eyes lit up as she watched the buildings get closer and closer. When their bus arrived in Johannesburg, their grandmother was waiting for them at the bus stop.	I can infer that Lefa and Kotsi had never been to Johannesburg before. I can make this inference because they are nervous, and they stare at the big buildings when they finally see them. I think this is because the tall buildings are something new and exciting! I can also infer that Lefa seems more excited about the city than Kotsi. I can make this inference because it says that Lefa's eyes lit up. When your eyes light up, it means you like what you see!	1. Why do you think only Lefa and Kotsi's grandmother meets them at the bus stop? (<i>Because it's a surprise for their grandfather that they are coming for his birthday!</i>) 2. What is another name for Johannesburg? (<i>The city of gold.</i>)

t the bus stop. ‘Welcome to the city of gold, my children,’ said grandmother with a big smile on her face. ‘Why is it called the city of gold?’ asked Kotsi.		3. How can we infer that Lefa and Kotsi are exploring Johannesburg for the first time ever? <i>(They feel nervous, they can’t stop looking at the tall buildings, they have never heard the name ‘city of gold’.)</i>
Grandmother smiled, ‘It is called the city of gold because this the city where gold was first mined by Europeans in Africa. There were many gold mines in Johannesburg.’		
Lefa and Kotsi looked around them. Johannesburg was filled with large buildings, the streets were filled with cars, buses, trucks and taxis, and there was so much noise! The taxi behind them began hooting loudly. Lefa laughed, but Kotsi covered her ears. Johannesburg was very different from their home town.	I can infer that Lefa and Kotsi’s home town only has small buildings. I can also infer that there isn’t very much traffic! I can infer this because this paragraph is contrasting Johannesburg to what Lefa and Kotsi are used to at home!	1. What can you infer is different about Johannesburg and Bethlehem? <i>(The noise, the traffic, the buildings)</i> 2. What can you infer about how Lefa and Kotsi feel in the big city? <i>(I can infer that Lefa feels excited / happy / adventurous. I can infer that Kotsi feels annoyed / homesick, etc...)</i>
Grandmother took Lefa and Kotsi to a restaurant in the centre of Johannesburg, for grandfather’s birthday celebration. The restaurant was beautifully decorated with fabrics and paintings from Ethiopia. Grandfather stood up when he saw Lefa and Kotsi – he was very surprised and happy to see his grandchildren!	I can infer that Grandmother has organised a special surprise party at an Ethiopian restaurant for Grandfather’s 80th birthday. Grandfather stands up when he sees his granddaughters, which lets me infer that he is very happy and surprised to see them!	1. How does Grandfather feel about Johannesburg? <i>(He loves it!)</i> 2. Where do the girls meet Grandfather? <i>(At an Ethiopian restaurant.)</i>

He hugged them both, 'Welcome to my city, children. I hope you love it as much as I do!'		
When the girls sat down, the waitress brought them a big, round, thin bread with a small mound of red sauce on top. 'It's called injera!' Grandmother said. Then she pointed to the sauce. 'And that is called shiro – Try it!' she said encouragingly. Kotsi looked at the bread. She wished for a slice of white bread. But, Lefa dug right in! 'Yum! This is delicious,' Lefa said.	I can infer that neither Lefa nor Kotsi have tried Ethiopian food before, but that Grandmother and Grandfather must eat it often! I can infer that Grandmother and Grandfather must really like to eat Ethiopian food, because Grandmother even organised Grandfather's special birthday celebration at an Ethiopian restaurant! I can also infer here that Lefa is more adventurous than Kotsi. She is eager to try new things. In contrast, Kotsi prefers food she is familiar with!	- Where can you infer that people commonly eat injera and shiro? (<i>In Ethiopia</i>) - What can you infer about how Lefa and Kotsi feel about trying new food? (<i>I can infer that Lefa feels excited / adventurous. I can infer that Kotsi feels unhappy.</i>)
All around them they saw different faces and heard different languages. Lefa loved Johannesburg already! She could not wait to explore the city. However, Kotsi missed the peace and quiet of the Free State.	Here is more evidence that my inference that Lefa is more adventurous than Kotsi is correct!	- Who is happier to be in Johannesburg? (<i>Lefa.</i>) - What things in the story let us infer that Lefa is more adventurous than Kotsi? (<i>Her eyes light up when she sees the city / she likes the noise of the city / she is excited to try new food, etc.</i>)

WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story: Visiting the City of Gold**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I can infer that...
 - c. One thing I liked in this story was...
 - d. One thing I disliked about this story was...
 - e. Overall, this story is...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	/ch/ /ai/												
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: ch, ai. 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: /ch/ - /ai/ - /n/ = chain /ch/ - /o/ - /p/ = chop /l/ - /u/ - /n/ - /ch/ = lunch /r/ - /ai/ - /n/ = rain /m/ - /ai/ - /n/ = main /tr/ - /ai/ - /n/ = train 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>ch</td><td>n</td><td>t</td></tr><tr><td>p</td><td>ai</td><td>bl</td></tr><tr><td>ar</td><td>r</td><td>o</td></tr><tr><td>s</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.	ch	n	t	p	ai	bl	ar	r	o	s	e	d
ch	n	t											
p	ai	bl											
ar	r	o											
s	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: blot or pain
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: visit, next, live, gave, more, away, journey, change, place, home

WEEK 1: TUESDAY / DAY 2: PRE-READING

TITLE	<i>The brave little fish</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
1. Ask a learner to read the title: <i>The brave little fish</i> 2. Explain the meaning of the title, e.g. <i>Being brave is when we do something even though we feel afraid. This story might be about a fish who feels afraid, but is brave and faces their fears!</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 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME (from Dr Seuss)	Lyrics	Actions
	Today is your day.	<i>Point your forefinger down</i>
	You're off to great places!	<i>Stretch your arms out wide</i>
	You're off and away!	-
	You have brains in your head.	<i>Point to your head</i>
	You have feet in your shoes.	<i>Point to your shoes</i>
	You can steer yourself	<i>Pretend to hold a steering wheel</i>
	any direction you choose.	-
	You're on your own. And you know what you know.	<i>Hug yourself tightly then point to your head</i>
	And YOU are the one who'll decide where to go!	<i>Point to your friends around you</i>
THEME VOCABULARY	familiar, unfamiliar, beyond, nonsense, explore	
QUESTION OF THE DAY		
Question	What quality do you admire most in little fish?	
Graph	3 COLUMN GRAPH	
Options	his determination / his adventurousness / his curiosity	
Follow up questions		
Question	How many learners admire his determination?	
Answer	___ learners admire his determination.	
Question	How many learners admire his adventurousness?	
Answer	___ learners admire his adventurousness.	
Question	How many learners admire his curiosity?	
Answer	___ learners admire his curiosity.	
Question	What quality do most learners admire most in little fish?	
Answer	Most learners admire his ___.	
Question	What quality do fewest learners admire most in little fish?	
Answer	Fewest learners admire his ___.	

Question	What quality do you admire most in little fish?
Answer	I admire his determination.
Answer	I admire his adventurousness.
Answer	I admire his curiosity.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>The brave little fish</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 70. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	

Text	Think Aloud: First Read
It was one of the coldest winter nights. Deep in the ocean an old fish assembled her 11 000 children and grandchildren to tell them a story. This is the story she told them. Once upon a time, a brave little fish lived with his mother in a high mountain stream. The little fish was an only child. He and his mother swam in circles all day long.	I can infer that the old grandmother fish is telling her children and grandchildren a fictional story. I can infer this because she begins her story with ‘Once upon a time.’ Also, she lives deep in the ocean, but the story is about a little fish in a high mountain stream. The deep sea is very, very far from a stream high on a mountain!
Then the little fish began to think. He sank deeper and deeper into thought as he followed his mother along the same boring path. Mother fish wondered what was wrong with her child, and thought that perhaps he was ill.	I can infer that the little fish is bored and unhappy. I can infer that he is bored because he follows his mother along the same path, swimming in circles all day long!
Early one day, before sunrise, the little fish woke his mother and said, “Mother, I want to talk to you.” “Ah, my child”, said the mother sleepily, “It’s too early to talk, save your talking for later. Let’s go swimming.” “No, Mother! I don’t want to go swimming any longer. I want to leave.” “Leave, what do you mean you want to leave?” “Mother, I have to leave to see where the stream ends and what lies beyond the mountains. I have been wondering about this for days now.” The mother just laughed and said, “When I was your age, I also had those thoughts. But, my dear, a stream has no beginning and no end. The stream just flows and never goes anywhere.”	I can infer that the little fish is adventurous (like Lefa from our Listening story!) He wants to leave because he is bored of doing the same thing day after day. He is curious about what other things he can see in the world! I can infer that his mother is not adventurous or curious like he is!

“But Mother, isn’t it true that everything comes to an end? The nights, days, weeks, months, even years?” “Forget this nonsense talk”, interrupted his mother. “Let’s go swimming.” “No, Mother, I’m tired of swimming in circles. I want to see the world, I want to see what’s happening elsewhere. I don’t want to spend the rest of my life swimming round and round in this spot.	I can infer that the little fish will not be happy until he is able to go and explore the rest of the world. He and his mother are different kinds of fish: his mother is happy with what she knows and is familiar with. In contrast, the little fish wants to see and experience new things!
I want to see if there is another way to live in this world. Once I have learned, I will come back and will tell you about it.” The little fish’s mother was very upset and cried out loudly: “My dear child, are you mad? Everything you need is here. The world you want, is here!”	
Just then a school of fish swam passed, and the elder fish asked, “What are you arguing about?” The mother told them that her child wanted to leave the stream to see what was beyond the mountains. All the fish, young and old, thought the little fish was silly. But the little fish would not give up on his dreams.	I can infer that the little fish is very unusual, because no other fish can understand his desire to leave!
The mother fish felt afraid for her only child. She said, “My child, I understand that you need to go beyond the mountains to see what is there. I don’t know anyone who has ever left this stream, but I can only wish you well on your journey and hope that one day you will come back.” The mother fish said goodbye to her child as he went on his adventure.	I can infer that the little fish’s mother sees that he will not be happy until he can go on his adventure. In the end, she accepts his desire to leave the stream! However, I can infer that she has no desire to go with him!
Follow up questions	Responses
Where does the little fish live with his mother?	They live high in a mountain stream.
Where does little fish want to go?	He wants to leave the stream to explore the rest of the world, beyond the mountains.

Why question	Possible response
Why did the little fish argue with his mother?	• The little fish wants to leave the stream, but his mother thought it was nonsense! • Because he and his mother are different – she likes the stream, but he is bored there! • Because little fish wants to leave the stream, but his mother wants him to stay home.
Introduce the LSC in context	
1. Explain to learners that in this cycle, they will learn about: adjectives to describe people 2. Point out the following example of this: In the text, we read about a 'brave little fish'. The two words that are used to describe the fish are brave and little. These words could be used to describe people. 3. Introduce this LSC as follows: When describing people, we can use adjectives before the noun: The kind, gentle boy helped the old lady. When describing people, we can use adjectives after the noun: The boy was brave and kind as he helped the old lady.	

WEEK 1: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>The brave little fish</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
- Before the lesson begins, write the follow-up questions on the board: <i>Why is the little fish's mother afraid?</i> <i>How can we infer that the little fish is unusual / different from other fish?</i> <i>Why did the little fish want to leave the stream?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the story on page 70. - Explain that you will read the story to learners. They must follow along with the text as you read. - Read the story with fluency and expression to learners. - Read the Text first, and then say the comment in the Second Read column. - Next, instruct learners to turn and talk with a partner. - Instruct learners to take turns reading the story to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
It was one of the coldest winter nights. Deep in the ocean an old fish assembled her 11 000 children and grandchildren to tell them a story. This is the story she told them. Once upon a time, a brave little fish lived with his mother in a high mountain stream. The little fish was an only child. He and his mother swam in circles all day long.	I can infer that the old Grandmother fish is telling this story to all of her grandchildren to teach them a lesson. I can remember from yesterday that the little fish was very adventurous. He was brave enough to live his dream even though all the other fish thought it was nonsense. I can make the inference that Grandmother fish admires the little fish.
	I can infer that she is telling her grandchildren about him because she wants them to see that it is important to be brave, curious, and live your dreams!

Then the little fish began to think. He sank deeper and deeper into thought as he followed his mother along the same boring path. Mother fish wondered what was wrong with her child, and thought that perhaps he was ill.	I can infer that the little fish is thinking deeply about all the things that might be beyond his little stream! I can infer that he is thinking about how to tell his mother he wants to leave the little stream, and explore the rest of the world!
Early one day, before sunrise, the little fish woke his mother and said, “Mother, I want to talk to you.” “Ah, my child”, said the mother sleepily, “It’s too early to talk, save your talking for later. Let’s go swimming.” “No, Mother! I don’t want to go swimming any longer. I want to leave.” “Leave, what do you mean you want to leave?” “Mother, I have to leave to see where the stream ends and what lies beyond the mountains. I have been wondering about this for days now.” The mother just laughed and said, “When I was your age, I also had those thoughts. But, my dear, a stream has no beginning and no end. The stream just flows and never goes anywhere.”	I can infer that the little fish was feeling worried about telling his mother that he wanted to leave. He tries to pick a time to talk to her seriously. I can infer that he feels worried because no other fish has ever left the stream. He must feel worried about how his mother will react to his desire to leave!
“But Mother, isn’t it true that everything comes to an end? The nights, days, weeks, months, even years?” “Forget this nonsense talk”, interrupted his mother. “Let’s go swimming.” “No, Mother, I’m tired of swimming in circles. I want to see the world, I want to see what’s happening elsewhere. I don’t want to spend the rest of my life swimming round and round in this spot. I want to see if there is another way to live in this world. Once I have learned, I will come back and will tell you about it.”	I can infer that the little fish’s mother is feeling very scared that if she let’s her little fish leave the safety of home, something terrible might happen to him! I can infer that she has never left the stream, so she is scared because she has no idea what he will find! Also, she is quite happy in the stream – she doesn’t really understand why the little fish is unhappy there!
The little fish’s mother was very upset and cried out loudly: “My dear child, are you mad? Everything you need is here. The world you want, is here!”	

Just then a school of fish swam passed, and the elder fish asked, “What are you arguing about?” The mother told them that her child wanted to leave the stream to see what was beyond the mountains. All the fish, young and old, thought the little fish was silly. But the little fish would not give up on his dreams.	But I can infer that little fish is very determined to explore the world. He must be determined because he still wants to explore, even though the other fish think his dreams are nonsense!
The mother fish felt afraid for her only child. She said, “My child, I understand that you need to go beyond the mountains to see what is there. I don’t know anyone who has ever left this stream, but I can only wish you well on your journey and hope that one day you will come back.” The mother fish said goodbye to her child as he went on his adventure.	In the end, I can infer that the mother fish realises that she just wants her child to be happy!
Follow up questions	Responses
Why is the little fish’s mother afraid?	- Because she has never left the stream, so she doesn’t know what the rest of the world is like. - Because no other fish she knows have left the stream. - Because she is worried something bad will happen when little fish leaves the safety of home!
How can we infer that the little fish is unusual / different from other fish?	- Because his mother thinks it is nonsense that little fish wants to leave. - Because all the other fish think the little fish is silly.
Why question	Possible response
Why did the little fish want to leave the stream?	- Because he was bored of swimming in circles. - Because he was tired of seeing and doing the same thing again and again, day after day. - Because he wanted to know what was beyond the stream! - Because he was an adventurous little fish. - Because he was curious about the rest of the world.

Ask learners to formulate a question about the text.

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

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

Modelling (I DO)	1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 70 5. Read out loud while learners follow along: <i>Leave? What do you mean you want to leave?</i> 6. Remind learners that this is what the mother fish says to little fish when he says he wants to leave their stream! 7. Explain that this a rhetorical question. This means that the mother asks this question not expecting an answer. Mother asks this question to show that she thinks the little fish's idea is ridiculous! 8. Explain we can make inferences that: a. Mother fish doesn't think there are any good reasons to leave the stream. b. Mother fish thinks doesn't know why anyone would ever leave the stream. c. Mother fish thinks the little fish is being silly. d. Mother fish doesn't think little fish really wants to leave the stream. 9. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.
Work with learners (WE DO)	1. Read out loud while learners follow along: <i>The little fish would not give up on his dreams</i> 2. Ask learners: What inferences can you make after you read this sentence? 3. Listen to learners ideas, like: a. The little fish is determined. b. The little fish doesn't care about what the other fish think about him. c. The little fish is brave! d. The little fish is so curious about the rest of the world, he is determined to go out and to explore!

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: <i>All the fish, young and old, thought the little fish was silly.</i> 3. Ask learners: What inferences can you make from this sentence? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 4-5 learners to share an answer to the question, like: a. None of the other fish want to leave the stream. b. All of the other fish agree with little fish's mother, that little fish's dream is nonsense. c. That none of the other fish have ever left the stream. d. That the little fish is unusual – he is different from the other fish. e. That the other fish are happy with their life in the stream.
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 1: FRIDAY / DAY 5: POST-READING

TITLE	<i>The brave little fish</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make inferences
PURPOSE	- Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. - Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.

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 **3-5 sentences**?
3. Instruct learners to use the frame to answer the question:
This story is about...
I admire the little fish when...
I think the little fish in the story is...because...
I think the writer of the story wanted us to think about...
4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
5. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
6. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
7. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
8. Come up with a class summary, like: **This story is about** *a little fish who lives in a stream, but dreams about seeing the bigger world!* **I admire the little fish when** *he decides to go on his big adventure at the end.* **I think the little fish in this story is** *brave,* **because** *he is willing to leave, even though he has no idea what he will find in the world!* **I think the author of this story wanted us to think about** *living our dreams, even if other people think they are silly!*

WEEK 1: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Story (Narrative Essay)	To entertain	a. Orientation that introduces characters and setting, e.g. <i>Once upon time there was an old woman who lived with her son called Jack. They were very poor.</i> b. Events leading to a complication, e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> c. Resolution and ending, e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i>	a. Written in the first or third person b. Written in the past tense c. Events described sequentially d. Connectives that signal time, e.g. <i>Early that morning, later on, once</i> e. Makes use of dialogue f. Language used to create an impact on the reader, e.g. <i>adverbs, adjectives, images</i>
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a story (also called a narrative essay). 2. A story entertains people! It is meant to be interesting and fun to read. 3. Explain that all stories have certain important elements: a. <u>Characters</u>: A story always has characters. They can be people or animals. b. <u>Setting</u>: This is when and where the story takes place. c. <u>Conflict / complication</u>: A story has a problem that needs to be solved. d. <u>Resolution</u>: This is how the problem gets solved in a story.		

READ THE SAMPLE TEXT	<i>Thuli's Trip to the Mountains</i> <i>Once upon a time, there was a twelve year old girl called Thuli. She lived in the city of Durban with her mother and father. Thuli longed to go to the countryside. She dreamed of climbing a mountain.</i> <i>Then, her dream came true! In the Easter holidays, her mom and dad took Thuli to the Drakensburg Mountains. When they got to their hotel, Thuli ran outside and looked at the mountains! She breathed in the fresh air, and smiled. She loved it here!</i> <i>But, she still wanted to climb a mountain, and her mom and dad would not take her. Thuli felt sad because the mountains were so close! Just then, a young man from the hotel came to speak to Thuli's family. He said that his job was to take guests for walks up the mountains.</i> <i>Finally, Thuli got to climb a mountain! In the end, all her dreams came true!</i>
DISCUSS	1. Who is the narrator in this essay? 2. What happens in this essay? 3. What tense is this essay written in? 4. Do you think this is fiction or nonfiction? Why?
NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Story (narrative essay)</u> 1. <u>Beginning</u>: Tells about character and setting. 2. <u>Middle</u>: A problem! 3. <u>Ending</u>: How the problem gets solved. 4. Entertains people!

GRADE 6 - TERM 2



THEME:
EXPLORING NEW PLACES

'Don't just listen to what they say. go and see.'
– Unknown

TERM 2: WEEK 2	
OVERVIEW	
THEME	Exploring new places
THEME VOCABULARY	adventure, adventurous, contrast, homesick, similar, familiar, unfamiliar, beyond, nonsense, explore, overseas, roller coaster, theme park, gallery, capital, landscape, coastline, desert, forest, swamp
LSC	Adjectives
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Story (Narrative Essay)
WRITING TOPIC	Write a story about a character who explores a new place!

WEEK 2: MONDAY / DAY 1: PLANNING		
TOPIC	Write a story about a character who explores a new place!	
GENRE	Story	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, explain about the character that you will write about. <i>I will write a story about a character who goes on an aeroplane for the first time. She goes to the sea. I will need to imagine what the sea is like, because I have never been to the sea either. I am going to base this story on how I think I would feel if I saw the sea – because it is my dream!</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>My story</u> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end?	<u>My story</u> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea.

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and **visualise** a character who explores a new place. Instruct learners to think about the new place that their character will explore in the story. How does the character feel – are they more adventurous like Lefa, or more happy in a familiar place, like Kotsi? What happens as the character explores? Learners should try to **visualise** their story like a movie in their mind!
2. Next, tell learners to **turn and talk** with a partner, to share their idea.
3. **Hand out exercise books.**
4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their story, just like you did.
5. Tell learners not to copy your plan – they must write their **own** ideas.
6. As learners work, walk around the room and hold mini-conferences.

Planning
My Story

1. Helen, Age 9
2. Gold Reef City in Johannesburg.
3. She has never been to Johannesburg or Gold Reef City.
4. Gold Reef City
5. She runs to the big rolla costa.
6. Excited
7. She wants to ride the big rolla costa.
8. She is to scared to go alone.
9. Her dad comes with her.
10. She goes on the rolla costa and has a great time.

WEEK 2: 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 2: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME (from Dr Seuss)	Lyrics	Actions
	Today is your day.	<i>Point your forefinger down</i>
	You're off to great places!	<i>Stretch your arms out wide</i>
	You're off and away!	-
	You have brains in your head.	<i>Point to your head</i>
	You have feet in your shoes.	<i>Point to your shoes</i>
	You can steer yourself	<i>Pretend to hold a steering wheel</i>
	any direction you choose.	-
	You're on your own. And you know what you know.	<i>Hug yourself tightly then point to your head</i>
	And YOU are the one who'll decide where to go!	<i>Point to your friends around you</i>
THEME VOCABULARY	overseas, roller coaster, theme park, gallery (art gallery), capital (like a capital city)	
QUESTION OF THE DAY		
Question	Which place is most interesting to you?	
Graph	3 COLUMN GRAPH	
Options	a theme park / an art gallery / a restaurant	
Follow up questions		
Question	How many learners think a theme park is most interesting?	
Answer	___ learners think a theme park is most interesting.	
Question	How many learners think an art gallery is most interesting?	
Answer	___ learners think an art gallery is most interesting.	
Question	How many learners think a restaurant is most interesting?	
Answer	___ learners think a restaurant is most interesting.	
Question	Which place do most learners think is most interesting?	
Answer	Most learners think ___ is most interesting.	
Question	Which place do fewest learners think is most interesting?	
Answer	Fewest learners think ___ is most interesting.	

Question	Which place is most interesting to you?
Answer	A theme park is most interesting.
Answer	An art gallery is most interesting.
Answer	A restaurant is most interesting.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP	Call a same-ability reading group to work with you.
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INDEPENDENT OR PAIRED READING

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

WEEK 2: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	Adjectives
LSC MODELLING (I DO)	1. Explain that in our story this week, we will make sure that we use good adjectives to describe our main character. 2. Ask learners: What are some adjectives we know that can be used to describe a person? 3. Brainstorm some ideas with learners, like: kind, caring, adventurous, curious, brave, determined, confident, quiet, shy, friendly, etc. 4. Explain that sometimes, when we use adjectives we write the adjective after the noun we are describing, like: • She was very kind and caring. • He is curious and intelligent. 5. Explain that we can also use an adjectives before the noun we are describing, like: • The curious child always had her hand raised to ask a question. • The friendly man always had a smile on his face.
LSC Ask learners for help (WE DO)	1. Explain that to practice together, we will use adjectives to describe Lefa and Kotsi. 2. Write Lefa on the board. Make a mind-map to brainstorm some ideas to describe Lefa, like: adventurous, happy, curious, etc. 3. Write Kotsi on the board. Make a mind-map to brainstorm some ideas to describe Lefa, like: quiet, nervous, shy, etc. 4. Choose two adjectives to describe Lefa. 5. Ask learners to help you make a sentence where the adjective comes before the noun, like: Adventurous Lefa was always excited to try new food! 6. Ask learners to help you m make a sentence where the adjective comes after the noun, like: Lefa was curious about each new place she travelled! 7. Choose two adjectives to describe Kotsi. 8. Ask learners to help you make a sentence where the adjective comes before the noun, like: Thoughtful and quiet, Kotsi liked to stay at home! 9. Ask learners to help you m make a sentence where the adjective comes after the noun, like: Kotsi was uncomfortable in new places!

LSC Pair work (YOU DO)	1. Explain that now, learners will brainstorm some adjectives to describe the main character of their story. 2. Hand out learners' exercise books. 3. Instruct learners to write the name of their main character in the middle of a paper. Explain that they should make a mind-map to brainstorm some adjectives to describe their character, like: determined, friendly, curious, etc. 4. Give learners 2-3 minutes to work to brainstorm adjectives for their character. 5. Then, call learners back together. Call on random learners to say an adjective from their mind-map. 6. Help the learner say the adjective in a sentence. Remind learners that the adjective can come before or after a noun. 7. Explain that as learners draft, they must use at least two adjectives to describe the main character in their stories!	
TOPIC	Write a story about a character who explores a new place!	
PLANS	Before class begins, rewrite the planning frames on the board:	
	<u>My story</u> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end?	<u>My story</u> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea.

WRITING FRAME	- Next, tell learners that they must turn each point in their plan into a sentence. - They must also arrange the sentences into 2 paragraphs. - Write the following frame on the chalkboard, and explain it to learners: <u>An exciting trip!</u> Paragraph 1 Once upon a time... Points 1-3 Paragraph 2 The first time he / she... Points 4-5 Paragraph 3 The problem was... Points 6-8 Paragraph 4 Finally... In the end... Points 9-10
DRAFT	- Hand out learners' exercise books. - Settle learners so you have their attention. - Remind learners that they will write story using the frame. - Instruct learners to write the date and heading: Story: Draft - 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.

My story: Draft

Once upon a time there was a girl named Helen. She was on her way to Johannesburg. She was going to Gold Reef City for the first time.

The first time she saw the rolla costa she ran towards it. She was so excited.

The problem was that she was too scared to go on the rolla costa alone.

Finally her dad said that he would come with her. She went on the rolla costa and had a great time.

WEEK 2: 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 2: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Today is your day.	<i>Point your forefinger down</i>
	You're off to great places!	<i>Stretch your arms out wide</i>
	You're off and away!	-
	You have brains in your head.	<i>Point to your head</i>
	You have feet in your shoes.	<i>Point to your shoes</i>
	You can steer yourself	<i>Pretend to hold a steering wheel</i>
	any direction you choose.	-
	You're on your own. And you know what you know.	<i>Hug yourself tightly then point to your head</i>
	And YOU are the one who'll decide where to go!	<i>Point to your friends around you</i>
THEME VOCABULARY	landscape, coastline, desert, forest, swamp	
QUESTION OF THE DAY		
Question	What landscape do you think is most appealing?	
Graph	4 COLUMN GRAPH	
Options	coastline / desert / forest / swamp	
Follow up questions		
Question	How many learners think a coastline is most appealing?	
Answer	___ learners think a coastline is most appealing.	
Question	How many learners think a desert is most appealing?	
Answer	___ learners think a desert is most appealing.	
Question	How many learners think a forest is most appealing?	
Answer	___ learners think a forest is most appealing.	
Question	How many learners think a swamp is most appealing?	
Answer	___ learners think a swamp is most appealing.	
Question	What landscape do most learners think is most appealing?	
Answer	More learners think a ___ is most appealing.	

Question	What landscape do fewest learners think is most appealing?
Answer	Fewest learners think a ___ is most appealing.
Question	What landscape do you think is most appealing?
Answer	I think a coastline is most appealing.
Answer	I think a desert is most appealing.
Answer	I think a forest is most appealing.
Answer	I think a swamp is most appealing.
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.
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INDEPENDENT OR PAIRED READING

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

WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Does my story have 4 paragraphs? 2. Does my story describe the character and setting? 3. Did I use two adjectives to describe my main character? 4. Does my story have a problem? 5. Does the problem in my story get fixed? 6. Did I spell all words correctly? 7. Does each sentence begin with a capital letter? 8. Does each paragraph end with proper punctuation?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement.
SHARE	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

Helen goes to Gold Reef City

Once upon a time there was a girl named Helen. She was going to Gold Reef City in Johannesburg. She was going there for the first time.

The first time she saw the roller coaster, she ran towards it. She was so excited.

The problem was that she was too scared to go on the roller coaster alone.

Finally her dad said that he would come with her. She went on the roller coaster and had a fantastic time.



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

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

GRADE 6 - TERM 2

WEEK
3

THEME:
MUSIC

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

TERM 2: WEEK 3	
OVERVIEW	
THEME	Music
THEME VOCABULARY	musician, composer, career, concert, fan, interview, interviewer, prestigious, passionate, perform
LSC	Personification
COMPREHENSION STRATEGY	Search the text I wonder...
WRITING GENRE	Descriptive essay
WRITING TOPIC	Write a descriptive essay about a time you enjoyed music in some way!
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 stories about music or musicians. 5. Try to find some pictures of famous musicians for your theme table. Include musicians that your learners like!

WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn to DBE Workbook 1 page 94 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners’ background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
SONG / RHYME Reference: https://www.familyfriendpoems.com/poem/love-for-the-music	Lyrics	Actions
	Music has rhythm,	-
	And, of course, a beat!	<i>Snap your fingers to the tune</i>
	Feel the music,	<i>Pretend to dance</i>
	Flowing through your feet!	<i>Wiggle your feet</i>
	Music makes me want to dance,	<i>Pretend to dance</i>
	Across the floor!	<i>Move across the floor</i>
	The beat’s so good,	<i>Snap your fingers to the tune</i>
	I want some more!	-
THEME VOCABULARY	musician, composer, career, concert, fan	
QUESTION OF THE DAY		
Question	Which musical career sounds more interesting to you?	
Graph	2 COLUMN GRAPH	
Options	singer / composer	
Follow up questions		
Question	How many learners think being a singer sounds more interesting?	
Answer	__ learners think being a singer sounds more interesting.	
Question	How many learners think being a composer sounds more interesting?	
Answer	__ learners think being a composer sounds more interesting.	
Question	Which musical career sounds more interesting to more learners?	
Answer	More learners think being a __ sounds more interesting.	

Question	Which musical career sounds more interesting to fewer learners?
Answer	Fewer learners think being a __ sounds more interesting.
Question	Which musical career sounds more interesting to you?
Answer	Being a singer sounds more interesting.
Answer	Being a composer sounds more interesting.
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 descriptive story: **Litha's first concert**
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
Litha was a Grade 6 student who really loved music. Her favourite musician was a famous singer called Rihanna. Litha listened to Rihanna's music every single day. Litha loved the way Rihanna's voice sounded, and she loved the words of Rihanna's songs. Litha thought that Rihanna was very cool.	I learn here that Litha loves the singer Rihanna!	1. Who is Litha's favourite musician? (Rihanna.) 2. What does Litha love about Rihanna? (<i>Her voice and her song lyrics.</i>)

It was Litha's birthday and her parents surprised her the best present ever! They bought four tickets to watch Rihanna's concert. Litha and her parents decided to take her best friend, Tasneem, to the concert. Litha had never been to a concert before, so she was very excited. Litha was so excited that she could not sleep at night. She lay in bed for hours thinking about Rhanna's concert.	I learn here that Litha will go to her first concert ever. I learn that she is so excited to see Rihanna in concert that she cannot sleep!	1. What did Litha's parents do to surprise her? (<i>They bought her tickets to Rihanna's concert.</i>) 2. How many tickets did they buy for the concert? (<i>Four.</i>) 3. Why couldn't Litha sleep? (<i>Because she is so excited to see Rihanna in concert.</i>)
The day of Rihanna's concert finally arrived! Litha, Tasneem and Litha's parents arrived at the concert early. The concert was held at a huge stadium in Cape Town. The stadium was already very busy! There were thousands of Rihanna fans everywhere. Litha, Tasneem and her parents found their seats. Their seats were very close to the stage. Litha was so excited to see Rihanna on the stage. Litha's mother went and bought chocolates, chips and cooldrink so that they could eat snacks while they watched the show. Litha's parents only let her eat sweets and drink cooldrinks on special occasions. The day of Rihanna's concert was definitely a special occasion.	I learn here that the concert was big and exciting! There were people everywhere.	1. What may Litha only eat on special occasions? (<i>Sweets and cooldrinks.</i>) 2. Who else was at the stadium? (<i>Thousands of Rihanna fans.</i>) 3. Why is the Rihanna concert a special occasion? (<i>Because it is Litha's birthday present / Because it is a big concert / Because it is Litha's first concert, etc.</i>)

Rihanna eventually came onto the stage, and Litha was amazed! She looked very cool and her music sounded amazing. Litha danced and sang along with Rihanna. Litha, Tasneem and Litha's parents all enjoyed the concert. Litha had the best birthday ever.	I learn that Litha loved the concert – it was her best birthday ever! I wonder if Litha's parents and Kruti enjoyed the concert as much as Litha did?	1. Why was Litha amazed? <i>(I think she was amazed to see Rihanna in person!)</i>
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WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a descriptive story: **Litha's first concert**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. This story is related to the theme of 'music' because...
 - c. My favourite part of this story is when...
 - d. After reading this story, I...
 - e. One of my favourite descriptions is...
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	/tr/ / ir/												
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: tr, ir. 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: /tr/ - /i/ - /ll/ = trill /tr/ - /u/ - /st/ = trust /tr/ - /e/ - /nd/ = trend /b/ - /ir/ - /d/ = bird /f/ - /ir/ - /st/ = first /sh/ - /ir/ - /t/ = shirt 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>tr</td><td>ch</td><td>o</td></tr><tr><td>l</td><td>b</td><td>e</td></tr><tr><td>ai</td><td>ir</td><td>n</td></tr><tr><td>s</td><td>p</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.	tr	ch	o	l	b	e	ai	ir	n	s	p	d
tr	ch	o											
l	b	e											
ai	ir	n											
s	p	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: trend or chirp
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: dance, rhythm, healthy, time, challenges, good, after, everyone, well, happy

WEEK 3: TUESDAY / DAY 2: PRE-READING

TITLE	A radio interview (<i>information text</i>)
DBE WORKBOOK 1, PAGE	94
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Ask a learner to read the title: **A radio interview**
2. Explain the meaning of the title, e.g. *This is an interview that was aired over the radio. This means that someone who works for the radio interviewed a musician. Anyone listening to the radio could hear the interview!*
3. Tell learners to look closely at the pictures, captions and title.
4. Conduct the Pre-Reading activity as per the core methodology.

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME (Love for the music poem)	Lyrics	Actions
	Music has rhythm,	-
	And, of course, a beat!	<i>Snap your fingers to the tune</i>
	Feel the music,	<i>Pretend to dance</i>
	Flowing through your feet!	<i>Wiggle your feet</i>
	Music makes me want to dance,	<i>Pretend to dance</i>
	Across the floor!	<i>Move across the floor</i>
	The beat’s so good,	<i>Snap your fingers to the tune</i>
	I want some more!	-
THEME VOCABULARY	interview, interviewer, prestigious, passionate, perform	
QUESTION OF THE DAY		
Question	Which concert do you think was more prestigious?	
Graph	2 COLUMN GRAPH	
Options	The 2010 Fifa World Cup Kick-off celebration / Nelson Mandela’s 90 th birthday concert	
Follow up questions		
Question	How many learners think the 2010 Fifa World Cup Kick-off celebration was more prestigious?	
Answer	__ learners think the 2010 Fifa World Cup Kick-off celebration was more prestigious.	
Question	How many learners think Nelson Mandela’s 90 th birthday concert was more prestigious?	
Answer	__ learners think Nelson Mandela’s 90 th birthday concert was more prestigious.	
Question	Which concert do more learners think was more prestigious?	
Answer	More learners think __ was more prestigious.	
Question	Which concert do fewer learners think was more prestigious?	
Answer	Fewer learners think __ was more prestigious.	
Question	Which concert do you think was more prestigious?	

Answer	I think the 2010 Fifa World Cup Kick-off celebration was more prestigious.
Answer	I think Nelson Mandela's 90 th birthday concert was more prestigious.
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	A radio interview (<i>information text</i>)
DBE WORKBOOK 1, PAGE	94
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text I wonder...
PURPOSE	• By getting learners to recall details about the text, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we 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.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 94**.
3. Allow learners a few minutes to try and read the story on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** as you read.
5. Read the story with fluency and expression to learners.
6. Read the **Text** first, and then say the comment in the First Read column.

Text	Think Aloud: First Read
Today we have a very special guest: none other than Loyiso Bala! Welcome to our radio show for tweenagers, Loyiso! We know that our listeners are huge fans of yours, and that they would love to learn more about you. We would like to thank you for being willing to talk to us.	Who is being interviewed? Oh! I learn that it is Loyiso Bala.
Where and when were you born? I was born in 1979 and raised in Uitenhage, in the Eastern Cape Province in south Africa. My home was in the dusty streets of Kwa-Nobuhle township outside Port Elizabeth. Interestingly enough, Enoch Sontonga, the composer of Nkosi Sikelel' iAfrica, also comes from Uitenhage.	We learn that Loyiso comes from Uitenhage, outside Port Elizabeth. Who came from the same home town as Loyiso? Oh! It was another musician: the composer Enoch Sontonga.
When did you start singing? I started singing at a very young age. My first performance was when I was three years old: I sang as a curtain raiser in a choir. Starting young helped me to develop my love for music. At age seven I recorded "Mama come back".	We learn that Loyiso has been singing his whole life! Why did it help Loyiso to begin singing at a young age? Oh! I read that it is because it helped him develop his love for music!
How has your family and upbringing shaped your singing career? Music was our life when we were growing up. We, as a family, always sang at weddings, funerals and any other special occasions that took place in our community. My grandfather was a composer and he had about five choirs coming to our house every week to practice. That's where I learnt how to read and write music. Both my brothers are performers and played a role in helping me to develop my career. We performed as the Bala Brothers in the international hit show <i>The Lion King</i> (see worksheet 37).	Where did Loyiso learn how to read and write music? Oh! I learn that it was in his own home, from his family and the other musicians they worked with. I learn here that Loyiso was not unique in his family; many of his relatives were musicians too!

Is education important to you? Yes it is extremely important. I attended primary school in Uitenhage. Later I won a scholarship and join the prestigious Drakensburg Boys Choir where I finished my schooling. Then, after completing high school I studied for a music degree at the University of Pretoria. Education has certainly helped to launch my career.	I learn that Loyiso studied music! Loyiso didn't just become famous. Loyiso's education helped him become a musician!
What language do you sing in? I sing in my mother tongue isiXhosa and also in English to reach wider audiences.	--
What has been your most memorable experience as a musician? My most memorable was performing at the 2010 FIFA World Cup Kick-Off celebration in South Africa. Second to that was performing at the 46664 Nelson Mandela's 90th birthday dinner and concert in Hyde Park, London in 2008. Performing before an audience of about 50 000 was electrifying! I don't think I can find the right words to describe it actually. But it was certainly an honour!	
You are well known for your community work and helping others? Yes, making a contribution to the lives of others is important. I was involved in the charity event <i>My 94.7 Cycle Challenge</i> which is a sponsored cycling event to raise funds or charity. I try to make a difference to the lives of the children who attend <i>MaAfrika Tikkun's</i> community centres - to give these kids a chance at making a success of their lives. I have also coached school plays and given talks about HIV/AIDS at a number of schools across South Africa. It is important for young people to know how to live a positive life.	I learn that Loyiso Bala is not only passionate about singing. He is also passionate about helping others and making his community a better place.

What message do you have for “tweenagers”? Music has taught me to be disciplined. You need to work hard to become the best at what you do.	What is a tweenager? Hmm.
Follow up questions	Responses
What was Loyiso’s childhood like?	It was full of singing. He began singing when he was only three years old. His home and family were filled with music and musicians.
How does Loyiso make a difference in his community?	He works for charity events, he works with children in community centres, he works as a coach, and he speaks out about living with HIV/AIDS to try to break down that stigma!
Why question	Possible response
Does this interview make you want to know more about Loyiso Bala? Why or why not?	• Yes, this interview makes me want to know more because... • No, This interview doesn’t make me want to know more, because...
Introduce the LSC in context	
1. Explain to learners that in this cycle, they will learn about: personification 2. Introduce this LSC as follows: Personification is giving a non-human thing human qualities. This helps to build an image of that thing. For instance: the sun smiled down on us. The sun cannot really smile, but it creates an image that the sun makes us feel warm and happy.	

WEEK 3: THURSDAY / DAY 4: SECOND READ	
TITLE	A radio interview (<i>information text</i>)
DBE WORKBOOK 1, PAGE	94
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Search the text I wonder...
PURPOSE	- By getting learners to recall details about the text, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. - By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we 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.
- Before the lesson begins, write the follow-up questions on the board: <i>Do you think Loyiso would encourage young people who want to be musicians to stay in school? Why or why not?</i> <i>What question would you want to ask Loyiso if you were the interviewer?</i> <i>Why can we say Loyiso Bala is caring person?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the interview on page 94. - 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 interview to each other. Explain that one partner can read as the interviewer. The other person can read as Loyiso Bala. - Tell learners to orally discuss the follow-up questions together.	

Text	Think Aloud: Second Read
Today we have a very special guest: none other than Loyiso Bala! Welcome to our radio show for tweenagers, Loyiso! We know that our listeners are huge fans of yours, and that they would love to learn more about you. We would like to thank you for being willing to talk to us.	Who is speaking here? Oh! I can see that the speaker says 'our listeners'. This tells me that the person speaking here is the person who works for the radio; the interviewer.
Where and when were you born? I was born in 1979 and raised in Uitenhage, in the Eastern Cape Province in south Africa. My home was in the dusty streets of Kwa-Nobuhle township outside Port Elizabeth. Interestingly enough, Enoch Sontonga, the composer of Nkosi Sikelel' iAfrica, also comes from Uitenhage.	Why does Loyiso say it is interesting that Enoch Sontonga comes from the same place as him? I think it is because they are both well known South African musicians who come from the same place! I wonder if there is something special about Uitenhage that encourages people to be musicians?
When did you start singing? I started singing at a very young age. My first performance was when I was three years old: I sang as a curtain raiser in a choir. Starting young helped me to develop my love for music. At age seven I recorded "Mama come back".	I learn that beginning music early in his life was important for Loyiso because he was able to develop a deep love for music! I wonder if he was a great singer from the time he began singing at age three?
How has your family and upbringing shaped your singing career? Music was our life when we were growing up. We, as a family, always sang at weddings, funerals and any other special occasions that took place in our community. My grandfather was a composer and he had about five choirs coming to our house every week to practice. That's where I learnt how to read and write music. Both my brothers are performers and played a role in helping me to develop my career. We performed as the Bala Brothers in the international hit show <i>The Lion King</i> (see worksheet 37).	I learn that Loyiso's grandfather and brothers were musicians, like Loyiso. Music seems to be a family tradition. I wonder if Loyiso's parents were also musicians? I wonder if Loyiso's brothers were upset when he decided to perform alone, rather than with them?

Is education important to you? Yes it is extremely important. I attended primary school in Uitenhage. Later I won a scholarship and join the prestigious Drakensburg Boys Choir where I finished my schooling. Then, after completing high school I studied for a music degree at the University of Pretoria. Education has certainly helped to launch my career.	I wonder what kinds of things you learn about when you study a music degree? I wonder if Loyiso studied how to play any instruments, or if he just studied singing?
What language do you sing in? I sing in my mother tongue isiXhosa and also in English to reach wider audiences.	--
What has been your most memorable experience as a musician? My most memorable was performing at the 2010 FIFA World Cup Kick-Off celebration in South Africa. Second to that was performing at the 46664 Nelson Mandela's 90th birthday dinner and concert in Hyde Park, London in 2008. Performing before an audience of about 50 000 was electrifying! I don't think I can find the right words to describe it actually. But it was certainly an honour!	I learn that Loyiso must be quite well known, because he has played at some important and big events!
You are well known for your community work and helping others? Yes, making a contribution to the lives of others is important. I was involved in the charity event <i>My 94.7 Cycle Challenge</i> which is a sponsored cycling event to raise funds or charity. I try to make a difference to the lives of the children who attend <i>MaAfrika Tikkun's</i> community centres - to give these kids a chance at making a success of their lives. I have also coached school plays and given talks about HIV/AIDS at a number of schools across South Africa. It is important for young people to know how to live a positive life.	I learn that Loyiso is a generous and caring person. He spends lots of his time working to help children live happier lives! I wonder how he chose the MaAfrika Tikkun community centres? I also wonder if he or someone close to him has HIV/AIDS?

What message do you have for “tweenagers”? Music has taught me to be disciplined. You need to work hard to become the best at what you do.	I learn here that being a musician isn’t just about having a voice that sounds nice. Becoming a famous musician takes lots of work!
Follow up questions	Responses
Do you think Loyiso would encourage young people who want to be musicians to stay in school? Why or why not?	Yes, I think he would encourage young people to stay in school. He would encourage them because he thinks education is important. Also, education helped launch his own career.
What is an additional question would you want to ask Loyiso if you were the interviewer? (A question that has not yet been asked!)	I would want to ask him...
Why question	Possible response
Why can we say Loyiso Bala is caring person?	• Because he gives a long interview so that his fans can learn more about him. • Because he cares about helping others. • Because he answers gives advice to ‘tweenagers’
Ask learners to formulate a question about the text. 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions.	

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

Modelling (I DO)	1. Explain that this week, we have been working on searching the text and thinking about the text (wondering). 2. Explain that today, we will practice how to think about a text (wonder). When we wonder, we think about the questions we have in our mind as we read a text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 94 5. Read out loud while learners follow along: <i>At age seven I recorded "Mama come back"</i> 6. Explain that when I wonder, I think about the questions in my mind after I read this, like: a. Where did he record this song? b. Where was the song played? c. Did this song make him famous at age seven? 7. Explain that these are all questions that come from what is stated in the text!
Work with learners (WE DO)	1. Explain that now, we will work together to wonder about part of the text. 2. Read out loud while learners follow along: <i>Performing before an audience of about 50 000 was electrifying! I don't think I can find the right words to describe it actually.</i> 3. Ask learners: What are you wondering after we read this sentence? 4. Listen to learners ideas and questions, like: a. I wonder if that is the biggest audience he has ever performed for. b. Why was it electrifying? c. Did Loyiso enjoy playing for so many people, or does he like small crowds better? d. Did he feel scared or nervous? e. Has he even made a mistake while performing?

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to wonder and think about some questions they have about a sentence in the text. 2. Read out loud while learners follow along: <i>I have also coached school plays and given talks about HIV/AIDS at a number of schools across South Africa.</i> 3. Ask learners: What does this sentence make you wonder? What questions do you have after reading this? 4. Instruct learners to turn and talk and discuss their questions with a partner. 5. After 3-5 minutes, call learners back together. 6. Call on learners to share a question they have about this part of the text, like: a. Which school plays has he coached? b. How old are the children in the plays he has coached? c. How does he choose which schools to visit? d. How did he learn enough about HIV/AIDS to give talks about it? e. Etc.
NOTES	Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is: <u>I wonder...</u> When we wonder, we ask questions about the text!

WEEK 3: FRIDAY / DAY 5: POST-READING

TITLE	A radio interview (<i>information text</i>)
DBE WORKBOOK 1, PAGE	94
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Summarise Search the text
PURPOSE	- Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. - By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

POST-READING

- Before the lesson begins, write the following heading, questions and sentence starters on the board.
- Read through the questions with learners, and explain them if necessary.
- Tell learners that next, they are going to turn and talk and discuss these questions with a partner.
- Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
- Explain that learners do not have to write the questions, but they must write the sentence starters.
- In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

A radio interview

- What kind of text is this? How do you know?
This is an...
I know because...
- Where did Loyiso Bala attend University?
He attended...
- Why does Loyiso Bala sing in English?
He sings in English so that he...
- Who helped Loyiso Bala develop his love for music?
...helped him develop his love for music.

5. What two facts did you find most interesting about Loyiso Bala?
I found it interesting that...and...
6. What are you left wondering about Loyiso Bala?
I am wondering...
7. Who do you think would enjoy knowing more about Loyiso Bala? Why?
I think...because...
8. What must you do if you want to have a career in music like Loyiso?
I think you must...

Model Answers: A radio interview

1. What kind of text is this? How do you know?
This is an interview.
I know because a person is being asked questions about his own life. Then, he answers the question and tells the audience about himself!
2. Where did Loyiso Bala attend University?
He attended University of Pretoria.
3. Why does Loyiso Bala sing in English?
He sings in English so that he can reach a bigger audience.
4. Who helped Loyiso Bala develop his love for music?
His family helped him develop his love for music.
5. What two facts did you find most interesting about Loyiso Bala?
I found it interesting that he was in the Drakensburg Boys Choir and also studied music in University. I found this interesting because I thought most musicians don't care that much about school.
6. What are you left wondering about Loyiso Bala?
I am wondering what kind of music he sings – I have never heard his music!
7. Who do you think would enjoy knowing more about Loyiso Bala? Why?
I think 'tweenagers' and other young people because it might inspire them to think about their own careers.
8. What must you do if you want to have a career in music like Loyiso?
I think you must work hard.

WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DESCRIPTIVE ESSAY	To describe something in a vivid way	1. <i>Identification:</i> Gives a general orientation to the subject, <i>e.g. There was a huge beast.</i> 2. <i>Description:</i> Describes features or characteristics of the subject, <i>e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i>	May be written in past or present tense. Creates a picture in words. Uses adjectives and adverbs. Uses figurative language, <i>e.g. simile, metaphor, personification and alliteration.</i>
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a descriptive essay. 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 that descriptive writing is writing that uses words to create pictures in the reader's imagination. It helps the reader to visualise what the writer is writing about. 4. Explain that in descriptive writing, we must: a. Create a picture using words b. Use words that tells us about what something looks, sounds, smells, tastes and feel like. c. Use interesting adjectives d. Use figures of speech (like similes)		

READ THE SAMPLE TEXT	<u>Enjoying records with my granny</u> Let me tell you about a time I enjoyed music. I was about 7 years old and I visited my grandmother in Kokstad. I helped my granny to clean out her cupboards, and we found her old record player and records. I felt very excited, because I had never seen a record player before! My gran decided that we would play records that night. The music was really fun! My gran loved a kind of music called 'Motown' when she was young. It was music that was fun to dance to, and I soon learned the words to some of the songs. I also loved looking at the record covers, which mostly had photos of beautiful people dressed in shiny clothing! I can even remember smelling the dust that we brushed off the records before playing them. This experiences was one of my best memories of my gran! She died not long after that, and I was terribly sad. But my gran told my dad that the record player and records were for me! I felt so special. Everytime I hear those songs, I think of my gran and smile!
DISCUSS	1. Who is being described? 2. What are some words that tell is about how something looks, sounds, smells, tastes or feels? 3. Who is telling this story? (Is the person talking about herself or someone else?) 4. How do we know this is descriptive writing?
NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Descriptive writing</u> 1. Tells us in detail about a person, place or thing. 2. I use interesting adjectives. 3. I write about how something looks, sounds, smells, tastes and feels 4. I write in the past or present tense.

GRADE 6 - TERM 2

WEEK 4

THEME:
MUSIC

'Where words fail, music speaks.'
- Hans Christian Andersen

TERM 2: WEEK 4	
OVERVIEW	
THEME	Music
THEME VOCABULARY	musician, composer, career, concert, fan, interview, interviewer, prestigious, passionate, perform, guitar, idol, pamphlet, rhythm, beat, decrease, increase, release, depression, crowd
LSC	Personification
COMPREHENSION STRATEGY	Search the text I wonder...
WRITING GENRE	Descriptive essay
WRITING TOPIC	Write a descriptive essay about a time you enjoyed music in some way!

WEEK 4: MONDAY / DAY 1: PLANNING		
TOPIC	Write a descriptive essay about a time you enjoyed music in some way!	
GENRE	Descriptive essay	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Remind learners that for this topic, you will need to visualise and describe all the things you see, hear, smell, feel and taste because it is a descriptive essay! 4. Orally share some of your ideas about how to fill in the writing frame, like: <i>I remember when I was a child, sometimes my dad would take out his guitar. He would play a song that he made up. He would play the strings and also sing along. I remember the funny faces he made and the deep way his voice sounded. I always loved when my dad spend time sitting and singing with me.</i> 5. Have the writing frame written on one side of the chalkboard. 6. Show learners how you make a list by answering the questions. 7. Do this on the other side of the chalkboard.	
	<u>A time I enjoyed music</u> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with?	<u>A time I enjoyed music</u> 1. I was six years old. 2. My dad playing guitar and singing. 3. My dad. 4. The attention he gave me. 5. The strings of the guitar, his deep voice. 6. My dad's silly face as he sang. 7. Nothing. 8. Music in my mouth! 9. Happy. 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special. 12. That I wanted to play the guitar, just like my dad.

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and **visualise** a time they enjoyed music someday. They must **visualise** what the music sounded like. They must **visualise** what they heard, how they felt, and if they could taste or smell anything during this experience. They must try to make the reader feel as if they were there too!
2. Next, tell learners to **turn and talk** with a partner, to share their stories.
3. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their descriptive essay, 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 time I enjoyed music

1. I was 8 years old.
2. A song at my aunts wedding.
3. My dad
4. Dancing with my dad
5. The soft voice of a woman's voice.
6. My dad smiling at me.
7. Nothing
8. No
9. special
10. It was the first time I danced with my dad.
11. Fun, amazing, special
12. That I can't wait to dance with my dad again.

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 (Love for the music poem)	Lyrics	Actions
	Music has rhythm,	-
	And, of course, a beat!	<i>Snap your fingers to the tune</i>
	Feel the music,	<i>Pretend to dance</i>
	Flowing through your feet!	<i>Wiggle your feet</i>
	Music makes me want to dance,	<i>Pretend to dance</i>
	Across the floor!	<i>Move across the floor</i>
	The beat’s so good,	<i>Snap your fingers to the tune</i>
	I want some more!	-
THEME VOCABULARY	guitar, idol, pamphlet, rhythm, beat	
QUESTION OF THE DAY		
Question	Would you like the opportunity to perform on South African Idols?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners would like the opportunity to perform on South African Idols?	
Answer	__ learners would like the opportunity to perform on South African Idols.	
Question	How many learners wouldn’t like the opportunity to perform on South African Idols?	
Answer	__ learners wouldn’t like the opportunity to perform on South African Idols.	
Question	Would more learners like the opportunity to perform on South African Idols or not?	
Answer	More learners would / wouldn’t like the opportunity to perform on South African Idols.	
Question	Would fewer learners like the opportunity to perform on South African Idols or not?	
Answer	Fewer learners would / wouldn’t like the opportunity to perform on South African idols.	

Question	Would you like the opportunity to perform on South African Idols?
Answer	Yes, I would.
Answer	No, I wouldn't.
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.
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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	Personification
LSC MODELLING (I DO)	1. Explain that personification is when we give human characteristics to something that isn't human. 2. Ask learners: What are some things that humans do? 3. Brainstorm some ideas with learners, like: eat, cry, love, write, run, etc. 4. Explain that when we personify something, we choose something that is not human and <i>make it do or feel something human</i>. 5. For example: wind 6. We can personify wind if we say: a. the wind <i>howled</i> (<i>the wind doesn't have a mouth so it can't really howl!</i>) b. the wind <i>carried</i> leaves through the air (<i>the wind doesn't have hands, so it can't really carry something!</i>) 7. Explain when we personify something, it helps us create a more vivid (clear) picture in our readers' minds. It helps the reader imagine what is happening more clearly!
LSC Ask learners for help (WE DO)	1. Choose a non-human thing together with learners, like: leaves 2. Ask learners: How can we personify this? 3. Help learners come up with some examples, like: a. The leaves danced in the wind (<i>Leaves don't have legs, they can't actually dance!</i>) b. The leaves clung to the tree (<i>Leaves do not have arms and they cannot hold onto things or cling.</i>)
LSC Pair work (YOU DO)	1. Explain that now, learners will think about how they can personify a word related to music in their essay. They could choose the word: beat, rhythm, music, song, etc. 2. Hand out learners' exercise books. 3. Give learners 2-3 minutes to brainstorm personifications on their own. They should write their ideas down! 4. Then, call learners back together. Call on random learners to read a personification they have written down, like: a. The music screamed! b. The music called me to dance! c. The music hummed. 5. Explain that as learners draft, they must use a personification of music in their essay!

TOPIC	Write a descriptive essay about a time you enjoyed music in some way!	
PLANS	Before class begins, rewrite the planning frames on the board:	
	<u>A time I enjoyed music</u> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with?	<u>A time I enjoyed music</u> 1. I was six years old. 2. My dad playing guitar and singing 3. My dad 4. The attention he gave me 5. The strings of the guitar, his deep voice. 6. My dad's silly face as he sang 7. Nothing 8. Music in my mouth! 9. Happy 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special 12. That I wanted to play the guitar, just like my dad

WRITING FRAME	1. Next, tell learners that they must turn each point in their plan into a sentence. They must try to use lots of interesting and descriptive adjectives in their sentences! 2. Remind learners that they must try to personify music in their essay! 3. They must also arrange the sentences into paragraphs, with topic and supporting sentences. 4. Write the following frame on the chalkboard, and explain it to learners: <u>Paragraph 1: Describe what was happening</u> <i>Points 1-4</i> Let me tell you about a time I enjoyed music. I... <u>Paragraph 2: Describe the music (You can add an extra paragraph here is you need to!)</u> <i>Points 5-9</i> The music was... Listening to the music, I... <u>Paragraph 3: Explain how you think about the experience now</u> <i>Point 10-12</i> This experiences was...
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a descriptive essay using the frame. 4. Instruct learners to write the date and heading: Descriptive essay: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Descriptive essay: Draft

Let me tell you about a time I enjoyed music. I was 8 years old and at my aunts wedding. A beautiful song came on and my dad took me to dance.

The music was so soft and peaceful. My dad was swinging me round and smiling at me. Listening to the music, I felt so special.

This experience was amazing because it was the first time I ever danced with my dad. I can't wait to dance with my dad again

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 (Love for the music poem)	Lyrics	Actions
	Music has rhythm,	-
	And, of course, a beat!	Snap your fingers to the tune
	Feel the music,	Pretend to dance
	Flowing through your feet!	Wiggle your feet
	Music makes me want to dance,	Pretend to dance
	Across the floor!	Move across the floor
	The beat’s so good,	Snap your fingers to the tune
	I want some more!	-
THEME VOCABULARY	decrease, increase, release, depression, crowd	
QUESTION OF THE DAY		
Question	What do you think is the most interesting fact about music?	
Graph	3 COLUMN GRAPH	
Options	music can decrease depression / music can help you get a better workout / music makes flowers grow faster	
Follow up questions		
Question	How many learners think it’s most interesting that it can decrease depression?	
Answer	__ learners think it’s most interesting that it can decrease depression.	
Question	How many learners think it’s most interesting that it can help you get a better workout?	
Answer	__ learners think it’s most interesting that it can help you get a better workout.	
Question	How many learners think it’s most interesting that it makes flowers grow faster?	
Answer	__ learners think it’s most interesting that it makes flowers grow faster.	
Question	What do most learners think is the most interesting fact about music?	
Answer	Most learners think the most interesting fact is that __.	

Question	What do fewest learners think is the most interesting fact about music?
Answer	Fewest learners think the most interesting fact about music is that ____.
Question	What do you think is the most interesting fact about music?
Answer	I think it's most interesting that it can decrease depression.
Answer	I think it's most interesting that it can help you get a better workout.
Answer	I think it's most interesting that it makes flowers grow faster.
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.
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INDEPENDENT OR PAIRED READING

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

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Does my story have at least 3 paragraphs? 2. Does my story describe the kind of music I enjoyed? 3. Do I describe how things look, sound, smell taste and / or feel? 4. Did I included a personification in my essay? 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 story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement.
SHARE	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

Dancing with my dad

Let me tell you about a time I enjoyed music. I was 8 years old and at my aunt's wedding. A beautiful song came on and my dad took me to the dance floor.

The music was so soft and peaceful. My dad was swinging me around. He was smiling down at me. Listening to the music, I felt so special.

This experience was amazing because it was the first time I ever danced with my dad. I can't wait to dance with my dad again.



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:
 - Theme vocabulary
 - LSC
 - The different texts that were read
 - The small group discussion
 - The comprehension strategy
 - The writing genre and task
 - All content from the theme

SHARE WITH FAMILIES

- Ask learners to think about two things they learnt this week that they will share with their families.
- Tell learners to turn and talk and share with a partner.
- Ask a few learners to share their points with the class.

ACKNOWLEDGE AND CELEBRATE

- Acknowledge the improvements and achievements of a few learners each week.
- These improvements and achievements can be related to:
 - EFAL skills like reading or writing
 - Theme content
 - Tasks or activities
 - Behaviour in the class
 - Relationships with other learners
 - Attitude to EFAL
 - Or any other aspect of classroom life
- Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 6 - TERM 2

WEEK 5

THEME:
URBAN & RURAL

'I may not have gone where I intended to go, but I think I have ended up where I intended to be.'

- Douglas Adams

TERM 2: WEEK 5	
OVERVIEW	
THEME	Urban and rural
THEME VOCABULARY	urban, rural, country, city, comfortable, shocked, construction, struck, used to, peace
LSC	Connecting words showing purpose and addition
COMPREHENSION STRATEGY	Make connections
WRITING GENRE	Friendly (personal) letter
WRITING TOPIC	Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin!
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: newspaper articles about life in different communities. 5. Try to find some pictures of urban and rural areas for your theme table. 6. Do some research in preparation for this theme, for instance, are there studies to show if people are happier in urban or rural settings?

WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn to DBE Workbook 1 page 112 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners’ background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
SONG / RHYME	Lyrics	Actions
	Here is a house for a robin,	<i>hold your hands open, like a nest</i>
	Here is a hive for a bee,	<i>close your hand, like a beehive</i>
	Here is a hole for a rabbit,	<i>make a circle with your hands</i>
	Here is a home for me!	<i>Make a roof over your head</i>
THEME VOCABULARY	urban, rural, country, city, comfortable	
QUESTION OF THE DAY		
Question	Which kind of place do you feel most comfortable?	
Graph	2 COLUMN GRAPH	
Options	an urban place / a rural place	
Follow up questions		
Question	How many learners feel most comfortable in an urban place?	
Answer	__ learners feel most comfortable in an urban place.	
Question	How many learners feel most comfortable in a rural place?	
Answer	__ learners feel most comfortable in a rural place.	
Question	Which kind of place do more learners feel most comfortable?	
Answer	More learners feel most comfortable in __.	
Question	Which kind of place do fewer learners feel most comfortable?	
Answer	Fewer learners feel most comfortable in __.	
Question	Which kind of place do you feel most comfortable?	
Answer	I feel most comfortable in an urban place.	
Answer	I feel most comfortable in a rural place.	

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 friendly (personal) letter**
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
Dear Unathi, I am writing to tell you about my Easter holidays. For the Easter weekend, I went with my brother and my mother to Port Elizabeth. It is just a short hour and a half drive from Hogsback to Port Elizabeth, but life in Port Elizabeth is very different from life in Hogsback!	Simphiwe is the person who wrote this letter. He is writing to tell his friend about what he saw on his trip to Port Elizabeth. I can make a connection. When I go somewhere new, I always like to tell my friends about it. But, I usually tell them on WhatsApp or in an email.	1. Who is the recipient of this letter? (<i>Unathi.</i>) 2. When did Simphiwe travel to Port Elizabeth? (<i>During Easter weekend.</i>) 3. Who did he go to Port Elizabeth with? (<i>His mother and brother.</i>) 4. How far does Simphiwe live from Port Elizabeth? (<i>He lives an hour and a half away.</i>)

Port Elizabeth is a very big city! The first thing that struck me was the noise! In Hogsback it is very quiet, so I was shocked to hear all of the loud noises in Port Elizabeth. It is never completely quiet, even late at night. I lay in bed listening to the sounds of the traffic, and people talking, laughing and shouting. In the day it is even louder.	Simphiwe is from a rural place. In Port Elizabeth, he notices all the traffic! I can make a connection. Whenever I travel to the city, I also notice the noise at night, just like Simphiwe. When I am in the city, the noise makes it difficult for me to sleep. I wonder if the noise also made sleeping difficult for Simphiwe?	1. Where does Simphiwe's family live? (<i>They live in Hogsback.</i>) 2. What is one difference Simphiwe notices between Port Elizabeth and Hogsback? (<i>The noise – there is a lot of noise in Port Elizabeth, in contrast to Hogsback, which is very quiet!</i>) 3. What are some sounds Simphiwe heard in the city? (<i>traffic, people talking, music, construction, sirens.</i>)
I heard music on the streets. I heard building noises from construction sites. I heard sirens, alarms and police cars!		

The second thing that struck me was all the different buildings! In Hogsback we have very few shops, one primary school, one small police station, and one small church. So as you can imagine, it took me a bit of time to get used to the bright lights of Port Elizabeth! I saw so many different places to live – big houses, blocks of flats, townhouses and informal settlements. We drove past many different schools, and we visited a huge university, where my mom may go and work. I also counted 5 hospitals and about 20 churches – and that was just in the parts of Port Elizabeth that we visited!	Simphiwe saw a big university in Port Elizabeth where he says his mother may go to work. I can infer that his family might move to Port Elizabeth. If I were Simphiwe, I would feel anxious about the idea of moving. I would feel anxious because it is difficult to leave a place, where you feel comfortable and know everyone to go to a new, unfamiliar place!	1. What is another difference that Simphiwe notices? <i>(There are so many buildings in the city!)</i> 2. What kind of buildings does Simphiwe see during his visit? (big houses, blocks of flats, townhouses, schools, churches, a university, hospitals, etc.) 3. Why did it take time for Simphiwe to get used to all the bright lights of Port Elizabeth? <i>(Because Hogsback is a small town, so he isn't used to being in such a big city!)</i> 4. Simphiwe felt unfamiliar in a new place. Can you make a connection? Have you ever been to a new place that you had to get used to? <i>(I felt like Simphiwe when...)</i>
Port Elizabeth was fun because there was so much to do! We went to the mall to watch movies and we even went to the beach. However, I really missed Hogsback! I missed seeing the mountains and I missed the peace and quiet. But I may have to get used to life in Port Elizabeth, we will soon see! Your friend, Simphiwe	Even though Simphiwe had fun in Port Elizabeth, he still felt homesick. I can make a connection to that feeling. I love exploring new places. But, ultimately I always am happy to go home!	1. What did Simphiwe enjoy about Port Elizabeth? <i>(All of the fun things to do, like the mall, the movie theatre, and the beach)</i> 2. What did he miss about Hogsback? <i>(The mountains and the peace and quiet)</i> 3. If you were Simphiwe, where would you prefer to live? Why? <i>(If I were Simphiwe, I would prefer... because...)</i>

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a friendly (personal) letter**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this letter...
 - b. I can connect to Simphiwe's experience because...
 - c. If I were Unathi, I would write back to Simphiwe and ask him...
 - d. After listening to this letter, I would prefer to live in **Port Elizabeth / Hogsback** because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

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

Sounds	/th/ / ay/												
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: th, ay. 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: /th/ - /i/ - /ck/ = thick /th/ - /r/ - /o/ - /w/ = throw /w/ - /i/ - /th/ = with /a/ - /w/ - /ay/ = away /st/ - /ay/ = stay /w/ - /ay/ = way 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>e</td><td>th</td><td>tr</td></tr><tr><td>n</td><td>m</td><td>o</td></tr><tr><td>ay</td><td>st</td><td>ir</td></tr><tr><td>d</td><td>i</td><td>ck</td></tr></table> MODEL 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books.	e	th	tr	n	m	o	ay	st	ir	d	i	ck
e	th	tr											
n	m	o											
ay	st	ir											
d	i	ck											

	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: trick or tray
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: animals, different, school, far, been, never, soon, car, space, garden

WEEK 5: TUESDAY / DAY 1: PRE-READING

TITLE	<i>Country mouse and city mouse</i>
DBE WORKBOOK 1, PAGE	112
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Ask a learner to read the title: ***Country mouse and city mouse***
2. Explain the meaning of the title, e.g. *Explain that country is another word for a rural place. This story seems like it will be about two mice: one from a urban place and one from a rural place!*
3. Tell learners to look closely at the pictures, captions and title.
4. Conduct the Pre-Reading activity as per the core methodology.

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Here is a house for a robin,	<i>hold your hands open, like a nest</i>
	Here is a hive for a bee,	<i>close your hand, like a beehive</i>
	Here is a hole for a rabbit,	<i>make a circle with your hands</i>
	Here is a home for me!	<i>Make a roof over your head</i>
THEME VOCABULARY	shocked, construction, struck, used to, peace	
QUESTION OF THE DAY		
Question	Which character do you feel more connected to?	
Graph	2 COLUMN GRAPH	
Options	The country mouse (Mathilda) / The city mouse (Missy)	
Follow up questions		
Question	How many learners feel more connected to Mathilda.	
Answer	___ learners feel more connected to Mathilda.	
Question	How many learners feel more connected to Missy?	
Answer	___ learners feel more connected to Missy.	
Question	Which character do more learners feel more connected to?	
Answer	More learners feel more connected to ___.	
Question	Which character do fewer learners feel more connected to?	
Answer	Fewer learners feel more connected to ___.	
Question	Which character do you feel more connected to?	
Answer	I feel more connected to Mathilda.	
Answer	I feel more connected to Missy.	
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>Country mouse and city mouse</i>
DBE WORKBOOK 1, PAGE	112
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make connections
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 112**.
3. Allow learners a few minutes to try and read the story on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** as you read.
5. Read the story with fluency and expression to learners.
6. Read the **Text** first, and then say the comment in the **First Read** column.

Text	Think Aloud: First Read
Mathilda Mouse lives on a small farm with her mother, far, far away from the city. They live happily there because it is easy to get food on the farm. They have a neat little house in the hole under the garden shed. Mathilda mouse and her mother always have enough to eat because the farmer usually drops lots of healthy grain and mealies when he works.	I can see that Mathilda and her mother are comfortable in their home. That's just like me – I feel comfortable and happy in my home.
One day Mathilda heard that her cousin Missy, a mouse from the city, was coming to visit them. Mathilda mouse and her mother were excited about the visit. They prepared the most delicious food for their cousin. They collected grain and even found some old cheese that the farmer had dropped. "What a splendid meal," thought Mathilda Mouse. "This food is fit for a princess."	I can make a connection . When someone comes to visit me from far away, I feel excited like Mathilda! It is always fun to have a visitor!

Mathilda gave her cousin a hearty welcome and offered her the grain and the mealies and the cheese, but Missy turned up her nose and said: "I cannot understand, Cousin Mathilda, how you can eat such boring food. Come with me and I will show you how to live.	I am surprised that Missy turned up her nose at the food Mathilda cooked for her. That is not a kind thing to do. If I were Mathilda , I would be thinking that my cousin was being quite rude!
When you have been in the city for one week you will wonder how you could have lived here."	
The two mice set off for the city. They jumped off the taxi at the main taxi rank. "Look!" said Missy. "That is the Happy Hamburger stand and that is the shopping mall." It was noisy and there were lots of people. Mathilda was afraid of the big cars and the loud city noise. Eventually they arrived at Missy's home in the city. "You must be dying of thirst," said Missy.	I can connect to Missy and Mathilda's thirst and hunger after their trip to the city. I always feel thirsty and hungry after a long journey in a hot taxi!
"Let's have something to eat". She took Mathilda mouse into a very grand dining room. There they found the remains of a fine dinner and soon the two mice were eating jelly and cake and sweets and chocolate. Suddenly they heard a meow! "What is that?" asked Mathilda Mouse. "Oh, just one of the cats of the house," answered Missy.	Mathilda can see that Missy eats delicious sweets all the time, in a very fancy and big dining room. If I were Mathilda , I might be feeling a little bit jealous that my cousin has access to such delicious food every day!
"Only!" said Mathilda. "I do not like that music at my dinner." At that moment a huge, hungry cat pounced on Mathilda Mouse. She had the fright of her life. She managed to pull herself loose from the cat's heavy paw, and she started to run. She did not stop. "Good bye, Missy," she called as she ran out into the street. "I will eat grain for the rest of my life. At least I am safe... I live without fear!" She panted. She ran all the way back to her village. She ran to her house. As she jumped into the hole under the garden shed, she said to herself, "There is no place like home!"	Oh! The cats make Mathilda feel homesick right away, because she is scared of getting eaten by a cat! If I were Mathilda , I would prefer my little, safe house as well.

Follow up questions	Responses
Where does Mathilda live?	She lives in a rural place / on a farm / in a village / in a small town.
Where does Missy live?	She lives in a big city.
Why question	Possible response
Why did Mathilda run home, back to her house?	• Because she was scared of the cats. • Because she was homesick. • Because the good food of the city wasn't worth the risk of being eaten by cats!
Introduce the LSC in context	
1. Explain to learners that in this cycle, they will learn about: connecting words that show purpose 2. Point out the following example of this: She cooked dinner so that her cousin would feel welcome. 3. Introduce this LSC as follows: Some connecting words join two sentences to show the purpose or reason for something. The words 'so that', 'to', 'in order to' are all examples of this.	

WEEK 5: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Country mouse and city mouse</i>
DBE WORKBOOK 1, PAGE	112
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make connections
PURPOSE	Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
- Before the lesson begins, write the follow-up questions on the board: <i>Which character do you connect to: Mathilda or Missy? Why?</i> <i>How would you feel if you were Mathilda Mouse when Missy turned her nose up at your food?</i> <i>Mathilda says 'there is no place like home.' Why do you think Mathilda feels that way?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the story on page 112. - 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 story to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
Mathilda Mouse lives on a small farm with her mother, far, far away from the city. They live happily there because it is easy to get food on the farm. They have a neat little house in the hole under the garden shed. Mathilda mouse and her mother always have enough to eat because the farmer usually drops lots of healthy grain and mealies when he works.	--

One day Mathilda heard that her cousin Missy, a mouse from the city, was coming to visit them. Mathilda mouse and her mother were excited about the visit. They prepared the most delicious food for their cousin. They collected grain and even found some old cheese that the farmer had dropped. “What a splendid meal,” thought Mathilda Mouse. “This food is fit for a princess.”	Mathilda must want her cousin to enjoy her visit and feel welcome at her little house! I can make a connection. When someone comes to visit me from far away, I also enjoy cooking a special meal for my visitors, so that they know they are welcome in my home!
Mathilda gave her cousin a hearty welcome and offered her the grain and the mealies and the cheese, but Missy turned up her nose and said: “I cannot understand, Cousin Mathilda, how you can eat such boring food. Come with me and I will show you how to live. When you have been in the city for one week you will wonder how you could have lived here.”	If I were Mathilda, I would feel a little bit upset by Missy’s comments! It isn’t nice to call someone’s house boring! This reminds me of this one time when my friend came to visit me from her home in the city. She laughed when we drove through my small town, because the only restaurant was Fat Cake City. She said, “You should come visit me – there are hundreds of amazing restaurants!” I wanted to visit her and eat at all of the good restaurants. But, I also felt upset because I felt like she didn’t appreciate the good things about my town at all!
The two mice set off for the city. They jumped off the taxi at the main taxi rank. “Look!” said Missy. “That is the Happy Hamburger stand and that is the shopping mall.” It was noisy and there were lots of people. Mathilda was afraid of the big cars and the loud city noise. Eventually they arrived at Missy’s home in the city. “You must be dying of thirst,” said Missy.	I can make a connection to how proud Missy feels about the city she lives in! That reminds me of my sister, who lives in a very big city. She loves to show me all the restaurants, museums, art galleries, and malls whenever I go visit her! Missy also reminds me of my sister because my sister really likes the city more than a small town!
“Let’s have something to eat”. She took Mathilda mouse into a very grand dining room. There they found the remains of a fine dinner and soon the two mice were eating jelly and cake and sweets and chocolate. Suddenly they heard a meow! “What is that?” asked Mathilda Mouse. “Oh, just one of the cats of the house,” answered Missy.	--

“Only!” said Mathilda. “I do not like that music at my dinner.” At that moment a huge, hungry cat pounced on Mathilda Mouse. She had the fright of her life. She managed to pull herself loose from the cat’s heavy paw, and she started to run. She did not stop. “Good bye, Missy,” she called as she ran out into the street. “I will eat grain for the rest of my life. At least I am safe... I live without fear!” She panted. She ran all the way back to her village. She ran to her house. As she jumped into the hole under the garden shed, she said to herself, “There is no place like home!”	There are cats in the house! Missy is comfortable with the cats, because she is used to them! She loves the city, even with the danger of the cats. But, Mathilda is terrified of the cats! She prefers her safe, quiet life – even though there isn’t the same excitement! I can make a connection. That is just like I prefer living in a small town, because it is safer! Sometimes, I think about all of the restaurants and shops in the city and it seems exciting. But, when I think about how busy and dangerous it can be, I feel thankful for my own little home, just like Mathilda. However, my sister is more like Missy – she would never give up the excitement of the big city!
Follow up questions	Responses
Which character do you connect to: Mathilda or Missy? Why?	I connect more to...because...
How would you feel if you were Mathilda Mouse when Missy turned her nose up at your food?	I think I would feel...
Why question	Possible response
Mathilda says ‘there is no place like home.’ Why do you think Mathilda feels that way?	- Because she loves her little house. - Because both Missy and Mathilda both prefer their own homes – even though their homes are very different. - Most people feel safe and comfortable with what they are used to!
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 112 5. Read out loud while learners follow along: <i>Mathilda Mouse and her mother were excited about this visit!</i> 6. Explain that you know that Mathilda is excited that she will have a visitor to her house. You can make a connection with the way Michael is feeling. That means you think about a time when you felt excited to have a visitor at your house: a. I connect to feeling excited about a visitor because I love when my mother's friend Doreen comes over to visit! b. That reminds me of Christmas time, when lots of family comes to visit. I love Christmas because all the visitors make me happy.
Work with learners (WE DO)	1. Read out loud while learners follow along: <i>"What a splendid meal," thought Mathilda Mouse. "This food is fit for a princess."</i> 2. Ask learners: How is Mathilda feeling? 3. Listen to learners ideas, like: She is feeling proud of the meal she just made for her visitor. She is excited for her friend to come taste the delicious food she has made! 4. Ask learners: Can you make a connection? When is a time in your own life you felt the same way as Mathilda? 5. Listen to learners ideas, like: a. I can connect to Mathilda. I felt proud of all the hard work I put into making a card for my grandfather's birthday. I couldn't wait for her to see it! b. That reminds me of when I helped my mother make a special dinner for my father's birthday. We put all of our favourite foods into the meal. We were so excited for him to come home and eat the meal we worked so hard on!

Pair work (YOU DO)	- Write the following questions on the board: <i>How can you connect to this? (What does this remind you of from your own life?)</i> <i>How was your connection similar to your partner?</i> <i>How was your connection different from your partner?</i> - Explain that now, learners will think about a connection they can make. - Read out loud while learners follow along: <i>"There is no place like home!"</i> - Explain that both Mathilda and Missy felt comfortable at their own homes. Mathilda felt so good when she got back to her house after being in the big city. - Ask learners: Can you think of a time when you felt glad to be home, or you felt like your house was the best and most comfortable place in the world? - Give learners a minute to think about their idea. - Then instruct learners to turn and talk about the questions written on the board. - After 3-5 minutes, call learners back together. - Call on 2-3 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>Country mouse and city mouse</i>
DBE WORKBOOK 1, PAGE	112
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make connections
PURPOSE	- Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. - Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!
POST-READING	
a. Explain that today we will be summarising the main point/s of the text. <i>This means that we will think about the most important parts of the text.</i> b. Explain that we will also be making a connection to the text. <i>This means we will be explaining how an action, thought, or feeling from the text reminds us about something from our own lives.</i> c. Ask learners: How can you tell a friend about the story in 3-5 sentences? d. Instruct learners to use the frame to answer the question: This text is about... I can connect to the text when... That reminds me... I think the message of this text is... Overall, I think the text... e. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts. f. 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. g. Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening. h. Call the class back together. Call a few learners up to the front of the classroom to present to the class. i. Come up with a class summary, like: <u>This text is about</u> two little mice: one who is from the city and one who is from the country. <u>I can connect to the text when</u> Missy prefers her home in the city and Mathilda prefers her home in the country. <u>That reminds me</u> of how I like my country home but my sister prefers to live in the city. <u>I think the message of this text is</u> most people prefer their own home! <u>Overall, I think the text</u> would be better if it was about people than mice.	

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
PERSONAL LETTER	To inform and maintain a relationship.	- Address, date and salutation. - Structure of message will vary depending on purpose e.g. <i>catch up on news, congratulate, sympathise.</i> - May use similar language to a personal recount. - Closing, signature.	- Usually informal in style but can vary, e.g. <i>letter of condolence will be more formal.</i> - Language features will vary according to purpose of message.
READ THE SAMPLE TEXT	1. Explain that this cycle, learners will write a personal (friendly) letter. 2. Explain that the purpose of an friendly letter is to communicate ideas, feelings or thoughts to someone who we know and have a relationship with. 3. Explain that a personal (friendly) letter has a special format that we must follow. This is different from other types of writing that we do. <i>Write the following format on the board:</i> 4. Make sure that learners understand the format of a personal (friendly) letter: a. A friendly letter only has one address: the sender's address. This is so that if the reader wants to reply, they know where to send their reply to. b. The sender's address is in the top right hand corner. c. The date is written underneath the sender's address in the top right hand corner d. The greeting or salutation (Dear ...) is written on the left hand side. e. The letter ends with a farewell. We do not end of the letter with something as formal as 'Yours sincerely'. Instead, we write something more personal like, 'Love' or 'Warm wishes' on the left side, followed by the sender's name directly underneath on the next line. We do not need a signature!		

READ THE SAMPLE TEXT	f. There must be empty line spaces under the date, under the greeting, under each paragraph and before the farewell. 5. Explain that we can use <i>informal</i> language, i.e. everyday language that we use when talking to friends, but the grammar must still be perfect (e.g. spelling and sentence structure).
READ THE SAMPLE TEXT	<i>82 Sunny Road Port Elizabeth 6001 02 May 2019</i> <i>Dear Bongiwe,</i> <i>I am writing this letter to tell you about my weekend. On the weekend, I went to visit my cousin Unathi in a small town called Hogsback.</i> <i>In Hogsback it is very quiet. Houses are very far away from each other and there are very few cars on the roads. In Hogsback there are many beautiful mountains everywhere, and at night you can see the stars shining bright!</i> <i>I enjoyed my time in Hogsback, but I missed Port Elizabeth! I missed all of the loud noises and the bright city lights.</i> <i>How was your weekend?</i> <i>Best, Fatima</i>
DISCUSS	1. What is this a letter about? 2. How do you know that this is a friendly letter? 3. Who is the sender? 4. Who is the recipient? 5. Why do you think Fatima wrote this letter?

NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>How to write a friendly (informal) letter</u> 1. I use informal language, just like I am talking to a friend! 2. I use the following format: 24 Pembroke Road Sandringham Johannesburg South Africa 2561 18 November 2018(date) (skip a line xxx) Dear Pamela (greeting / saluation, recipient's name) xxx (skip a line) Paragraph 1 xxx (skip a line) Paragraph 2 xxx (skip a line) Paragraph 3 xxx (skip a line) Love (farewell greeting / saluation) Luzuko (sender's name)
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GRADE 6 - TERM 2

WEEK

6

THEME:
URBAN & RURAL

'It doesn't matter much where you live. It only matters how well you live when you're there.'

- Unknown

TERM 2: WEEK 6	
OVERVIEW	
THEME	Urban and rural
THEME VOCABULARY	urban, rural, country, city, comfortable, shocked, construction, struck, used to, peace, subsistence, exchange, grocery store, purpose, daily, vending machine, modern, fashion, wealthy, bustling
LSC	Connecting words and phrases showing purpose and addition
COMPREHENSION STRATEGY	Make connections
WRITING GENRE	Friendly (personal) letter
WRITING TOPIC	Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin!

WEEK 6: MONDAY / DAY 1: PLANNING		
TOPIC	Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin!	
GENRE	Personal (friendly) letter	
PLANNING STRATEGY	Make a list	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write.. 3. Orally share some of your ideas about completing the writing topic, like: <i>First I will need to choose which mouse I will pretend to be. I think I am more of a city person, so I will write as if I am Missy Mouse. I will write to my cousin Mathilda about all of the wonderful things I am doing in the big, bustling city!</i> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a list by answering the questions.	
	<u>Letter: Country mouse / city mouse</u> 1. Who will you pretend to be: Mathilda or Missy? 2. Why are you writing this letter to your cousin? 3. What are some things you have done since you last saw your cousin? 4. What things are you enjoying about the city / the country? 5. What is one experience you had recently which was especially fun? 6. How does this experience show why you love the city / country/ 7. What is a question you have for your cousin.	<u>Letter: Country mouse / city mouse</u> 1. Missy. 2. I miss her! I want her to visit! 3. Had lots of good food from a new bakery. Shopped at the mall. 4. I tried doughnuts for the first time! I love all the new and different kinds of food in the city. 5. Went to a play at the theatre! It was amazing. 6. There are always new things happening! 7. How is the country? Are you bored yet?

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Instruct learners to **think before they write** about which mouse they will pretend to be.
2. Instruct learners to close their eyes and to think about what the mouse they have chosen might want to tell their cousin about life in the country, or life in the city (depending which mouse they have chosen to be!)
3. Next, tell learners to **turn and talk** with a partner, to share their ideas.
4. **Hand out exercise books.**
5. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their instructions, 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

Letter

1. Mathilda
2. I want her to come see the beautiful country.
3. Picked flowers. Relax in the sun.
4. I love that it is so quit and peesful.
5. I swam in the dam. It was so much fun.
6. There are so many ways to injoy natur.
7. How is the city. Is it safe?

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
	Here is a house for a robin,	<i>hold your hands open, like a nest</i>
	Here is a hive for a bee,	<i>close your hand, like a beehive</i>
	Here is a hole for a rabbit,	<i>make a circle with your hands</i>
	Here is a home for me!	<i>Make a roof over your head</i>
THEME VOCABULARY	subsistence, exchange, grocery store, purpose, daily	
QUESTION OF THE DAY		
Question	How does your family get food?	
Graph	3 COLUMN GRAPH	
Options	buy food from the grocery store / farm food in the garden / both	
Follow up questions		
Question	How many families buy food from the grocery store?	
Answer	__ families buy food from the grocery store.	
Question	How many families farm food in the garden?	
Answer	__ families farm food in the garden.	
Question	How many families do both?	
Answer	__ families do both.	
Question	How do most families get food?	
Answer	Most families __.	
Question	How do fewest families get food?	
Answer	Fewest families __.	
Question	How does your family get food?	
Answer	My family buys food from the grocery store.	
Answer	My family farms food in the garden.	
Answer	My family does both.	

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.
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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	Connecting words and phrases showing purpose
LSC MODELLING (I DO)	1. Write the following connecting words on the board: Purpose: so that, in order to, to 2. Explain that we already know and use lots of connecting words, like: and, but, then, next, however, because 3. Explain that today we will learn about some new connecting words and phrases that help make our writing and speaking better! 4. Explain that a connecting word can either connect two sentences and make them into one, or a connecting word can come at the beginning of a sentence but make the sentences relate to each other in a way that sounds better! 5. Write the following sentence on the board: She cooked dinner. She wanted her cousin to feel welcome. 6. Explain that the the purpose of cooking dinner is making her cousin feel welcome. Explain that when we use the purpose connecting words, we join the sentences together. Sometimes, we have to change the words in the sentence so that it will make sense! We can use a purpose connecting word, like: so that, in order to, to. a. So that: She cooked dinner so that her cousin would feel welcome. <i>[Explain that sometimes when we connect two sentences we must eliminate some words. In this case, we had to remove 'She wanted' from the beginning of the second sentence.]</i> b. In order to: She cooked dinner in order to make her cousin feel welcome. c. To: She cooked dinner to make her cousin feel welcome
LSC Ask learners for help (WE DO)	1. Write the following sentence on the board: She called her mother. She said 'happy birthday!' 2. Explain that the purpose of the first sentence is to complete the action in the second sentence. 3. Brainstorm some ideas with learners and write them on the board, like: a. She called her mother in order to say 'happy birthday!' b. She called her mother so that she could say 'happy birthday!' c. She called her mother to say 'happy birthday!'

LSC Pair work (YOU DO)	- Write the following sentences on the board: - She drank coffee. She wanted to stay up late! - She lifted weights. She needed to get strong. - Instruct learners to turn and talk in small groups (4 learners) and to use connecting words to connect these sentences better! - After 3-5 minutes, give each group a piece of chalk. Explain that they must choose one learner from their group to come and write one of their new sentences that includes a connecting word. - After each group has written one sentence on the board, call learners back together. - Go through each sentence with the class. Discuss the connecting word that has been used. Correct any mistakes that you find.	
TOPIC	Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin!	
PLANS	Before class begins, rewrite the planning frames on the board:	
	<u>Letter: Country mouse / city mouse</u> - Who will you pretend to be: Mathilda or Missy? - Why are you writing this letter to your cousin? - What are some things you have done since you last saw your cousin? - What things are you enjoying about the city / the country? - What is one experience you had recently which was especially fun? - How does this experience show why you love the city / country/ - What is a question you have for your cousin.	<u>Letter: Country mouse / city mouse</u> - Missy. - I miss her! I want her to visit! - Had lots of good food from a new bakery. Shopped at the mall. - I tried doughnuts for the first time! I love all the new and different kinds of food in the city. - Went to a play at the theatre! It was amazing. - There are always new things happening! - How is the country? Are you bored yet?
WRITING FRAME	- Next, tell learners that they must turn each point in their plan into a sentence. - They must also arrange the sentences in order of how they must be completed, using the writing frame. - Write the following frame on the chalkboard, and explain it to learners:	

WRITING FRAME	Senders Address Date Dear (recipient) <u>Paragraph one</u>: Explain why you're writing this letter. (It can be very short.) <i>Include point 2</i> <u>Paragraph two</u>: Tell your cousin mouse about some of the things you have been doing in the city / country and why you like these things! <i>Include points 3-4</i> <u>Paragraph three</u>: Tell your cousin about a really good experience you have had since you last saw them. Explain how this is a good example of why you love the city / country. <i>Include point 5-6</i> Ask your cousin a question and encourage them to write back to you! <i>Point 7</i> Love Your name
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a letter using the frame. 4. Instruct learners to write the date and heading: Friendly Letter: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans.
	7. Tell learners that they can add more information or details if they have time. 8. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.

Letter: Draft

11 Bundo Rd
Malelane
Mpumalanga
1320

8 May 2019

Dear Missy

I am writing to you because I want you to come visit me to see the beautiful country.

It is so quit and peesful here. Last week I picked flowers and relaxed in the sun.

There are so many ways to injay natur. Yesterday I swam in the dam. It was so much fun!

How is the big city? Is it safe? I really miss you and can't wait to hear about your adventirs.

Love
Mathilda

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
	Here is a house for a robin,	<i>hold your hands open, like a nest</i>
	Here is a hive for a bee,	<i>close your hand, like a beehive</i>
	Here is a hole for a rabbit,	<i>make a circle with your hands</i>
	Here is a home for me!	<i>Make a roof over your head</i>
THEME VOCABULARY	vending machine, modern, fashion, wealthy, bustling	
QUESTION OF THE DAY		
Question	Would you like to explore a big, bustling city like Tokyo?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners would like to explore a city like Tokyo?	
Answer	___ learners would like to explore a city like Tokyo.	
Question	How many learners wouldn't like to explore a city like Tokyo?	
Answer	___ learners wouldn't like to explore a city like Tokyo.	
Question	Would more learners like to explore a city like Tokyo or not?	
Answer	More learners would / wouldn't like to explore a city like Tokyo.	
Question	Would fewer learners like to explore a city like Tokyo or not?	
Answer	Fewer learners would / wouldn't like to explore a city like Tokyo.	
Question	Would you like to explore a big, bustling city like Tokyo?	
Answer	Yes, I would.	
Answer	No, I wouldn't.	

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.
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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. Do all your paragraphs have one clear topic? 2. Do you use informal language, like you are talking to the person you are writing to? 3. Have made sure that even though you use informal language, your spelling is still correct? 4. Is your letter laid out in the correct format for an informal letter? • Does it have the sender's address in the top right hand corner, followed by the date? • Is there a greeting and a farewell? • Are there empty line spaces under each element of the layout? 5. Do all your sentences start with capital letters and end with appropriate punctuation marks?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their letter to be more interesting. 7. Instruct learners to move sentences around if needed, so that the paragraphs each have one topic. 8. 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 letter, correcting any mistakes. 3. Instruct learners to rewrite the new letter under the heading: Friendly (personal) letter 4. Tell learners that they may illustrate their instructions by adding a drawing to their letters, but it is not a requirement.
SHARE	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

Friendly letter

11 Bundo Road
Malelane
Mpumalanga
1320

8 May 2019

Dear Missy

Hi Missy! I am writing to you because I want you to come visit me to see the beautiful country.

It is so quiet and peaceful here. Last week I picked flowers and relaxed in the sun.

There are so many ways to enjoy nature. Yesterday, I swam in the dam. It was so much fun!

How is the big city? Is it safe? I really miss you and can't wait to hear about your adventures!

Love
Mathilda



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.

WEEK 6: CONCLUSION**Find 10-15 minutes at the end of the week to do the following:****UPDATE THE K-W-L CHART**

- Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme.
- They should also add any new questions about what they still want to learn.

SUMMARISE

- Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme.
- Remember to include:
 - Theme vocabulary
 - LSC
 - The different texts that were read
 - The small group discussion
 - The comprehension strategy
 - The writing genre and task
 - All content from the theme

SHARE WITH FAMILIES

- Ask learners to think about two things they learnt this week that they will share with their families.
- Tell learners to turn and talk and share with a partner.
- Ask a few learners to share their points with the class.

ACKNOWLEDGE AND CELEBRATE

- Acknowledge the improvements and achievements of a few learners each week.
- These improvements and achievements can be related to:
 - EFAL skills like reading or writing
 - Theme content
 - Tasks or activities
 - Behaviour in the class
 - Relationships with other learners
 - Attitude to EFAL
 - Or any other aspect of classroom life
- Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 6 - TERM 2

WEEK
7

THEME:
RESEARCHING

'Research is what I'm doing when I don't know what I'm doing.'
- Wernher von Braun

TERM 2: WEEK 7

OVERVIEW

THEME	Researching
THEME VOCABULARY	Internet, knowledge, fall behind, research, resource, information, basic, detailed, section, useful
LSC	Adverbs of degree
COMPREHENSION STRATEGY	Make evaluations
WRITING GENRE	Questionnaire / survey
WRITING TOPIC	Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions.
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: an encyclopedia. 5. Try to find some pictures of different resources where learners can find information or a printout from a website. 6. Do some research in preparation for this theme, for instance, What are some different types of research?

WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	1. Tell learners to turn to DBE Workbook 1 page 128 2. Instruct learners to look at the title, headings and pictures in the text.	
INTRODUCE THE THEME	1. Tell learners the title of the theme. 2. Activate learners’ background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
SONG / RHYME	Lyrics	Actions
	I am a digital citizen,	<i>Point to yourself</i>
	Whenever I’m online!	<i>Pretend to type on a computer</i>
	I must be safe and protect,	-
	Private information of mine!	-
	My phone number and home address,	<i>Hold your hand to your ear like a telephone</i>
	Are just for me to know!	<i>Point to yourself</i>
	I can play and search all day	<i>Pretend to type on a computer</i>
	I just click Google: go!	<i>Pretend to click with your finger</i>
THEME VOCABULARY	Internet, knowledge, fall behind, research, resource	
QUESTION OF THE DAY		
Question	What Internet resource would you like to use to learn about 21 st Century Skills?	
Graph	2 COLUMN GRAPH	
Options	Read an article / watch a video	
Follow up questions		
Question	How many learners would like to read an article?	
Answer	___ learners would like to read an article.	
Question	How many learners would like to watch a video?	
Answer	___ learners would like to watch a video.	

Question	What internet resource would more learners like to use?
Answer	More learners would like to ___.
Question	What internet resource would fewer learners like to use?
Answer	Fewer learners would like to ___.
Question	What Internet resource would you like to use to learn about 21st Century Skills?
Answer	I would like to read an article.
Answer	I would like to watch a video.
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: What are 21st Century Skills?**
2. **FIRST READ:** Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the story 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
Mr Khosa was a great teacher. He taught Grade 5-7 Human and Social Sciences. The students loved Mr Khosa, because his lessons were always so interesting.	--	1. What does Mr Khosa teach? (<i>He teaches Grade 5-7 Human and Social Sciences.</i>) 2. Why do the students love Mr Khosa? (<i>Because his lessons are interesting.</i>)

But lately, Mr Khosa felt like he was falling behind. He had just been to a conference in Johannesburg. At this conference, people talked about '21 st Century Skills'. He did not know what they were talking about! Mr Khosa did not want to fall behind in his knowledge, and he did not want to let his students down. He had never used a computer before, but he decided it was time.	I can make an evaluation that Mr Khosa is hard-working and cares about being an excellent teacher. I can make this judgement because the text tells me he that he doesn't want to let his students down. Mr Khosa decides to buy a new computer to make sure he can stay up-to-date on information he needs to be a good teacher. This is evidence that Mr Khosa cares about his work!	1. What do you think 21st Century Skills are? (<i>I think 21st Century Skills are...</i>) 2. Why did Mr Khosa feel like he was falling behind? (<i>He felt like he was falling behind because people at a conference were talking about something he knew nothing about!</i>)
Mr Khosa phoned his son, Eric, who worked for an IT company. 'Eric,' said Mr Khosa, 'it is time for me to buy a computer and start using the Internet. Can you help me?' 'Oh wow!' yelled Eric. 'That is great news, dad! Of course I can help you.'	I can make the evaluation that Mr Khosa is a bit nervous about using a computer and the Internet for the first time! I make this evaluation because I know that it is sometimes scary to try something new. I think that is why Mr Khosa asks Eric for help –	1. Why does Mr Khosa decide he wants to buy a computer? (<i>Because he doesn't want to fall behind in his knowledge / Because he wants to be able to use the internet!</i>)
I will buy you a laptop, and I will see you this weekend.'	so he will have the help he needs to build his confidence.	2. How is Eric going to help his father? (<i>He will buy him a laptop computer. He will come help him to set the computer up over the weekend.</i>)
That weekend, Eric set up his father's new laptop, and connected it to the Internet. Then, he showed his dad how to connect to the Internet. 'Dad, the Internet is millions of computers connected to one another, all sharing information,' explained Eric.	I can make the evaluation that Eric is kind and patient. I can make this evaluation because Eric bought his father a laptop. He also used time over his weekend to help his father learn how to use it. He doesn't get frustrated by how little his father knows.	1. What is the internet? (<i>The internet is millions of computers connected to one another, all sharing information.</i>) 2. What evaluation can you make about Eric? What kind of person do you think Eric is? (<i>I can make the evaluation that Eric is...because...</i>)

‘We use a search engine like Google to type in key words and questions that we want to answer. Google then searches the Internet, and brings us answers. We can read some answers, and we can watch videos to see other answers.’ Eric explained.	He doesn’t judge him for not knowing anything about the internet. Instead, he explains what to do clearly!	
‘What do you want to find out?’ asked Eric. ‘I would like to know about 21st Century Skills,’ said Mr Khosa. Eric showed his dad how to type his key words into Google. Then, he showed him how to click on resources to help answer his question. Mr Khosa read many articles and watched many videos on 21st Century Skills. After a few hours of research, he felt like an expert. Mr Khosa had a feeling that he was going to love his new computer and the Internet!	I can make the evaluation that Mr Khosa is feeling confident and excited about his new computer! I can remember at the beginning of the story, he felt like he was falling behind. But now, the text tells me he feels like an expert. I can make the evaluation that Mr Khosa will use the Internet to make sure he doesn’t fall behind again!	1. What did Mr Khosa want to research on the internet? <i>(He researched 21st Century Skills.)</i> 2. Why do you think Mr Khosa felt like we was going to love his new computer and the Internet? <i>(Because he could easily do research / Because he could find out new information about anything / Because he can read and watch videos to learn new things / Because now he will not fall behind in his knowledge. Etc.)</i>
A NOTE FOR THE TEACHER: 21st Century Skills refers to the skills children will need to do well in any job. These are skills like: communication, collaboration, creativity, and critical thinking. These skills are often referred to as ‘the four C’s’, because they are so important. Many jobs that will be available to the children you are teaching now don’t even exist yet! 21st Century Skills are the general skills children will need to have to be successful in any job that comes their way!		

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story: What are 21st Century Skills?**
2. **Before class begins, write the following conversation frame on the board:**
 - a. This story is about...
 - b. I can make the evaluation that...
 - c. I enjoyed / didn't enjoy this story because ...
 - d. This story teaches us...
 - e. This story helps us learn about research because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

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

Sounds	/br/ /ng/												
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: br, ng. 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: /s/ - /e/ - /nd/ - /ing/ = sending /br/ - /i/ - /ng/ = bring /th/ - /i/ - /nk/ - /ing/ = thinking /br/ - /ai/ - /n/ = brain /br/ - /a/ - /nd/ = brand /br/ - /i/ - /m/ = brim 6. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>t</td><td>ai</td><td>ng</td></tr><tr><td>d</td><td>br</td><td>tr</td></tr><tr><td>ay</td><td>ch</td><td>ir</td></tr><tr><td>n</td><td>s</td><td>i</td></tr></table> MODEL 1. Review all of the sounds in the table.	t	ai	ng	d	br	tr	ay	ch	ir	n	s	i
t	ai	ng											
d	br	tr											
ay	ch	ir											
n	s	i											

	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: bray or train
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: animals, different, school, far, been, never, soon, car, space, garden

WEEK 7: TUESDAY / DAY 1: PRE-READING

TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 1, PAGE	128
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
PRE-READING ACTIVITY	
1. Ask a learner to read the title: Workbookpedia 2. Explain the meaning of the title, e.g. <i>Explain that the ending 'pedia' comes from the word: Encyclopedia. Encyclopedias are books that have lots of information in them. Sometimes when people make websites with lots of basic information, they like to use the same ending as these big books!</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
	I am a digital citizen,	<i>Point to yourself</i>
	Whenever I’m online!	<i>Pretend to type on a computer</i>
	I must be safe and protect,	-
	Private information of mine!	-
	My phone number and home address,	<i>Hold your hand to your ear like a telephone</i>
	Are just for me to know!	<i>Point to yourself</i>
	I can play and search all day	<i>Pretend to type on a computer</i>
	I just click Google: go!	<i>Pretend to click with your finger</i>
THEME VOCABULARY	information, basic, detailed, section, useful	
QUESTION OF THE DAY		
Question	What kind of information do you think is more useful?	
Graph	2 COLUMN GRAPH	
Options	basic information / detailed information	
Follow up questions		
Question	How many learners think basic information is more useful?	
Answer	___ learners think basic information is more useful.	
Question	How many learners think detailed information is more useful?	
Answer	___ learners think detailed information is more useful.	
Question	What kind of information do more learners think is more useful?	
Answer	More learners think ___ is more useful.	
Question	What kind of information do fewer learners think is more useful?	
Answer	Fewer learners think ___ is more useful.	
Question	What kind of information do you think is more useful?	
Answer	I think basic information is more useful.	
Answer	I think detailed information is more useful.	

EXPLAIN	<i>Explain that both kinds of information can be important. When we are doing research, it can be useful to start by reading basic information and then to find more detailed information to help answer all the questions we have.</i>
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 1, PAGE	<i>128</i>
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make evaluations
PURPOSE	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 128. 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. Figure out the correct answers as you go! 6. Read the Text first, and then say the comment in the First Read column.	

Text	First Read
The tortoise The tortoise is a reptile with four scaly legs and a wrinkly neck and head. It moves slowly along with its shell house on its back. There are different types of tortoises.	I can make the evaluation that this website is meant to give us some very basic on tortoises and turtles.
Their shell Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land. Turtles and tortoises can live for more than 100 years.	I can make the evaluation that a shell is a very important characteristic of both tortoises and turtles! I make this evaluation because there is a whole category (a heading and information) just about shells.
How turtles lay their eggs Turtles lay their eggs on land. They dig a hole in the sand and lay their eggs in the hole. Then they cover the eggs with sand and return to the sea. When the babies hatch, they walk to the sea.	I wonder if tortoises lay eggs in the same way as turtles? It is difficult for me to understand what the difference is between turtles and tortoises? The text tells me that tortoises live on land and turtles in the sea. But, I don't know what else is similar or different about them! I can make the evaluation that I will need to do more research to figure out what makes a turtle different from a tortoise!
Where turtles live A turtle spends most of its life in the sea. Turtles move slowly on land, but in water they can swim very fast. They eat jellyfish, other sea animals and seaweed.	It says a turtle spends most of its life in the sea. That means they must spend some time on land. I am wondering how much time a turtle can spend on land? Is it much different from a tortoise? I can make the evaluation that some important information is missing from this website! If I were researching turtles and tortoises, I would need to use other websites to get more detailed information. I can make the evaluation that this website is very basic.
Follow up questions	Possible responses
Where do turtles lay their eggs?	On land, in the sand.
Where do tortoises lay eggs?	We don't know! This website is missing information about where a tortoise lays eggs. We don't know if it is the same as a turtle or not!

Why question	Possible response
Why would we need to use other resources to gather information about turtles and tortoises?	• We need to use other resources because this website just gives us basic information. • We need to use other resources because there is information that is missing / unclear on this website. • We need to use other resources because after reading this website, we still have lots of questions. • It is not clear what makes turtles and tortoises different from each other. We need to use other resources to answer this question.
Introduce the LSC in context	
1. Explain to learners that in this cycle, they will learn about: adverbs of degree 2. Point out the following example of this: In the text we read: A turtle spends most of its life in the water. 'most of' is an adverb of degree – it tells us about the frequency or intensity of something. 3. Introduce this LSC as follows: Adverbs describe verbs, they help to create a clearer image of something. Sometimes, adverbs describe the frequency or intensity of an action. These words include: never; rarely; always; often; most of the time; occasionally; etc.	

WEEK 7: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 1, PAGE	128
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make evaluations
PURPOSE	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
- Before the lesson begins, write the follow-up questions on the board: <i>What do we know is different about turtles and tortoises from this website?</i> <i>If you could add a section to the text, what section would you like to add?</i> <i>Make an evaluation about this text. Do you think it is useful? Why or why not?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the text on page 128. - 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	Second Read
The tortoise The tortoise is a reptile with four scaly legs and a wrinkly neck and head. It moves slowly along with its shell house on its back. There are different types of tortoises.	I can make the evaluation that this text must have been written for someone who really doesn't know very much about a tortoise at all! I make this evaluation because the information is very basic – it does not give us lots of details.

Their shell Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land. Turtles and tortoises can live for more than 100 years.	I read here that shells make turtles and tortoises move slowly on land. I am wondering if they also move slowly in the sea, or only on the land? Also, I am wondering who lives in fresh water: turtles or tortoises? This section only talks about the land and sea! I can make the evaluation that some information is missing here.
How turtles lay their eggs Turtles lay their eggs on land. They dig a hole in the sand and lay their eggs in the hole. Then they cover the eggs with sand and return to the sea. When the babies hatch, they walk to the sea.	I think that this section should rather tell me about both turtles and tortoises. The heading could be changed to 'How turtles and tortoises lay their eggs'. Then, there could be a paragraph about turtles and a paragraph about tortoises. Or, if this section stays as it is, there must be another section that is called 'How tortoises lay their eggs' too! I can make the evaluation that this would help to make the website more clear and useful to someone who is wondering about turtles and tortoises!
Where turtles live A turtle spends most of its life in the sea. Turtles move slowly on land, but in water they can swim very fast. They eat jellyfish, other sea animals and seaweed.	This section of the website has the heading 'Where turtles live'. But, the section also gives me information about what turtles eat. I wish this section gave me more information on where turtles live. I think there must rather be a separate section to tell us about what turtles eat. Now, I find out that turtles can move quickly in water – but this information feels like it is in the wrong place! Why didn't it tell me this when I found out they were slow on land (in the section on shells!) Again, I make the evaluation that this website could be organised a little better.
Follow up questions	Responses
What do we know is different about turtles and tortoises from this website?	We know that turtles live in the sea and tortoises live on land.
If you could add a section to the text, what section would you like to add?	I would add a section about...

Why question	Possible response
Make an evaluation about this text. Do you think it is useful? Why or why not?	• I think it is useful because... • I don't think it is useful because... • I think...is useful. I think...is not useful.
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 evaluations**.
2. Explain that when we make an evaluation, we make a judgement about the text. We think about our own thoughts and opinions about events, actions and characters in the text.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 128**
5. Read out loud while learners follow along:

Their shell

Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land. Turtles and tortoises can live for more than 100 years.

6. Explain that you can **make an evaluation** about this part of the text. This means that you can make a judgement or form an opinion about what is happening in the text!
7. Model how to make an evaluation, like:
 - a. Based on the heading, I can **make the evaluation** that this section of the text is meant to give me information about the shell.
 - b. The second sentence (*Tortoises live on land and turtles live in the sea.*) is about where turtles and tortoises live – it is not about their shell. Therefore, I can **make the evaluation** that it doesn't belong in this section! It should be moved.

**Work with
learners
(WE DO)**

1. Explain that now, we will make an evaluation together to practice!
2. Read out loud again while learners follow along:

Their shell

Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land. Turtles and tortoises can live for more than 100 years.

3. **Ask learners:** Which other sentence do you think might not fit into this section?
4. Give learners a minute to **turn and talk** and discuss this with a partner.
5. Call learners back together. Call on a learner to answer the question.
6. Explain that the last sentence (*Turtles and tortoises can live for more than 100 years.*) does not fit in this section. We can **make this evaluation** because this sentence does not relate to shells at all!

Building our evaluation:

1. Explain that when we make evaluations, we have to think about lots of different things in the text and put them together. This helps us to make better judgements and form more supported opinions about what is happening in the text.
2. Explain that when we think about the evaluations we have made on the 'Their shells' section, we can make a stronger judgement about the text. We have made the evaluation that two of the sentences in this section belong somewhere else because they do not relate to shells.
3. Ask learners: What evaluation can you make about this section of the text based on our evaluations so far?
4. Listen to learner responses, like:
 - a. I can **make the evaluation** that this section of the text isn't really about shells.
 - b. Etc.

Pair work (YOU DO)	1. Explain that now, learners will make their own evaluation about the text. 2. Explain that learners will examine the whole text – not just one section. 3. Ask learners: What is something that allows us to make the evaluation that this text is confusing or unclear? 4. Instruct learners to turn and talk and discuss this with a partner. 5. Instruct learners to look for a piece of evidence that shows that this is a logical evaluation of the text. 6. After 3-5 minutes, call learners back together. 7. Call on a learner to share their answer to the question. Discuss the evidence that can show that this text is confusing or unclear. For example: a. It says that tortoises live on land and turtles live in the sea. But, it also shows a picture of a sea turtle under the 'tortoise' section of the text. b. There is a picture under the tortoise section of a tortoise that lives in the wetlands in fresh water, but we don't know if they are really turtles or tortoises. c. We don't ever learn how a tortoise lays eggs and if it is the same or different as turtles! d. Etc.
NOTES	Tell learners to open their exercise books, and copy down the following notes to remind them of how to make an evaluation: <u>Make evaluations</u> Form opinions based on what is happening in the text! I must: • Think about what a character does or says. • Decide what I think about this! Develop an opinion. • Think about the text as I go and look for evidence that my judgement is correct (or incorrect!)

WEEK 7: FRIDAY / DAY 5: POST-READING	
TITLE	<i>Workbookpedia</i>
DBE WORKBOOK 1, PAGE	128
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make evaluations
PURPOSE	- Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. - Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
POST-READING	
1. Explain that today we will be summarising the main point/s of the text. <i>This means that we will think about the most important parts of the text.</i> 2. Ask learners: How can you tell a friend about the story in 3-5 sentences? 3. Instruct learners to use the frame to answer the question: This text is about... I think this text is useful because... However, I think this text could be improved... I think the purpose of this text is... In my opinion, this text is... 4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts. 5. Give learners time to think about the most important parts of the text. Explain that learners may skim or scan the text if they need help remembering what the text was about. 6. Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening.	

7. Call the class back together. Call a few learners up to the front of the classroom to present to the class.

Come up with a class summary, like: **This text is about** turtles and tortoises. **I think this text is useful because** it gives us some information about turtles and tortoises. **However, I think this text could be improved** if it had sections about turtles and sections about tortoises, so that it would be more clear! **I think the purpose of this text is to** help someone who doesn't know anything about turtles and tortoises learn something basic. **In my opinion, this text is** not well written.

WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE

INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a questionnaire / survey. 2. Explain that when we write a questionnaire, we write questions we want other people to answer. We also give answers for someone to choose. These questions are meant to help us gather information. 3. Explain that we write each question next to a number. We provide the answers underneath each question. 4. Explain that when we write a questionnaire,, we must: a. Write questions. Write each question next to a number. b. Provide a few answers for the reader to choose. c. Provide space for the reader to record (mark) their answer.
READ THE SAMPLE TEXT	Note: <i>The sample text that is included below this table is important to explain a survey to learners. Because of this, a copy of this survey is included in the Weeks 8-9 Reading Worksheets. Ask learners to look at the survey in the reading worksheet as you explain.</i>
DISCUSS	1. How many questions are in the survey? 2. What is Mr Khosa trying to gather information about? 3. How many answers does he let people choose from? 4. Make an evaluation about whether you think this survey is useful or not?
NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Questionnaire / survey</u> 1. Write questions. 2. I use numbers (like a list). 3. I provide the answers.

Mr Khosa's Questionnaire on Using the Internet

1. Mr Khosa loved using the Internet so much, that he decided to ask his learners if they ever used the Internet. **He made the following questionnaire for them to answer:**

Name and Surname						
Class						
Please answer these questions by ticking the correct block/s You may tick more than one block for each question						
How do you find out new information?	I hear people talking about it	I learn about it on TV	I read about it in a newspaper or magazine	I read about it on the Internet	I watch a video on What's App	I watch a video on the Internet
Have you ever used the Internet? If so, how often?	Never	I have used it once	I have used it twice	I have used it three times	I use it at least once a week	I use it every day
If you use the Internet, what device do you use?	I do not connect to the Internet	I use a smart phone	I use a tablet	I use a laptop computer	I use a desktop computer	I use a computer at an internet café

Mr Khosa gave this questionnaire to 30 learners.

- Then, he counted their answers.
- The totals were as follows:

How do you find out new information?	I hear people talking about it	I learn about it on TV	I read about it in a newspaper or magazine	I read about it on the Internet	I watch a video on What's App	I watch a video on the Internet
	30	18	5	4	12	6
Have you ever used the Internet? If so, how often?	Never	I have used it once	I have used it twice	I have used it three times	I use it at least once a week	I use it every day
	14	8	2	0	3	1
If you use the Internet, what device do you use?	I do not connect to the Internet	I use a smart phone	I use a tablet	I use a laptop computer	I use a desktop computer	I use a computer at an internet café
	14	1	0	0	0	5

2. **Mr Khosa thought about this information, and what it meant. He decided it meant:**

- Many learners did not know about using the Internet.
- Many learners did not have access to the Internet.

GRADE 6 - TERM 2

WEEK

8

THEME:
RESEARCHING

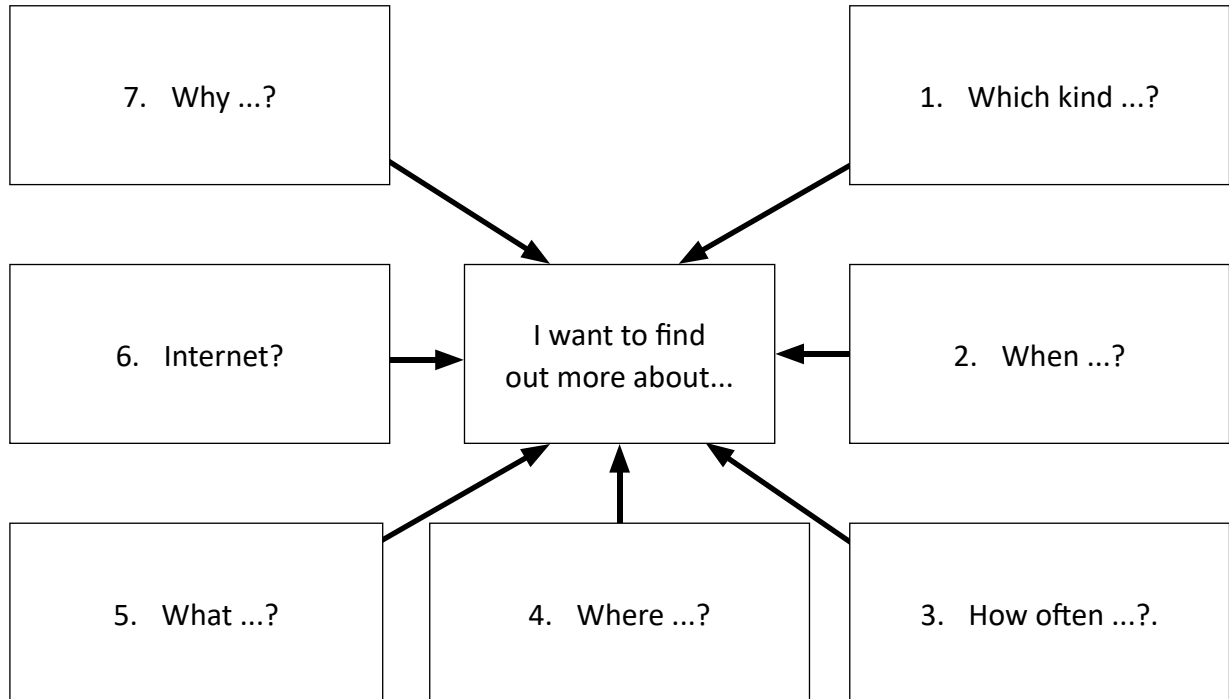
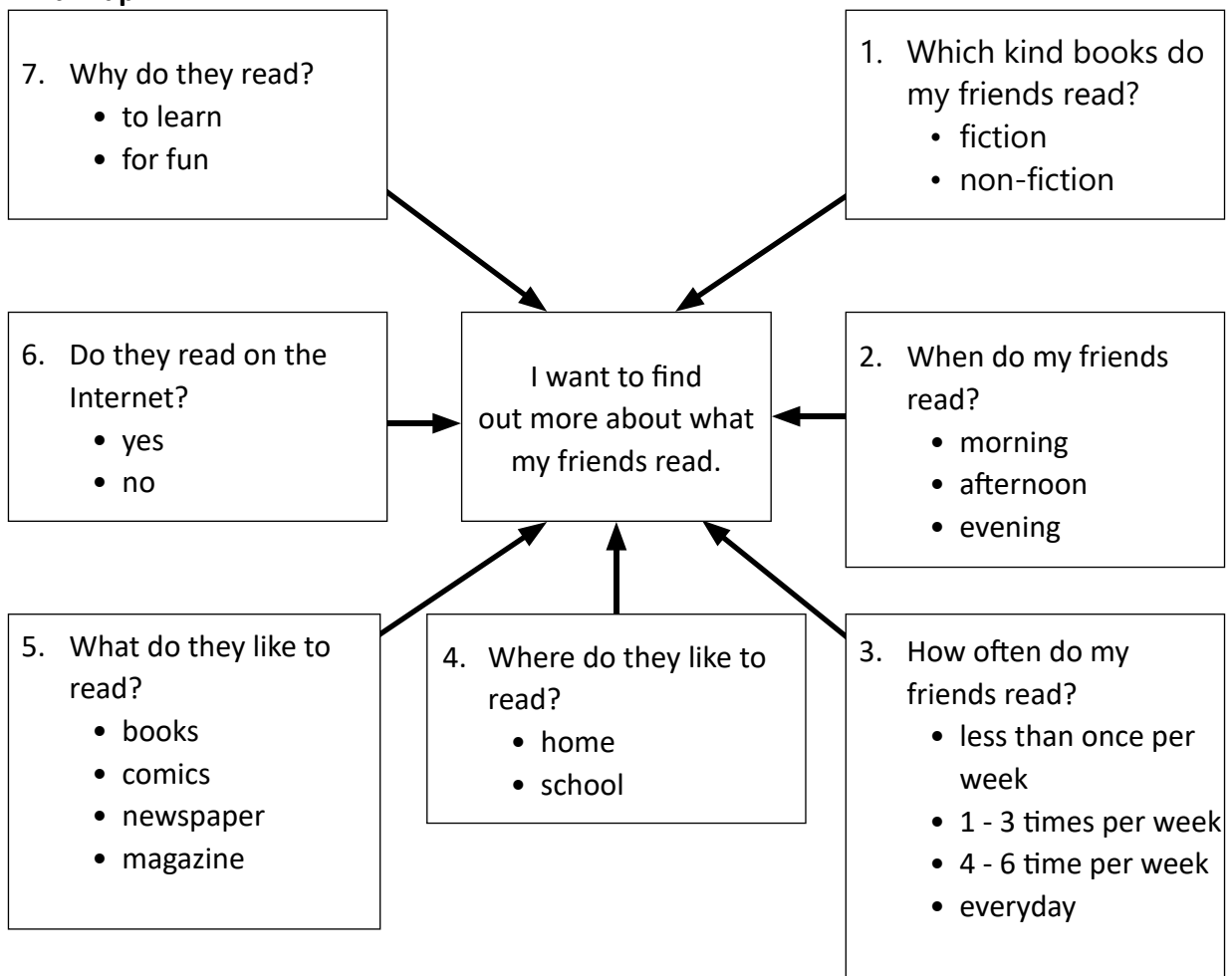
'Research is creating new knowledge.'
- Neil Armstrong

TERM 2: WEEK 8

OVERVIEW

THEME	Researching
THEME VOCABULARY	Internet, knowledge, fall behind, research, resource, information, basic, detailed, section, useful, questionnaire, frequently, frequency, overweight, chemicals, healthy, unhealthy, reason, fizzy, sugary
LSC	Adverbs of degree
COMPREHENSION STRATEGY	Make evaluations
WRITING GENRE	Questionnaire / survey
WRITING TOPIC	Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions.

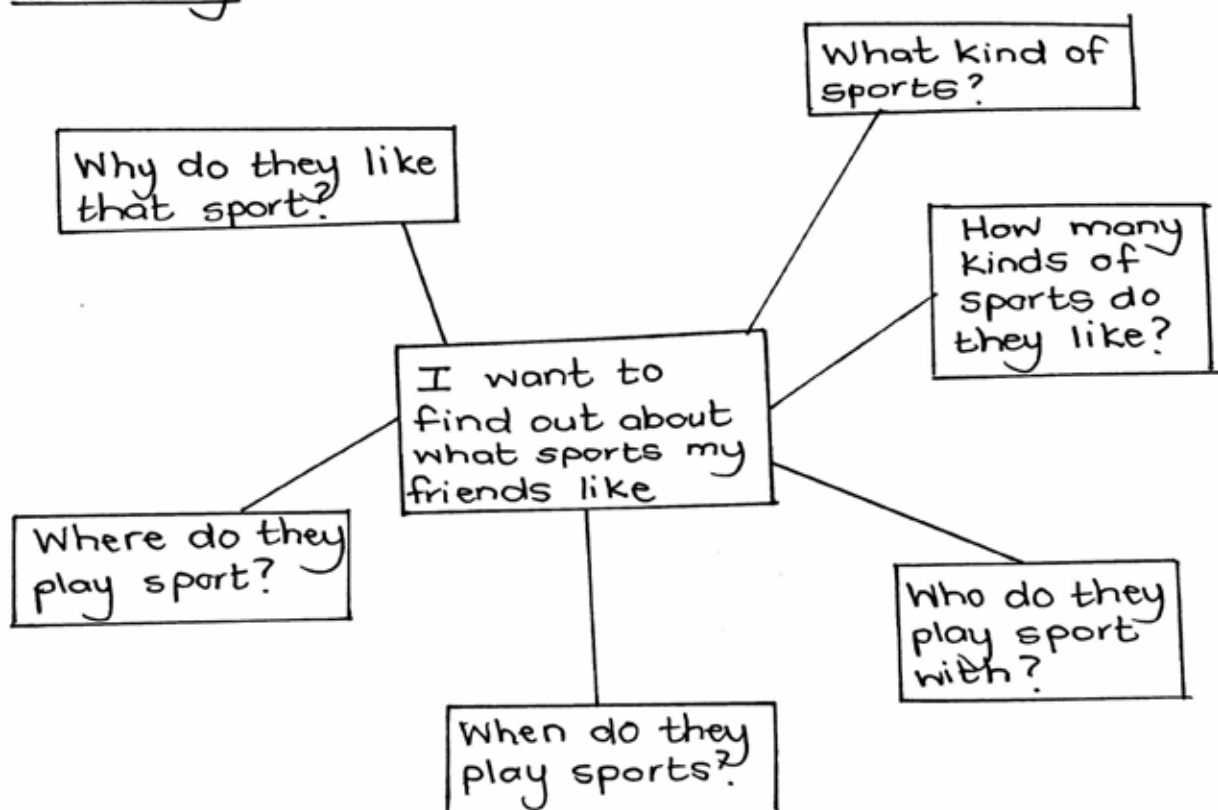
WEEK 8: MONDAY / DAY 1: WRITING - PLANNING	
TOPIC	Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions.
GENRE	Questionnaire / Survey
PLANNING STRATEGY	Mind-map
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <i>I would like to find out more information about which kinds of things my friends like to read. I will think about questions I can ask to gather more specific information about topic. My questionnaire will allow me to do research and gather more information!</i> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a mind-map by brainstorming questions that you have about the topic you choose! 7. Explain that you will write the questions using 'you', like you are really asking a friend the question! 8. After you have brainstormed some questions, explain that you will choose 4 questions that you want to ask on your questionnaire. You will brainstorm some possible answers for these questions!

Questionnaire ...**Mind map 1****Mind map 2**

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Instruct learners to choose something they want to know more information about.
2. Next, tell learners to **turn and talk** with a partner, to share their ideas.
3. **Hand out exercise books.**
4. Instruct learners to write their topic in the middle of a mind-map.
5. Instruct learners to think of questions they could ask their friends to get more information about this topic.
6. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their instructions, just like you did.
7. Tell learners not to copy your plan – they must write their **own** ideas!
8. As learners work, walk around the room and hold mini-conferences.

Planning



WEEK 8: MONIDAY / 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
	I am a digital citizen,	<i>Point to yourself</i>
	Whenever I’m online!	<i>Pretend to type on a computer</i>
	I must be safe and protect,	-
	Private information of mine!	-
	My phone number and home address,	<i>Hold your hand to your ear like a telephone</i>
	Are just for me to know!	<i>Point to yourself</i>
	I can play and search all day	<i>Pretend to type on a computer</i>
	I just click Google: go!	<i>Pretend to click with your finger</i>
THEME VOCABULARY	questionnaire, frequently, frequency, overweight, chemicals	
QUESTION OF THE DAY		
Question	<i>Explain that today, you want to do some research about how much exercise the learners in our class do. The question today is like a question that would appear on a questionnaire!</i> Ask learners: How often do you exercise?	
Graph	5 COLUMN GRAPH	
Options	never / rarely / sometimes / often / daily	
Follow up questions		
Question	How many learners never exercise?	
Answer	___ learners never exercise.	
Question	How many learners rarely exercise?	
Answer	___ learners rarely exercise.	
Question	How many learners exercise sometimes?	
Answer	___ learners exercise sometimes.	
Question	How many learners exercise often?	
Answer	___ learners exercise often?	
Question	How many learners exercise daily?	
Answer	___ learners exercise daily.	

Question	How often do most learners exercise?
Answer	Most learners exercise ____.
Question	How often do fewest learners exercise?
Answer	Fewest learners exercise ____.
Question	How often do you exercise?
Answer	I never exercise.
Answer	I rarely exercise.
Answer	I sometimes exercise.
Answer	I exercise often.
Answer	I exercise daily.
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.

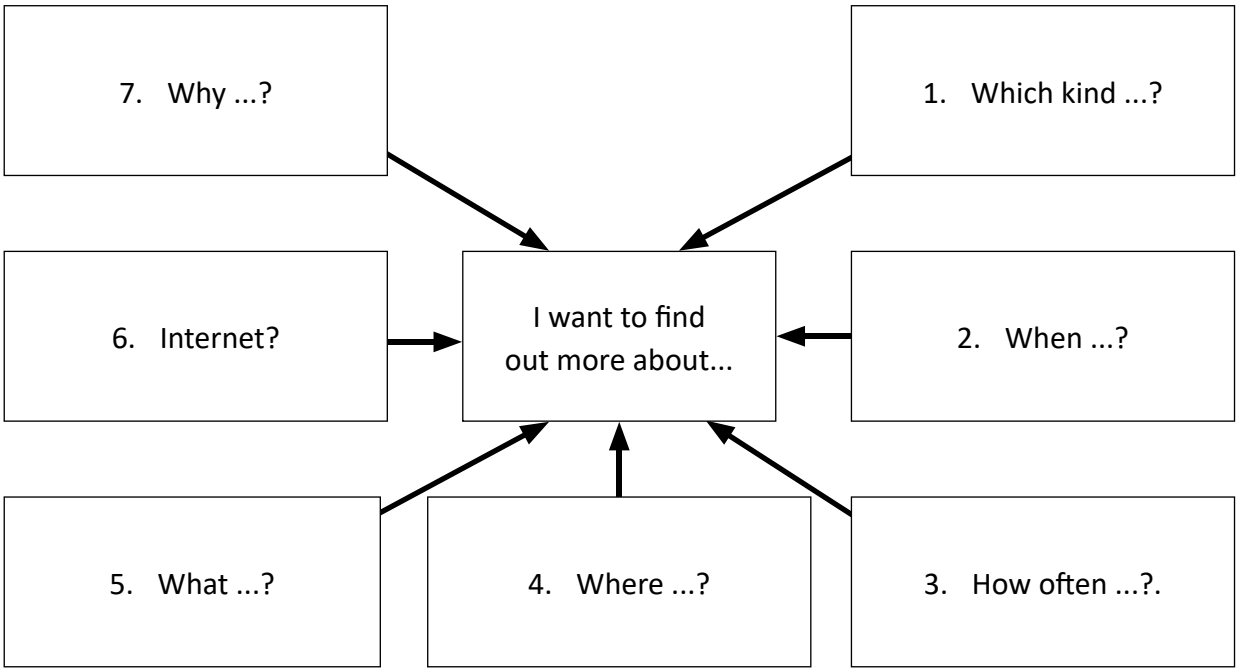
WEEK 8: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING
GROUP GUIDED READING

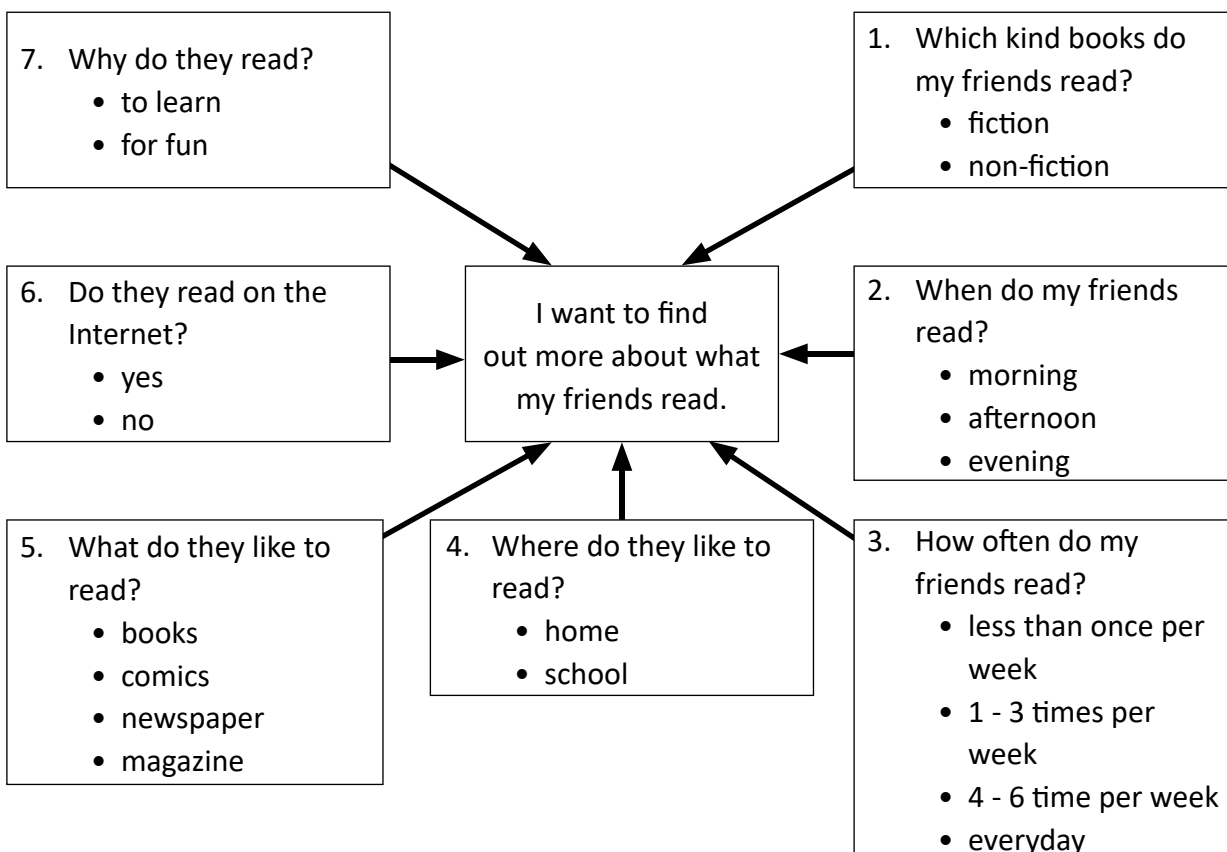
GROUP	Call a same-ability reading group to work with you.
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INDEPENDENT OR PAIRED READING

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

WEEK 8: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING	
LSC	Adverbs of degree
LSC MODELLING (I DO)	1. Explain that today, we will talk about adverbs of degree. Explain that these adverbs can help us think about the answers we provide for some of the questions in our questionnaires! 2. Explain that degree tells us about the intensity or frequency of something. 3. The words we will learn this week tell us about the frequency. This means the words are used to tell us how often something happens. 4. Write the following adverbs on the board: almost, rarely, sometimes, really, frequently, often, always, never, daily, weekly, monthly, usually, hardly, ever 5. Go through the words. Explain the meaning of any unknown words to learners. 6. Remind learners that last term, we learned about adverbs. We learned that adjectives usually end with -ly. 7. Explain that we can use these words to give good answers for the questions we ask in our questionnaire. 8. For example, if the question is: 9. How much do you read? 10. I can give the answers: never / rarely / sometimes / frequently / daily 11. These answers give lots of different options so that people answering my questionnaire can choose an answer that describes how much they really do read!
LSC Ask learners for help (WE DO)	1. Explain that adverbs of degree that help us think about frequency can only be used to answer questions about how often something is happening. 2. These questions normally start with words like when and how! 3. Ask learners: What is a question we can think of that asks about frequency. 4. Brainstorm an ideas with learners, like: When do you drink tea? 5. Work with learners to brainstorm answers for this question, like: Never / rarely / sometimes / daily / almost always

LSC Pair work (YOU DO)	1. Explain that next, learners will write an extra question for their survey. 2. They must write a question that relates to their topic. 3. The question should begin with words: When...? How often...? 4. Then, the learner must use adverbs of degree to provide possible answers for this question! 5. Give learners a few minutes to write their question and answers. 6. Instruct learners to turn and talk and read their question and answers to a partner. 7. Call learners back together. Call on a few learners to read their question and answers to the class. Help the learner correct any mistakes they have made. 8. Explain that when learners draft their questionnaires this week, they must include adverbs of frequency where they are appropriate and make sense!
TOPIC	Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions.
PLANS	Before class begins, rewrite your plan on the board:
Mind map plan  <pre> graph TD A[1. Which kind ...?] --> E[I want to find out more about...] B[2. When ...?] --> E C[3. How often ...?.] --> E D[4. Where ...?] --> E F[5. What ...?] --> E G[6. Internet?] --> E H[7. Why ...?] --> E </pre>	

Mind map example**WRITING FRAME**

- Next, tell learners that they must turn at least 4 of their questions into a questionnaire.
- Under each question they write, they must provide answers.
- Explain that learners will actually exchange questionnaires with each other. There must be space under each question / answer for other learners to tick off their answer.
- Write an example on the board for learners, like:
What kind of books do you like to read more?

Fiction	Nonfiction

Explain that for some questions, we should write the answers in a logical order, in order of degree or frequency, like:

Morning / afternoon / evening
Never / sometimes / always

- Write the following blank frame on the chalkboard, and explain to learners that some questions may have 2 answers, and some questions may have three or four answers.

	1. Question? <table><tr><td>Answer 1</td><td>Answer 2</td></tr><tr><td></td><td></td></tr></table> 2. Question? <table><tr><td>Answer 1</td><td>Answer 2</td><td>Answer 3</td></tr><tr><td></td><td></td><td></td></tr></table>	Answer 1	Answer 2			Answer 1	Answer 2	Answer 3			
Answer 1	Answer 2										
Answer 1	Answer 2	Answer 3									
DRAFT	1. Hand out learners’ exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write their questionnaire using the frame. 4. Instruct learners to write the date and heading: Questionnaire: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more questions and answers if they have time. 8. As learners write, walk around the classroom and help learners who are struggling.										
HOMEWORK	Learners must complete the draft.										

Questionnaire: Draft.

1. What is your favourite sport to play?

soccer	netball	hok y	swimming
--------	---------	-------	----------

2. When do they play sport?

Morning	afternoon	evening
---------	-----------	---------

3. Who do they play sport with?

frends	brother	dad	uncle
--------	---------	-----	-------

4. Where do they play sport?

school	home	fild
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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
	I am a digital citizen,	<i>Point to yourself</i>
	Whenever I’m online!	<i>Pretend to type on a computer</i>
	I must be safe and protect,	-
	Private information of mine!	-
	My phone number and home address,	<i>Hold your hand to your ear like a telephone</i>
	Are just for me to know!	<i>Point to yourself</i>
	I can play and search all day	<i>Pretend to type on a computer</i>
	I just click Google: go!	<i>Pretend to click with your finger</i>
THEME VOCABULARY	healthy, unhealthy, reason, fizzy, sugary	
QUESTION OF THE DAY		
Question	What do you think makes cooldrinks bad for you?	
Graph	2 COLUMN GRAPH	
Options	because they are sugary / because they are fizzy / because they have chemicals	
Follow up questions		
Question	How many learners think it’s because they are sugary?	
Answer	__ learners think it’s because they are sugary.	
Question	How many learners think it’s because they are fizzy?	
Answer	__ learners think it’s because they are fizzy.	
Question	How many learners think it’s because they have chemicals?	
Answer	__ learners think it’s because they have chemicals.	
Question	What do most learners think makes cooldrinks bad for you?	
Answer	Most learners think __ makes cooldrinks bad for you.	
Question	What do fewest learners think makes cooldrinks bad for you?	
Answer	Fewest learners think __ makes cooldrinks bad for you.	

Question	What do you think makes cooldrinks bad for you?
Answer	Because they are sugary.
Answer	Because they are fizzy.
Answer	Because they have chemicals.
EXPLAIN	<i>Explain that cooldrinks are unhealthy because they are sugary and have chemicals. It is not the fizziness that makes them unhealthy!</i>
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP	Call a same-ability reading group to work with you.
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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 class begins)</i>	1. Are the questions I ask clear? 2. Do I provide answers that make sense for the question? 3. Are my answers provided in a logical order? 4. Did I leave space for people to answer the questions? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every question end with proper punctuation?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any words or details that will help their questions to be more clear. 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 questionnaire, correcting any mistakes. 3. Instruct learners to rewrite the instructions correctly, under the heading: A questionnaire about... 4. Explain that next, learners will swop these questionnaires so friends can really fill them out!
SHARE	1. Instruct learners to swop their notebooks with a partner. 2. They must read their partners questionnaire and answer the questions using tick marks! 3. Learners must swop books with at least five classmates. 4. Give learners time to move around the room and fill in each others' questionnaires. 5. Instruct learners to go back to their seats and look at the results of their survey. 6. Write the following on the board: I learned... I found out... I was surprised by... 7. Instruct learners to write 2 sentences about the results underneath their questionnaire.

A questionnaire about sport.

1. What is your favourite sport to play?

soccer	netball	hockey	swimming
--------	---------	--------	----------

2. When do you play sport?

Morning	afternoon	evening
---------	-----------	---------

3. Who do you play sport with?

friends	brother	dad	uncle
---------	---------	-----	-------

4. Where do you play sport?

school	home	field
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1. I learned that most of my friends play sport at school.

2. I was surprised that two girls like soccer

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.

WEEK 8: CONCLUSION**Find 10-15 minutes at the end of the week to do the following:****UPDATE THE K-W-L CHART**

- Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme.
- They should also add any new questions about what they still want to learn.

SUMMARISE

- Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme.
- Remember to include:
 - Theme vocabulary
 - LSC
 - The different texts that were read
 - The small group discussion
 - The comprehension strategy
 - The writing genre and task
 - All content from the theme

SHARE WITH FAMILIES

- Ask learners to think about two things they learnt this week that they will share with their families.
- Tell learners to turn and talk and share with a partner.
- Ask a few learners to share their points with the class.

ACKNOWLEDGE AND CELEBRATE

- Acknowledge the improvements and achievements of a few learners each week.
- These improvements and achievements can be related to:
 - EFAL skills like reading or writing
 - Theme content
 - Tasks or activities
 - Behaviour in the class
 - Relationships with other learners
 - Attitude to EFAL
 - Or any other aspect of classroom life
- Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 6 - TERM 2

WEEKS 9 AND 10

THEME:
ASSESSMENT WEEKS

