



ENGLISH

First Additional Language



ENGLISH

First Additional Language

Grade 6

Lesson Plan

Term 4

Edition 5, 2023



Routine	3
Classroom Culture	5
CORE METHODOLOGIES	9
Oral Activities	10
Language Structures and Conventions.....	17
Listening Lesson	19
Speaking Lessons	21
Phonics Review	23
Shared Reading & Teaching the Comprehension Skill.....	24
Pre-Read	24
First Read.....	26
Second Read	27
Teach the Comprehension Skill	29
Post-Read.....	35
Group Guided Reading.....	37
Assigning groups and text selection:	37
What to do with each group during Group Guided Reading:	38
What to do with struggling readers:.....	38
Independent and Paired Reading:	40
Writing	42
Teach the Genre	42
Planning the writing	43
LSC and Drafting	44
Editing.....	45
Publishing and Presenting	47
Writing Strategies	48
LESSONS	51
Week 1 - Houses around the world	51
Week 2 - Houses around the world	75
Week 3 - Goats.....	91
Week 4 - Goats	115
Week 5 - Ratings and reviews	131
Week 6 - Ratings and reviews	153
Week 7 - Why we read.....	169
Week 8 - Why we read.....	193

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

GRADE 6 EFAL ALTERNATE ROUTINE

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

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

GRADE 4 - 6 EFAL CLASSROOM CULTURE

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

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

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

Purpose:

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

Using a Name Jar

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

Seating Arrangements and Group Management

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

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

Attention Getters

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

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

Transition Activities

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

1. Teacher Says

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

2. My chair and me

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

3. One minute dance party

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

GRADE 4 - 6 EFAL CORE METHODOLOGIES

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

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

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

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

ORAL ACTIVITIES: LSC / L&S

Introduce the theme

Instructions

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

Purpose

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

Activate background knowledge

Instructions

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

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

6. The K-W-L chart has three columns, titled:
 - K** - What I **know**
 - W** - What I **want** to know
 - L** - What I have **learnt**

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

Build and monitor learners' knowledge

Instructions

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

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

Purpose

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

Build vocabulary

Instructions

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

Purpose

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

Document vocabulary in personal dictionaries**Instructions**

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

Purpose

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

Question of the day

Instructions

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

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

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

- For example, in the answers below, learners hear the correct gender pronouns, which can be difficult as gender is not identified in African language pronouns:

Nomsa: I think most accidents happen in the morning.

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

Buhle: I think most accidents happen on Saturdays.

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

6. Discuss the follow up questions as follows:

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

Purpose

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

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

Rhyme / Song

Instructions:

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

Purpose:

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

LANGUAGE STRUCTURE & CONVENTIONS

Introduce the LSC in context

Instructions:

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

Purpose:

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

Teach and practise using the LSC

Instructions:

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

Purpose

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

LISTENING & SPEAKING

Listening Lesson

Instructions:

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

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

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

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

Purpose:

The listening lesson is very important for the following reasons:

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

Speaking Lesson

Instructions:

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

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

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

Purpose:

The listening lesson is very important for the following reasons:

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

Phonics Review

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

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

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

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

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

Paired and Independent Reading

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

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

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

Shared Reading: Pre-Read

Instructions:

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

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

6. Call learners to attention and discuss the lists of words they do not understand as follows:
 - Ask learners to tell you which words they do not understand.
 - As learners list the words, make a class list on the board.
 - Identify the words that are important for learners to understand.
 - Find the word in the text, and read the sentence aloud.
 - Then, explain the meaning of the word in context.
 - Remind learners to include these words in their personal dictionaries.

7. Call learners to attention and discuss the lists of words they think are important as follows:
 - Ask learners to tell you which words they think are important.
 - As learners list the words, make a class list on the board.
 - a. Help learners to make connections between these words. If they are struggling, model this for them by 'thinking aloud' to show your thought process.
 - b. In the lesson plan, a suggested list of important words is provided, together with ideas of how they are linked. This helps to make meaning of the text.

8. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?
 - c. Why? (What evidence do you have?)
 - d. Do you think you will enjoy this text? Why?

Purpose:

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

Shared Reading: First Read

Instructions:

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

Purpose:

The first read is important for many reasons, including:

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

Shared Reading: Second Read

Instructions:

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

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

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

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

Purpose:

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

Teach the Comprehension Strategy

Instructions:

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

Purpose:

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

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about.
Purpose	Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts.
Steps <i>(For predicting with text structures)</i>	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 <i>(For predicting by scanning the text)</i>	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 <u>not</u> need to answer – the point is to encourage them to think more deeply about the text.

Strategy 6: Make connections

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

Strategy 7: Make inferences

Explanation	Making an inference involves using what you know together with what is written in the text, to make a good guess about what isn't explicitly written in the text. This is what is meant by 'reading between the lines'. Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, for readers to work out for themselves. If something is not explicitly stated or described in a text, learners need to make an inference or a good guess about this. They do this by putting what they <i>have read</i> together with <i>their own experiences and prior knowledge</i>.
-------------	---

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

Shared Reading: Post-Read

Instructions:

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

Instructions for a written comprehension:

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

Instructions for the oral recount or written summary:

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

Instructions for a visualisation activity:

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

Purpose:

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

GROUP GUIDED READING

Assigning Group Guided Reading groups and text selection:

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

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

What to do with each group during Group Guided Reading:

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

What to do with struggling readers during Group Guided Reading:

1. Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the week's phonic words with learners.
4. Next, practice reading the sight words with learners.
 - Ask learners to take note of the first sound in the word.
 - Then, tell the learners to look at the spelling of the word.
 - Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.

5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.
8. As each learner reads, do the following:
 - Be kind and patient.
 - Give the learner some time to try and work out the word alone.
 - Then, help the learner to sound out the word.
 - If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.
 - Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
 - Thank learners for their efforts, and praise learners for any improvements.

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

Purpose:

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

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

INDEPENDENT AND PAIRED READING AND COMPREHENSION

Independent or Paired Reading Activities

Instructions:

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

Purpose:

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

WRITING & PRESENTING

Process writing: Teach the Genre

Instructions:

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

Purpose:

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

Process Writing: Planning**Instructions:**

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

Purpose:

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

Process Writing: Drafting

Instructions:

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

Purpose:

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

Process Writing: Editing**Instructions:**

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

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

Purpose:

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

Process Writing: Publishing & Presenting

Instructions:

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

Publishing:

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

Presenting:

1. Once learners have completed the publishing of their texts, move on to presenting.
2. Tell learners to 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 4

WEEK
1

THEME:
HOUSES AROUND THE WORLD

'There is no place like home.'
— Unknown

TERM 4: WEEK 1

OVERVIEW

THEME	Houses around the world
THEME VOCABULARY	roof, window, brick, corrugated iron, stilt, community, totem, guest, peaceful, shanty town
LSC	Adjectives (before the noun)
COMPREHENSION STRATEGY	Visualise
WRITING GENRE	Descriptive essay
WRITING TOPIC	Write a story in which your house is the setting. You must make sure to describe the house in detail
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a <i>House & Home</i> magazine or a book about different houses. 5. Try to find some pictures of different houses. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

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

INTRODUCE THE THEME

PICTURE	1. Tell learners to turn to DBE Workbook 1 page 74 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
	A house can be made of anything	<i>Make a triangle using your hands, like a house</i>
	Brick, iron or stone	<i>Pretend to be building</i>
	There’s different houses all around the world	<i>Spread your arms out wide</i>
	Places that people call home	<i>Put your hands together and pretend to sleep</i>
THEME VOCABULARY	roof, window, brick, corrugated iron, stilt	
QUESTION OF THE DAY		
Question	What kind of house would you prefer to live in?	
Graph	2 COLUMN GRAPH	
Options	a house on stilts / a brick house	
Follow-up questions		
Question	How many learners prefer to live in a house on stilts?	
Answer	__ learners would prefer to live in a house on stilts.	
Question	How many learners prefer to live in a brick house?	
Answer	__ learners prefer to live in a brick house.	
Question	What kind of house do more learners prefer to live in?	
Answer	More learners prefer to live in __.	
Question	What kind of house do fewer learners prefer to live in?	
Answer	Fewer learners prefer to live in __.	

Question	What kind of house do you prefer to live in?
Answer	I prefer to live in a house on stilts.
Answer	I prefer to live in a brick house.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1 MONDAY / DAY 1: LISTENING

LISTEN TO...

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

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
On Monday, the Grade 6 class was surprised with a very special guest. The whole grade was asked to go and sit on the field under the tree, so that they could hear this special guest speak. None of the learners could guess who the guest was. The Grade 6s sat quietly on the field, waiting for the guest to appear.	I visualise the Grade 6 class sitting in the shade, chatting quietly as they wait for the speaker to come!	1. What happened on Monday? (<i>The Grade 6 class was surprised with a special visitor.</i>) 2. Where did the class wait for the visitor? (<i>They sat on the field, under the tree.</i>)

When a happy woman, dressed in bright and beautiful colours appeared, no-one recognised her.		
The woman stood forward and spoke into the microphone, 'Good morning Grade 6 learners!' said the woman. 'My name is Pabi and I'm sure that none of you know who I am. I am a travel journalist, which means that I get to travel the world and write stories about all the interesting places that I visit,' she explained.	I visualise the learners quieting down when they hear Pabi tap on the microphone, and looking with interest as Pabi starts speaking.	1. Who is the visitor in the story? (<i>Pabi, a travel journalist.</i>) 2. What does a travel journalist do for work? (<i>She travels around the world and writes stories about the interesting places that she visits.</i>)
'I have travelled to many countries, in many different parts in the world. However, I have one favourite place, right here on the beautiful continent of Africa,' said Pabi enthusiastically.	I wonder where Pabi has travelled to. I visualise the learners wondering this, too!	1. How does Pabi speak? (<i>She speaks enthusiastically.</i>) 2. What do you think enthusiastically means? (<i>I think it means excitedly/ happily</i>)
'This place is called Nzulezo Stilt Village. Has anyone ever heard of it?' she asked. The learners shook their heads. She went on, 'Nzulezo is located on Lake Tandane in Ghana, a country on the North West coast of Africa. It is called the stilt village of Ghana, because the entire village is built on stilts, or long poles, that protrude from the water. All of the houses, the schools and even the churches are built above the water!' said Pabi.	I am trying to visualise this village. Imagine all of the houses on stilts, over the water, That means that under the floor of the house, there is water!	1. What is one of Pabi's favourite place? (<i>Nzulezo stilt village.</i>) 2. Where is Nzulezo located? (<i>On Lake Tandane, in Ghana.</i>) 3. What makes Nzulezo special? (<i>All of the houses are built on stilts, over the water.</i>) 4. What do you visualise when you hear about Nzulezo? (<i>I can visualise...</i>)

The Grade 6 learners gasped in surprise as they tried to imagine the stilt village. Pabi explained that the village was built over 500 years ago by migrants from Walata, a city in the prehistoric Ghanaian Empire. Pabi explain that the local legend is that people were led to this area by a snail, who promised that they would be safe and protected there, especially from fire. Because of this, the snail remains a totem for the people of this village.	The learners here must've only seen houses built on the ground before. I can visualise them gasping and looking shocked when they think about a house built over the water instead.	1. When was Nzulezo built? <i>(It was built over 500 years ago.)</i> 2. Why do the people of Nzulezo have a snail as their totem? <i>(Because of the the local legend that people were led to this area by a snail, who promised that they would be safe there.)</i>
Pabi looked excited as she continued to talk, 'Today, there are about 600 people who live in Nzulezo. The people make a living through fishing, farming and from the many tourists who come to see this remarkable place. Nzulezo is a safe and peaceful place. Because they live on the water, all the children learn to swim at age 3. The village is ruled by a chief and elders, who lay down guidelines for behaviour in the village,' she explained. 'Nzulezo is one of the most fascinating and beautiful places I have ever been to,' said Pabi, 'and there are many, many fascinating and beautiful places all around our beautiful continent.'	I visualise children jumping from their houses right into the lake! It must be easy to bath when you live right over the water!	1. How many people live in the village? <i>(600)</i> 2. How do the people in Nzulezo make money? <i>(Through fishing, farming, and tourism!)</i> 3. How old are children in Nzulezo when they learn to swim? <i>(Three.)</i> 4. Why is it important for the children of the village to leant to swim at an early age? <i>(Because they live right over the water!)</i> 5. Do you think you would like to live in Nzulezo? Why or why not? <i>(I would / wouldn't like to live in Nzulezo because...)</i>

The Grade 6s felt inspired by Pabi's speech. They left the field thinking about all the wonderful places that they could visit in Africa. They also left with the realisation that they did not have to travel to other continents to see beautiful and interesting places. Some of the most beautiful and interesting places were right there in Africa.	I think the children in Grade 6 must leave visualising taking a plane to Ghana, and seeing this beautiful village just like Pabi!	1. What did Pabi's speech make the Grade 6 learners think about? <i>(All the beautiful places they could visit in Africa.)</i>
--	---	---

WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/kn/ /ea/ /ow/									
Activity	1. Write the following sounds on the chalkboard: kn, ea, ow 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Explain that in the sound /kn/, the k is silent, we just say the ‘n’. 4. Explain that the sound /ow/ makes two different sounds, like in ‘cow’ and ‘know’. 5. Write the following words on the chalkboard and sound each word out as follows: a. /kn/ - /ee/ = knee b. /b/ - /ea/ - /d/ = bead c. /l/ - /ow/ = low (same sound as know) d. /h/ - /ow/ = how (same sound as cow) 6. Ask learners to sound out and read each word after you.									
Word find	Write the following table on the chalkboard: <table><tr><td>kn</td><td>ea</td><td>ow</td></tr><tr><td>ee</td><td>t</td><td>ch</td></tr><tr><td>b</td><td>l</td><td>d</td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: know or deed 5. Possible words (this is not a complete list): know, knee, knead, knot, teach, beach, bead, cheat, tow, low, bow, bowl, bee, tee, etc.	kn	ea	ow	ee	t	ch	b	l	d
kn	ea	ow								
ee	t	ch								
b	l	d								

WEEK 1: TUESDAY / DAY 2: PRE-READING

TITLE	<i>The shanty town storm</i>
DBE WORKBOOK 2, PAGE	74
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle.
2. Remind them of the text that they listened to and discussed in the previous lesson.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***The shanty town storm***
5. Explain the meaning of the title, e.g. *A shanty town is a type of housing settlement. The houses in a shanty town are improvised housing that are called shanties or shacks. These houses are usually made of plywood, corrugated metal, sheets of plastic, and cardboard boxes. There are many shanty towns in South Africa, and in many other countries around the world.*
6. Remind learners that when we scan the text, we look through the text for specific words, phrases, or ideas.
7. Explain that today we will scan the text for words related to houses or homes. This will help us visualise the shanty town.
8. Ask learners to brainstorm house-related words. Write these words on the board, like: window, door, roof, paint, garden, etc.
9. Instruct the learners to scan the text for words house-related words. Instruct them to underline any words they think are important to visualising the shanty town.
10. Instruct learners to circle any words that they do not know.
11. Give learners 1 minute to scan the text. Remind learners they must try to look at the whole text quickly in this amount of time.
12. Ask learners: Which words did you underline? Why?
13. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
14. Ask learners: What words did you circle?
15. As learners list the words, make a class list on the board. Help learners to figure out the words in context.

16. Instruct learners to think about the title, the pictures, and the words they underlined.
17. Ask learners predictive questions:
 - a. How do you know this is a story?
 - b. What do you think this will be a story about?
 - c. What can you visualise so far? Why?
 - d. What does the picture at the top of the page help you understand?
 - e. Do you think this story has dialogue? Why or why not?
18. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	A house can be made of anything	<i>Make a triangle using your hands, like a house</i>
	Brick, iron or stone	<i>Pretend to be building</i>
	There's different houses all around the world	<i>Spread your arms out wide</i>
	Places that people call home	<i>Put your hands together and pretend to sleep</i>
THEME VOCABULARY	community, totem, guest, peaceful, shanty town	
QUESTION OF THE DAY		
Question	How would a guest describe the houses in your community?	
Graph	3 COLUMN GRAPH	
Options	they are colourful / they are brick / they are made with corrugated iron	
Follow-up questions		
Question	How many learners think a guest would say they are colourful?	
Answer	___ learners say a guest would say they are colourful.	
Question	How many learners think a guest would say they are brick?	
Answer	___ learners think a guest would say they are brick.	
Question	How many learners think a guest would say they are made with corrugated iron?	
Answer	___ learners think a guest would say they are made with corrugated iron.	
Question	How do most learners think a guest would describe the houses in their community?	
Answer	Most learners think a guest would describe the houses as ____	
Question	How do fewest learners think a guest would describe the houses in their community?	
Answer	Fewest learners think a guest would describe the houses as ____	
Question	How would a guest describe the houses in your community?	
Answer	A guest would describe the houses in my community as colourful.	

Answer	A guest would describe the houses in my community as brick.
Answer	A guest would describe the houses in my community as made with corrugated iron
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 shanty town storm</i>
DBE WORKBOOK 2, PAGE	74
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the text on page 74. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the text to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	
Text	Think Aloud: First Read
The school is near the top of the hill. Our hill is a special place. Different from the other hills like Mariannridge where all the houses are square with a door and two windows, one on either side, and all built in straight rows.	I am visualising Mariannridge. I visualise all the houses looking exactly the same. There are many of the same, exact houses.

On our hill the bushes grow wild. Banana palms, poinsettias with their brilliant star flowers, paw-paw trees and castor oil bushes all tangled together. And the houses seem to grow between them just as wild. Sometimes where there's a big tree, the houses are even built right round it and a hole is cut out of the corrugated iron so that the branches stick out above the roof. It's to keep the house cool they say.	I am now visualising the narrator's community. All of the houses look different: no two houses are the same size, shape or colour!
They're the sort of houses that change as you find more pieces of corrugated iron or old windows or doors. They never stay the same. None of them even look the same. They're all painted different colours. Some bright pink with green windows and doors, some blue with red windows. Some proper plastered houses with the brick showing through in places. Others just nailed together from bits and pieces. Even the outhouses are all different.	When I visualise the houses of Mariannridge, I see hundred of houses that are the same colour. They are all white. But, when I visualise the shanty town, I visualise a beautiful rainbow of colours: pink, green, red, and blue!
The houses spill down the hill in such a way that when you look at them, you feel you've caught them just a moment when they're starting to slide. So that if you blink and look again, they'll all be at the bottom of the hill.	--
There are no roads between the houses. Just sand tracks and along some of them are VWs and Corollas that seized up a long time ago and have just stayed stuck there, slowly rusting and making homes for cats and chickens and spiders and snakes.	I visualise a neat paved driveway attached to a neat paved road when I visualise Mariannridge. But, in the narrator's community, I visualise a dirt path with rocks and potholes all along the way.
And the bushes make tunnels for us to creep through, and no one who didn't know their way around would ever find the right house because none of them have numbers. Although some have boards with LOT 559 or something like that painted on them, hanging from a branch. Our house doesn't have any name painted on it. Everyone knows it's just the green house nearest the river.	I visualise each house in Mariannridge with a clear, black number written on the clean, white paint. But, in the narrator's community, I visualise colourful names painted on colourful houses. The writing looks different on each and every house!

But that Monday there was almost no one around. Even Aunt Frieda wasn't out with her bucket of atchar. We were just about the only ones going to school. And by the time we reached the school yard we were soaked right through. Even Agnes and Dora with their fancy umbrella. We should've also stayed at home, but then there'd have been Ma to face when she got home from work. That's how Ma is: right is right and wrong is wrong and it is wrong to stay home on a school day.	I can visualise the narrator getting to school. Her clothing is sticking to her body because she is so wet!
Follow up questions	Responses
What do the houses in Mariannridge look like?	They are square with a door and two windows, one on either side, and all built in straight rows.
What do the houses in the narrator's community look like?	They are the sort of houses that change as you find more pieces.
Why question	Possible response
Why does the narrator talk about the houses in Mariannridge?	• So that we can compare those houses to her community. • So we can visualise how different the two places look. • To help us understand that different communities look very different.
Introduce the LSC in context	
1. <i>Explain to learners that this cycle, they will be learning about: Adjectives (before the noun)</i> 2. <i>Point out the following example of this in the text:</i> <i>'Sometimes where there's a big tree...'</i> 3. <i>Introduce this LSC as follows: Adjectives are words that tell us about nouns (people, places, and things). Adjectives sometimes come before the noun. Like 'a big tree'. Big (adjective) is the word that describes the tree (noun).</i>	

WEEK 1: THURSDAY / DAY 4: SECOND READ

TITLE	<i>The shanty town storm</i>
DBE WORKBOOK 2, PAGE	74
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.

- Before the lesson begins, write the **follow-up questions** on the board:
 - How do people in the community describe the narrator's house?*
 - How do you know that the narrator is fond of (or loves) their community?*
 - Why do you think it would be difficult for someone who was new to the community to find their way around?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the story on **page 104**.
- Explain that you will read the story to learners. They must **follow along** with the text as you read.
- Read the story with fluency and expression to learners.
- Read the **Text** first, and then say the comment in the **Second Read** column.
- Next, instruct learners to **turn and talk** with a partner.
- Instruct learners to take turns **reading the story** to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
The school is near the top of the hill. Our hill is a special place. Different from the other hills like Mariannridge where all the houses are square with a door and two windows, one on either side, and all built in straight rows.	I can visualise the narrator at the top of the hill, at school, looking at her community with a smile. I visualise her looking across and seeing Mariannridge. She can see both communities, but feels attached to her special home.

On our hill the bushes grow wild. Banana palms, poinsettias with their brilliant star flowers, paw-paw trees and castor oil bushes all tangled together. And the houses seem to grow between them just as wild. Sometimes where there's a big tree, the houses are even built right round it and a hole is cut out of the corrugated iron so that the branches stick out above the roof. It's to keep the house cool they say.	The text says: 'It's to keep the house cool they say.' I visualise the narrator laughing as she says this, because she knows it isn't really true. The house has been built there because houses in her community are built in every little space possible!
They're the sort of houses that change as you find more pieces of corrugated iron or old windows or doors. They never stay the same. None of them even look the same. They're all painted different colours. Some bright pink with green windows and doors, some blue with red windows. Some proper plastered houses with the brick showing through in places. Others just nailed together from bits and pieces. Even the outhouses are all different.	I visualise the narrator walking through her community to school. Each day, she discusses how the houses on the way have changed!
The houses spill down the hill in such a way that when you look at them, you feel you've caught them just a moment when they're starting to slide. So that if you blink and look again, they'll all be at the bottom of the hill.	--
There are no roads between the houses. Just sand tracks and along some of them are VWs and Corollas that seized up a long time ago and have just stayed stuck there, slowly rusting and making homes for cats and chickens and spiders and snakes.	I visualise the narrator walking up to school on the sand tracks – weaving in between houses as she steps over rocks. She sometimes comes so close to other people's houses that she can see right into the window!
And the bushes make tunnels for us to creep through, and no one who didn't know their way around would ever find the right house because none of them have numbers. Although some have boards with LOT 559 or something like that painted on them, hanging from a branch. Our house doesn't have any name painted on it. Everyone knows it's just the green house nearest the river.	I visualise the narrator's little green house near the bottom of the hill, near the river. This means she has a long way to walk up to school!

But that Monday there was almost no one around. Even Aunt Frieda wasn't out with her bucket of atchar. We were just about the only ones going to school. And by the time we reached the school yard we were soaked right through. Even Agnes and Dora with their fancy umbrella. We should've also stayed at home, but then there'd have been Ma to face when she got home from work. That's how Ma is: right is right and wrong is wrong and it is wrong to stay home on a school day.	I think the narrator is visualising her mother yelling at her for not going to school. Even though she is cold and shivering and wet, I think she prefers the wetness to making her mother cross!
Follow up questions	Responses
How do people in the community describe the narrator's house?	It is known as the green house by the river.
How do you know that the narrator is fond of (or loves) their community?	Because of the word 'special'. The second sentence of the story says: 'Our hill is a special place'.
Why question	Possible response
Why do you think it would be difficult for someone who was new to the community to find their way around?	• Because there is no road. • The houses are not labelled or numbered easily. • Because they are not in neat rows – they are everywhere!
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 visualising a text. 2. Explain that when we visualise, we try to imagine what is happening in the text, like a movie inside our minds. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 74 5. Read out loud while learners follow along: <i>Different from the other hills like Mariannridge where all the houses are square with a door and two windows, one on either side, and all built in straight rows.</i> 6. Close your eyes and explain what you visualise is happening in this part of the story, like: a. I visualise a little community on a hill where each house looks exactly the same! b. I visualise a small, nice house. There is a door in the middle and a little window on each side of the door – just like it says! c. I visualise the houses in neat, straight rows, spaced very evenly. No one is too close to each other.
Work with learners (WE DO)	1. Read out loud while learners follow along: <i>There are no roads between the houses. Just sand tracks and along some of them are VWs and Corollas that seized up a long time ago and have just stayed stuck there, slowly rusting and making homes for cats and chickens and spiders and snakes.</i> 2. Instruct learners to close their eyes, and to visualise what is happening in the story. 3. Ask learners: What did you visualise? 4. Listen to learners ideas, like: a. I visualise old cars in front of some of the houses. They are so old that the doors have fallen off. All that is left is the metal! b. I visualise an old car surrounded by long grass because it has been there for so long. There are goats eating the long grass around the old car. c. I visualise the old metal frame of a car. It is so rusty, it almost looks gold! d. I visualise the bumpy, sand tracks that weave around the houses.

Pair work (YOU DO)	- Write the following questions on the board: <i>What did you visualise?</i> <i>How was your visualisation similar to your partner?</i> <i>How was your visualisation different from your partner?</i> - Explain that now, learners will work with a partner to visualise. - Read out loud while learners follow along: <i>Although some have boards with LOT 559 or something like that painted on them, hanging from a branch. Our house doesn't have any name painted on it. Everyone knows it's just the green house nearest the river.</i> - Instruct learners to visualise this. - Then, instruct learners to discuss the questions with their partners. - After 3-5 minutes, call learners back together. - Call on 2-3 learners to share their answer to each question.
NOTES	- Tell learners to open their exercise books, and copy down the following notes to remind them of how to visualise: <u>Visualise</u> To visualise, we: Close our eyes Imagine what we see, hear, smell, taste and feel Try to see the story like a movie in our minds If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 1: FRIDAY / DAY 5: POST-READING

TITLE	<i>The shanty town storm</i>
DBE WORKBOOK 2, PAGE	74
ACTIVITY	TEXT ILLUSTRATION
COMPREHENSION STRATEGY	Visualise
PURPOSE	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.

POST-READING

Getting Ready

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

I can **visualise**...

1. **Hand out exercise books.**
2. Remind learners that this week, we have been learning how to visualise a text.
3. Explain that today, learners will visualise the shanty town described in our text.
4. Instruct learners to close their eyes. Read the following passage aloud: *On our hill the bushes grow wild. Banana palms, poinsettias with their brilliant star flowers, paw-paw trees and castor oil bushes all tangled together.*

And the houses seem to grow between them just as wild. Sometimes where there's a big tree, the houses are even built right round it and a hole is cut out of the corrugated iron so that the branches stick out above the roof. It's to keep the house cool they say.

They're the sort of houses that change as you find more pieces of corrugated iron or old windows or doors. They never stay the same. None of them even look the same. They're all painted different colours. Some bright pink with green windows and doors, some blue with red windows. Some proper plastered houses with the brick showing through in places. Others just nailed together from bits and pieces. Even the outhouses are all different.

5. Instruct learners to visualise what this community looks like. They must try to picture the houses there!
6. Instruct learners to open their books and to draw a picture of the shanty town.
7. Instruct learners to use the sentence starter to write 2-3 sentences about their visualisation.

Turn and Talk:

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

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

WEEK 1: FRIDAY / DAY 5: TEACH THE GENRE

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

	4. Explain that in descriptive writing, we must: a. Create a picture using words b. Use words that tell 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	<i>The big brick house</i> <i>On the corner of Mabe street in Zola, Soweto, was a big double-storey house. It was built from light brown bricks. Everyone in the neighbourhood envied it. It was unlike any other house they had ever seen! The house had a long wall to keep others out. It was only a select few that had seen the beautiful glass windows that stretched really high. The dog barks when anyone dares to go near the gate. No one had ever seen the family that lived inside.</i> <i>One day, a fire broke out in the big house. Everyone in the community came out in numbers. They stared in shock as the big house went up in flames. It took a few hours before the firefighters could put the fire out. By the time they were done, it was too late. The big house was gone. Forever. And the people inside? Nobody knows.</i>
DISCUSS	1. What or 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? 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 4



THEME: HOUSES AROUND THE WORLD

'Houses are like people – some you like and some you don't like- and once in a while there is one you love.'

— L.M Montgomery

TERM 4: WEEK 2

OVERVIEW

THEME	Houses around the world
THEME VOCABULARY	roof, window, brick, corrugated iron, stilt, community, totem, guest, peaceful, shanty town, cosy, comfortable, enormous, cute, designer, homeless, spirits, income, utensil, shelter
LSC	Adjectives (before the noun)
COMPREHENSION STRATEGY	Visualise
WRITING GENRE	Descriptive essay
WRITING TOPIC	Write a story in which your house is the setting. You must make sure to describe the house in detail.

WEEK 2: MONDAY / DAY 1: PLANNING		
TOPIC	Write a story in which your house is the setting. You must make sure to describe the house in detail.	
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. Orally share some of your ideas about your story, like: <i>I will write a story about the time my daughter and I painted our house. We decided to paint the house blue. We went to the store and bought paint. My house is quite big, so we had to buy two big containers of paint. We also decided we would paint our door bright yellow. We bought a small container of yellow paint.</i> 4. Have the writing frame written on one side of the chalkboard. 5. Explain that we will describe this situation thinking about our senses: What we saw, heard, smelled, felt and tasted. 6. Show learners how you make a list by answering the questions. 7. Do this on the other side of the chalkboard.	
	<u>A story about my house</u> 1. Where is your house? 2. How long have you lived there? 3. What does your house look like? 4. What are some adjectives you can use to describe your house? 5. What happened first? 6. What happened next? 7. Who were you with? 8. How was your house involved? 9. Are there any other important details? 10. How did the story end? 11. How did you feel?	<u>A story about my house</u> 1. On Joseph Crescent 2. For my whole life 3. It was white but we painted it blue 4. Cosy and comfortable. 5. My daughter and I decided to paint our house blue. We went to the shop to buy paint. 6. We painted the whole house. It took three whole days! 7. My daughter. 8. It was being painted. 9. We got paint to make the door yellow.

		10. We admired our new blue house with a yellow door. But then, the neighbour told us they didn't like it because it was too bright. 11. We decided to ignore the neighbour, because we loved our new blue house
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	1. Tell learners to close their eyes and visualise their house, and to think about a story they can tell about their own house. Instruct learners to think about all the details about their house. Their story must help the reader visualise what the house really looks like! 2. Next, tell learners to turn and talk with a partner, to share their ideas. 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.	

A story about my house: Planning

1. On rietspruit avenu
2. For my hole life
3. It had old carpits
4. fresh, happy, bright
5. We had to pull up the old carpits
6. We put down beautiful new tils.
7. My mom and dad
8. We were putting in a new floor.
9. The carpits were old and dirty. Went we pulled it up we had to go outside because of all the dust.
10. We had to clean all the dust in the house.
11. Very tired from all the work but happy because we had a beautiful new floor.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	A house can be made of anything	<i>Make a triangle using your hands, like a house</i>
	Brick, iron or stone	<i>Pretend to be building</i>
	There's different houses all around the world	<i>Spread your arms out wide</i>
	Places that people call home	<i>Put your hands together and pretend to sleep</i>
THEME VOCABULARY	cosy, comfortable, enormous, cute, designer	
QUESTION OF THE DAY		
Question	If you were a designer, what kind of house would you like to design?	
Graph	3 COLUMN GRAPH	
Options	a cosy house / a comfortable house / an enormous house	
Follow-up questions		
Question	How many learners would like to design a cosy house?	
Answer	___ learners would like to design a cosy house.	
Question	How many learners would like to design a comfortable house?	
Answer	___ learners would like to design a comfortable house.	
Question	How many learners would like to design an enormous house?	
Answer	___ learners would like to design an enormous house.	
Question	What kind of house would most learners like to design?	
Answer	Most learners would like to design ___.	
Question	What kind of house would fewest learners like to design?	
Answer	Fewest learners would like to design ___.	
Question	If you were a designer, what kind of house would you like to design?	
Answer	I would like to design a cosy house.	
Answer	I would like to design a comfortable house.	
Answer	I would like to design an enormous house.	

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

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: WEDNESDAY / DAY 3: LSC AND DRAFTING	
LSC	Adjectives (before the noun)
LSC MODELLING (I DO)	1. Explain that descriptive writing uses lots of adjectives. 2. Explain that adjectives are words that tell us about nouns (people, places, and things) 3. Explain that normally in descriptive writing, we must describe what we see, hear, smell, taste or touch in order to create a picture with words. We use adjectives to do this. 4. Write the following noun on the board: house 5. Explain that when we use an adjective, it can go before the noun or after the noun. 6. Explain that when we write an adjective after the noun, we write: The house is <u>cosy</u>. 7. However, we can also put adjectives before the noun, like: The <u>cosy</u> house.
LSC Ask learners for help (WE DO)	1. Ask learners: What are some other adjectives that can describe a house? 2. Brainstorm some ideas with learners, like: comfortable, small, red, enormous, beautiful, messy, dirty, clean, etc. 3. Together with the learners, practice writing three sentences using adjectives before the noun, like: a. I live in a <u>tiny, blue</u> house. b. The <u>enormous</u> house sits on a hill. c. Come over to my <u>beautiful</u> house.
LSC Pair work (YOU DO)	1. Explain that now, learners will practice using adjectives to describe the house in their own story. 2. Explain that in their final draft, learners must use at least two adjectives before nouns to describe their house. 3. Hand out learners exercise books. Instruct learners to find their plans. 4. Add <u>point 12</u> to the writing frame: What adjectives will you use to describe your house? 5. Instruct learners to add point 12 to their own plans!

TOPIC	Write a story in which your house is the setting. You must make sure to describe the house in detail.	
PLANS	Before class begins, rewrite the planning frames on the board:	
	<u>A story about my house</u> 1. Where is your house? 2. How long have you lived there? 3. What does your house look like? 4. What are some adjectives you can use to describe your house? 5. What happened first? 6. What happened next? 7. Who were you with? 8. How was your house involved? 9. Are there any other important details? 10. How did the story end? 11. How did you feel? 12. What adjectives will you use to describe your house? ...house ...house	<u>A story about my house</u> 1. On Joseph Crescent 2. For my whole life 3. It was white but we painted it blue 4. Cosy and comfortable. 5. My daughter and I decided to paint our house blue. We went to the shop to buy paint. 6. We painted the whole house. It took three whole days! 7. My daughter. 8. It was being painted. 9. We got paint to make the door yellow. 10. We admired our new blue house with a yellow door. But then, the neighbour told us they didn't like it because it was too bright. 11. We decided to ignore the neighbour, because we loved our new blue house. 12. Cosy house Fresh, clean house

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, because this is descriptive writing! 2. Remind learners that they must try to use exclamation marks correctly in their essays! 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 the setting / your house</u> <i>Ever since I was...I have lived in...</i> <i>I live in...</i> <i>My house is...</i> <u>Paragraph 2: Describe what happened (You can add an extra paragraph here if you need to!)</u> <i>Points 5-9</i> <i>One day...</i> <i>One time...</i> <u>Paragraph 3: Conclude the story</u> <i>Points 10-11</i> <i>Then...</i> <i>But in the end...</i> <i>Point 12: Make sure to use these somewhere in your story!</i>
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

Ever since I was a baby I have lived in rietspruit avenu. My house is a happy and bright house.

One day mom and dad desided that we needed to take the old carpits oud and put beautiful new tils in. As we pulled the dirty, old carpit out we had to go outside because of all the dust!

Then after we had put the new tils down we had to clean all the dust in the house. But in the end, even thow I was very tired, I was happy because we had a beautiful new floor.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	A house can be made of anything	<i>Make a triangle using your hands, like a house</i>
	Brick, iron or stone	<i>Pretend to be building</i>
	There's different houses all around the world	<i>Spread your arms out wide</i>
	Places that people call home	<i>Put your hands together and pretend to sleep</i>
THEME VOCABULARY	homeless, spirits, income, utensil, shelter	
QUESTION OF THE DAY		
Question	What is the most important thing about a house?	
Graph	3 COLUMN GRAPH	
Options	my family lives there / it provides shelter from bad weather / it keeps me safe	
Follow-up questions		
Question	How many learners think the most important thing is that their family lives there?	
Answer	__ learners think the most important thing is that their family lives there.	
Question	How many learners think the most important thing is that it provides shelter from bad weather?	
Answer	__ learners think the most important thing is that it provides shelter from bad weather.	
Question	How many learners think the most important thing is that it keeps them safe?	
Answer	__ learners think the most important thing is that it keeps them safe.	
Question	What do most learners think is the most important thing about a house?	
Answer	Most learners think the most important thing about a house is __.	

Question	What do fewest learners think is the most important thing about a house?
Answer	Fewest learners think the most important thing about a house is ____.
Question	What is the most important thing about a house?
Answer	The most important thing about a house is that my family lives there.
Answer	The most important thing about a house is that it provides shelter from bad weather.
Answer	The most important thing about a house is that it keeps us safe.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

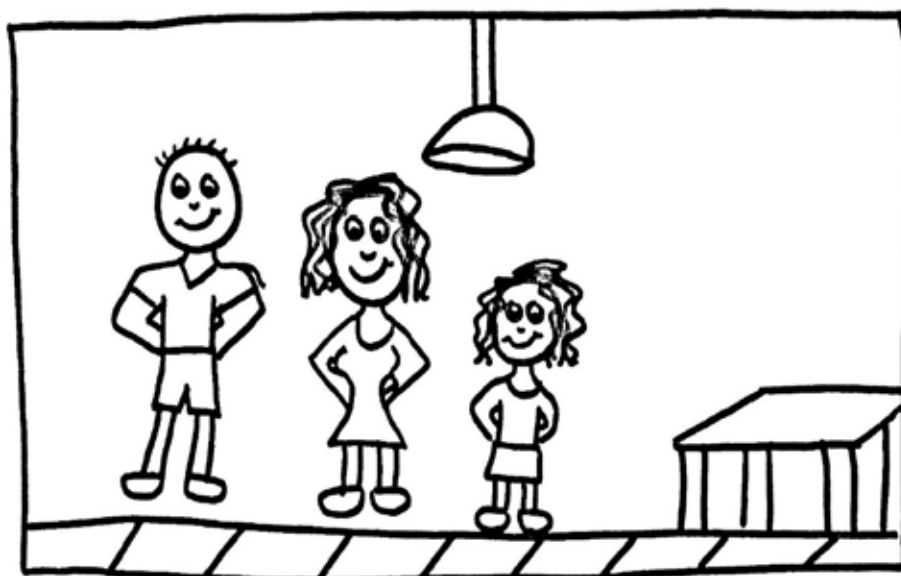
EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Does my story have at least 3 paragraphs? 2. Do I use at least two adjectives to describe my house? 3. Did I spell all words correctly? 4. Does every sentence start with a capital letter? 5. Does every sentence end with a full 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.
ASSESSMENT	1. Collect the learners' Descriptive essays and mark them according to the rubric below

Our new floor

Ever since I was a baby, I have lived in Rietspruit Avenue. My house is a happy and bright house.

One day mom and dad decided that we needed to take the old carpets out and put beautiful new tiles in. As we pulled the dirty, old carpet out, we had to go outside because of all the dust!

Then after we had put the new tiles down, we had to clean all the dust in the house. But in the end, even though I was very tired, I was happy because we had a beautiful new floor!



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

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

INDEPENDENT OR PAIRED READING

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

WEEK 2: CONCLUSION

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

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

GRADE 6 - TERM 4

WEEK
3

THEME:
GOATS

'Money can't buy happiness, but it can buy goats,
and that's pretty much the same thing!'
— Unknown

TERM 4: WEEK 3

OVERVIEW

THEME	Goats
THEME VOCABULARY	bizarre, enthralled, assume, headbutt, dangling, domesticated, wild, investigate, nibble, beard
LSC	Compound sentences
COMPREHENSION STRATEGY	Search the text
WRITING GENRE	Magazine Article
WRITING TOPIC	Write a magazine article using information found in information and visual texts.
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a text with facts about goats. 5. Try to find some pictures of goats. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

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

INTRODUCE THE THEME

PICTURE	1. Tell learners to turn to DBE Workbook 1 page 90 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
	Goats are strange creatures	-
	With very interesting features!	-
	Goats are curious and they’re smart,	<i>Open your eyes wide, point to your head</i>
	Each goat a work of art!	<i>Put your index finger in the air</i>
	Whether it’s a kid, buck, a doe, or wether	-
	Goats are herd animals, they love to be together!	<i>Link arms with your friend</i>
THEME VOCABULARY	bizarre, enthralled, assume, headbutt (butt heads), dangling	
QUESTION OF THE DAY		
Question	How do you feel about our theme this cycle: goats?	
	2 COLUMN GRAPH	
Options	enthralled / bored / interested	
Follow-up questions		
Question	How many learners feel enthralled?	
Answer	___ learners feel enthralled.	
Question	How many learners feel bored?	
Answer	___ learners feel bored.	

Question	How many learners feel interested?
Answer	__ learners feel interested.
Question	How do most learners feel about the theme this cycle?
Answer	Most learners feel __.
Question	How do fewest learners feel about the theme this cycle?
Answer	Fewest learners feel __.
Question	How do you feel about our theme this cycle: goats?
Answer	I feel enthralled.
Answer	I feel bored.
Answer	I feel interested.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: MONDAY / DAY 1: LISTENING

LISTEN TO...

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

Text	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Lungi and her family sat around the table for Saturday morning breakfast. Lungi loved Saturday morning breakfast, because this was a time that her family dedicated to sharing stories about what had happened to them in the past week. They each went around the table and told one interesting thing that they had experienced in their week.	When did Lungi and her family have breakfast together? Oh, I learn that they had breakfast together on Saturday morning.	1. Who does Lungi have breakfast with on Saturday morning? (<i>Lungi has breakfast with her family.</i>) 2. Why did Lungi love Saturday morning breakfast? (<i>Because it was a time her family dedicated the sharing their stories about the past week. / Because she loved spending time with her family.)</i>
When it was Lungi's mother's turn to share her story, she smiled and shook her head, 'I had the most bizarre thing happen at work this week,' said Lungi's mother, who managed a shop in town.	What job does Lungi's mother have? I learn that she is a shop manager in town.	1. What did Lungi's mother do when it was her turn to share a story? (<i>She smiled and shook her head.</i>)

'We arrived at the shop on Wednesday morning, and our big shopfront window was smashed!' exclaimed Lungi's mother. The family all look shocked! They all assumed that the shop had been robbed. 'So, we obviously thought that we had been robbed... but then when we looked around, nothing had been stolen! Not a thing! So, we decided to watch the video camera footage,' explained Lungi's mother.	What happened at Lungi's mother's shop on Wednesday? Oh no! I learn that the shop window was smashed! But it seems strange that nothing was stolen.	1. On what day was the shop window smashed? (<i>On Wednesday morning.</i>) 2. What did Lungi's family assume when they heard the shop window had been smashed? (<i>They assumed that the shop had been robbed.</i>) 3. Why did Lungi's mother watch the video camera footage? (<i>Because not a single thing had been taken from the shop, so she wondered what had happened.</i>)
'What did you see on the video?' asked Lungi, who was enthralled in the story. 'You will never believe it! It was a goat! A big billy goat butted his head against the window until it broke, and then he ran away!' said Lungi's mother as she laughed.	How did Lungi feel about the story? Oh, I read that she feels enthralled about the story. That must mean she was really interested in the story!	1. What did Lungi's mother see in the video? (<i>A billy goat butted the glass until it broke and then ran away!</i>)
'We phoned a goat expert named Susan Schoenian and she explained that it is normal for goats to escape from their pen or their fence. She said that when they do escape, they are often found doing very strange things! One time, a goat was found dangling from its horns on a power cable!' The entire family couldn't control their laughter as they thought about goats doing crazy and weird things.	Who did Lungi's mother call after they realised it was a goat who broke the window? She phones an expert on goats, named Susan Schoenian. I can infer that they wanted to know more about why a goat would break the window!	1. What is one silly thing that Susan Schoenian told her? (<i>That once a goat was found dangling from its horns on a power cable!</i>) 2. How did the family feel about this story? (<i>They couldn't control their laughter. / They thought the story was funny.</i>)

The following week, Lungi and her family sat down for their weekly Saturday breakfast. Lungi's mother came into the room late, and quickly stopped everyone from sitting down, 'Wait! I have a surprise for you! I manage to get the video of the goat breaking our shop window! Let's watch the video before we eat,' said Lungi's mother excitedly. Lungi thought that last week's breakfast was the most entertaining breakfast that they would ever have. She quickly realised that was not true!	What surprise does Lungi's mother have for the family? Oh! She got the video of the goat breaking the glass. I think the family will really enjoy seeing that!	1. What did Lungi's mother bring to the following Saturday breakfast? <i>(She brought the video footage of the goat.)</i> 2. Why do you think Lungi's mother brought the video footage? <i>(I think she brought the footage because she knew her family thought it was so funny / because she wanted to make her family laugh.)</i>
--	--	--

WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/oy/ /oi/ /ar/												
Activity	1. Write the following sounds on the chalkboard: oy, oi and ar 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Explain that the sounds /oy/ and /oi/ sound the same, but we always use /oy/ at the end of a word, and /oi/ in the middle of a word. For example: enjoy boil 4. Write the following words on the chalkboard and sound each word out as follows: a. /t/ - /oy/ = toy b. /c/ - /oi/ - /n/ = coin c. /p/ - /ar/ - /t/ = part 5. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>oy</td><td>oi</td><td>ar</td></tr><tr><td>b</td><td>l</td><td>c</td></tr><tr><td>j</td><td>n</td><td>t</td></tr><tr><td>ea</td><td>a</td><td>ch</td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: boy or start 5. Possible words (this is not a complete list): boy, toy, coy, joy, coin, join, art, chart, cart, tart, nab, tab, each, beach, teach, etc.	oy	oi	ar	b	l	c	j	n	t	ea	a	ch
oy	oi	ar											
b	l	c											
j	n	t											
ea	a	ch											

WEEK 3: TUESDAY / DAY 2: PRE-READING

TITLE	<i>The goat</i>
DBE WORKBOOK 2, PAGE	90
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle: **Goats**
1. Remind them of the text that they listened to and discussed in the previous lesson.
2. Explain that you are now going to move on to another text, but it is still related to the theme.
3. Ask a learner to read the title: ***The goat***
4. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
5. Instruct the learners to skim the text. Instruct them to **underline** any words they might think are important in telling us what the text is about.
6. Explain that learners should **circle** any new words in the text that they don't know.
7. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
8. Ask learners: Which words did you underline? Why?
9. As learners list the words, make a list on the board. Ask learners to explain why they have chosen to underline certain words.
10. Ask learners: Which words did you circle?
11. As learners list the words, make a list on the board. Help learners to define these words in context.
12. Instruct learners to think about the title, the pictures, and the words they underlined.
13. Ask learners predictive questions:
 - a. What do you think this text will be about?
 - b. What do you think you will learn from this text?
 - c. Does anyone talk in this text? How do you know?
 - d. Do you think this text will be fiction or nonfiction? Why?
 - e. Do you think this story will be fiction or nonfiction? Why?
14. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Goats are strange creatures	-
	With very interesting features!	-
	Goats are curious and they're smart,	Open your eyes wide, point to your head
	Each goat a work of art!	Put your index finger in the air
	Whether it's a kid, buck, a doe, or wether	-
	Goats are herd animals, they love to be together!	Link arms with your friend
THEME VOCABULARY	domesticated, wild, investigate, nibble, beard	
QUESTION OF THE DAY		
Question	Which fact about goats do you think is true?	
Graph	3 COLUMN GRAPH	
Options	they were domesticated 10 000 years ago / they investigate by nibbling or eating things / both male and female goats have beards	
Follow-up questions		
Question	How many learners think it's true that they were domesticated 10 000 years ago?	
Answer	__ learners think it's true that they were domesticated 10 000 years ago.	
Question	How many learners think it's true that they investigate by nibbling or eating things?	
Answer	__ learners think it's true that they investigate by nibbling or eating things.	
Question	How many learners think it's true that both male and female goats have beards?	
Answer	__ learners think it's true that both male and female goats have beards.	
Question	Which fact about goats do most learners think is true?	
Answer	Most learners think it's true that __.	

Question	Which fact about goats do fewest learners think is true?
Answer	Fewest learners think it's true that ____.
Question	Which fact about goats do you think is true?
Answer	I think it's true that they were domesticated 10 000 years ago.
Answer	I think it's true that they investigate by nibbling or eating things.
Answer	I think it's true that both male and female goats have beards.
EXPLAIN	<i>Explain that all of these facts are true! We will read about these facts and many others in our DBE text this cycle.</i>
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>The goat</i>
DBE WORKBOOK 2, PAGE	90
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 90. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	

Text	Think Aloud: First Read
The domestic goat (<i>Capra aegagrus hircus</i>) comes from the wild goat. The goat is a member of the Bovidae family and is closely related to the sheep. There are more than 300 breeds of goat. Female goats are referred to as does or nannies. Males are called bucks or billies.	What will this text tell me about? Oh, I learn here that it will teach me all about goats. I think it will tell me lots of facts I didn't know about goats!
Goats are among the earliest animals to be domesticated by humans. They came from Turkey, Iran and Pakistan, and farmers started using them about 10 000 years ago. In those times, farmers kept them mainly for their milk and meat. In the same way that shepherds look after sheep, goats were and are still being looked after by children or teenagers today – they are called goatherds.	Where were goats originally domesticated? I read that farmers began using goats in Turkey, Iran, and Pakistan. I wonder why farmers domesticated goats?
Most goats have two horns. There are made of bone surrounded by keratin (which is what we get in nails and hair). They use their horns to fight with, and to become the top goat in the herd.	What are goats' horns made of? I learn here they are made out of bone and keratin.
Goats have horizontal, slit-shaped pupils in their eyes (humans have round ones). This means they can see around them very well. Like cows and sheep, goats are ruminants. They eat grass and other vegetation, and their stomach has four parts to help with digesting this food.	What do goats eat? They eat grass and other vegetation. I think that must make goats easy to keep, because they can eat lots of things.
They like to browse: this means they prefer to feed on tender vegetation such as shoots, leaves or twigs. They can feed while standing up on their hind legs. They can also climb trees if the branches are at the right angle. One goat farmer once found 16 of her goats in a tree!	What do goats prefer to eat? Oh, I learn that they prefer tender vegetation, like shoots, leaves and twigs!

Both male and female goats have beards. Some breeds of sheep and goats look alike, but you can tell them apart because the goat's tail is short and turns up, while the sheep's tail is longer and bigger and hangs down.	What makes male and female goats look alike? Oh! I learn that they both have beards.
Goats are extremely curious and intelligent. It is easy to train them to pull carts and walk on leads. They will explore anything new in their surroundings. They investigate things like buttons, clothing and many other things by nibbling them, and sometimes even eating them.	What adjectives does the writer use to describe goats? The writer says that they are curious and intelligent!
Goats breed from autumn to spring, and they usually have twins. They can make about 2, 7 litres of milk per day and lactate for about 305 days.	How many babies do goats have? I learn that goats usually have two babies – not just one! That must make them a good animal to keep, because I think a herd can become big quite quickly.
Goats can be kept for their meat, which tastes like lamb meat. They can also be kept for milk, butter and cheese.	What does goat meat taste like? Oh, I learn here that it tastes like lamb meat!
They live for between 15 and 18 years.	How long do goats live for? I learn that it is normal for goats to live for 15 to 18 years.
Follow up questions	Responses
What facts do we learn about goats from this text?	• There are over 300 breeds of goat. • Goats were one of the first animals to be domesticated by humans. • Farmers started using goats 10 000 years ago. • Goats have horizontally-shaped pupils in their eyes. • Goats can see well.
How many babies do goats usually have?	They usually have two babies / twins.

Why question	Possible response
Why do you think goats were one of the first animals to be domesticated by humans?	I think that goats were one of the first animals to be domesticated by humans because... • They are intelligent and can be trained to do many things. • They can provide milk, butter, cheese and meat. • They have lots of babies and breed for a long time so it is easier to have a big herd. • They eat grass and other vegetation, which probably makes them easy to feed.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will be learning about: Compound sentences 2. Point out the following example of this in the text: ‘Some breeds of sheep and goats look alike, but you can tell them apart because the goat’s tail is short and turns up...’ 3. Introduce this LSC as follows: <i>A compound sentence is two simple sentences joined together by a comma and a conjunction.</i>	

WEEK 3: THURSDAY / DAY 4: SECOND READ

TITLE	<i>The goat</i>
DBE WORKBOOK 2, PAGE	90
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.
- Before the lesson begins, write the follow-up questions on the board: <i>What are two adjectives you can use to describe goats?</i> <i>How do goats investigate something?</i> <i>Why do you think this text was written?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the text on page 90. - Explain that you will read the text to learners. They must follow along with the text as you read. - Read the text with fluency and expression to learners. - Read the Text first, and then say the comment in the Second Read column. - Next, instruct learners to turn and talk with a partner. - Instruct learners to take turns reading the text to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
The domestic goat (<i>Capra aegagrus hircus</i>) comes from the wild goat. The goat is a member of the Bovidae family and is closely related to the sheep. There are more than 300 breeds of goat. Female goats are referred to as does or nannies. Males are called bucks or billies.	Today when we search the text, we are going to think about interesting details in the text. I learn here a few details about goats, like they are closely related to sheep.

Goats are among the earliest animals to be domesticated by humans. They came from Turkey, Iran and Pakistan, and farmers started using them about 10 000 years ago. In those times, farmers kept them mainly for their milk and meat. In the same way that shepherds look after sheep, goats were and are still being looked after by children or teenagers today – they are called goatherds.	A detail I learn here is that farmers started using goats 10 000 years ago. That detail tells me we have been using goats around the world for a very long time.
Most goats have two horns. There are made of bone surrounded by keratin (which is what we get in nails and hair). They use their horns to fight with, and to become the top goat in the herd.	I learn here an interesting detail about what goats' horns are made out of bone and also keratin.
Goats have horizontal, slit-shaped pupils in their eyes (humans have round ones). This means they can see around them very well. Like cows and sheep, goats are ruminants. They eat grass and other vegetation, and their stomach has four parts to help with digesting this food.	I learn here that goats' horizontal pupils help them to see very well. I wonder if cows and sheep have horizontal pupils too, or just goats?
They like to browse: this means they prefer to feed on tender vegetation such as shoots, leaves or twigs. They can feed while standing up on their hind legs. They can also climb trees if the branches are at the right angle. One goat farmer once found 16 of her goats in a tree!	I learn that goats can climb! I like the funny detail that a goat farmer once found 16 of her goats in a tree!
Both male and female goats have beards. Some breeds of sheep and goats look alike, but you can tell them apart because the goat's tail is short and turns up, while the sheep's tail is longer and bigger and hangs down.	I learn here a detail about goats' tails: they are short and turn up. This is one way to distinguish goats from sheep.
Goats are extremely curious and intelligent. It is easy to train them to pull carts and walk on leads. They will explore anything new in their surroundings. They investigate things like buttons, clothing and many other things by nibbling them, and sometimes even eating them.	I learn here the detail that goats can be trained to walk on leads! I wonder if goats or dogs are more intelligent?

Goats breed from autumn to spring, and they usually have twins. They can make about 2, 7 litres of milk per day and lactate for about 305 days.	I learn here the detail that goats breed from autumn to spring. This means that they must breed all winter!
Goats can be kept for their meat, which tastes like lamb meat. They can also be kept for milk, butter and cheese.	I learn an interesting detail here – goat's milk can be made into butter and cheese. I wonder what goat butter tastes like?
They live for between 15 and 18 years.	--
Follow up questions	Responses
What are two adjectives you can use to describe goats?	They are curious and intelligent.
How do goats investigate something?	Goats investigate things by nibbling or eating them.
Why question	Possible response
Why do you think this text was written?	I think this text was written to... • Teach me about goats. • To educated people on where goats come from. • To teach me lots of interesting facts about goats. • To provide interesting details about the goat.
Ask learners to formulate a question about the text 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions.	

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

Modelling (I DO)	1. Explain that this week, we have been working on searching the text. 2. Explain that when we search the text, we look for information that is stated in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 90 5. Ask learners: <i>What is someone who herds goats called?</i> 6. Explain that to answer this question quickly, we can search the text for the word 'herds' because this question is asking us about people who herd goats. This word is a helpful key word in the question! 7. Use modelling to search the text for the name <i>herds</i>. Scan the text and stop when you find it: <i>They are called goatherds.</i> 8. Explain that when we scan the text for this key word, we can find the answer more quickly and easily! 9. Explain that when we search the text, we usually answer questions about: a. Who b. What c. When d. Where e. How f. Why
Modelling (I DO)	10. When we search the text, we: a. think about the question word – what is being asked? b. look for information in the words that are written. a. look for key words to help us find the answer more easily!
Work with learners (WE DO)	1. Ask learners: What is a ruminant? 2. Ask learners: What key words do you think you could try to find? a. Explain that ruminant is the key word. 3. Instruct learners to search the text for the answer to this question. 4. Call on learner to answer the question: a. Cows, goats and sheep are ruminants. b. They eat grass and other vegetation. c. Their stomachs have four parts to help with digestion.

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: What are some examples of vegetation? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: shoots, twigs, grass, leaves. 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for the key word: vegetation
NOTES	Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text: <u>Search the text</u> Answer questions! I must: • Think about the question word. What kind of information must you find? • Think about key words. • Look at the text. Think about the meaning. • Put information from the text together.

WEEK 3: FRIDAY / DAY 5: POST-READING

TITLE	<i>The goat</i>
DBE WORKBOOK 2, PAGE	90
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Search the text
PURPOSE	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

POST-READING

1. Explain that today we will be **summarising the main points** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be recounting **details** from the text. *This means we will be remembering small pieces of information from the text.*
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:
This text is about...
I think this text was written...
One interesting detail in this text was...
Another interesting detail was...
Overall, I enjoyed / didn't enjoy reading this text because...
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a class summary, like: **This text is about** goats. *This text teaches us all about goats. **I think this text was written** to teach people many facts about an animal that we see every day, but don't think too much about. **One interesting detail in this text was** that goats come from wild goats originally. **Another interesting detail was** that goats can climb trees. **Overall, I enjoyed reading this text because** my family owns goats, and now I know much more about them!*

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Magazine article	To inform, educate, enlighten and entertain the public	- The heading must be attractive and interesting. - The style should be personal, speaking directly to the reader. - The style can be descriptive and figurative, appealing to the imagination of the readers - Names, places, times, positions, and any other necessary details should be included in the article. - The article should stimulate interest and keep the reader absorbed.	- Quotes from people; direct quotes - Longer paragraphs - Descriptive writing - May use a mixture of formal and informal language including everyday expressions and colloquialisms - Rhetorical questions - Emotive words - Use of imagery and description
INTRODUCE THE GENRE	1. Explain that in this cycle, learners will write a magazine article. Explain a magazine article 1. A magazine article is to inform, educate, enlighten and entertain the public. 2. In terms of the text structure, a magazine article must include: - An interesting and attractive heading - The names, places, dates and any other relevant details to the article - Photographs or illustrations, labelled with captions - Every paragraph must have a different main idea - The introduction and conclusion should be linked		

INTRODUCE THE GENRE	3. In terms of language features, the magazine article should: a. Use a personal style – be written to the reader b. Include some quotes c. Include some descriptive language or imagery d. Appeal to the reader's emotions in some way 4. Show learners an example of a magazine article. Bring some magazine articles to school for them to see. Write the following example on the board:
READ THE SAMPLE TEXT	<i>An interesting best friend!</i> <i>by Dikeledi Zwane</i> Bebe Bengu has a fascinating friend. For the past 5 years, Bebe and her cat, Frankie, have done everything together! Frankie is a Maine Coon cat. This is a large breed of cat that comes from the USA. Frankie is 6 years old and weighs 5 kgs – Maine Coons are much bigger than other breeds of cat. She has a long, silky brown fur coat, and is very beautiful. Bebe does different things to care for Frankie. "I brush Frankie's beautiful coat every night, or else it gets full of knots," says Bebe. She also feeds Frankie twice a day, just the right amount of food. This is important because Maine Coon cats can get very fat. And every day, Bebe plays with Frankie outside, to make sure she gets enough exercise. Bebe says that Frankie gives her love and attention all day. Frankie sits next to Bebe's computer when she is working. Every now and again, Frankie strokes and licks Bebe's hand. And when Bebe listens to music and sings, Frankie meows along with her!  <i>Frankie the cat sits with Bebe as she works.</i> These two are clearly best friends! Who says your best friend has to be human?

DISCUSS	Magazine article 1. What is title of the article? 2. Who is the article about? 3. What is the main idea of the article? 4. What did you learn about Maine Coon cats? 5. What does the introduction tell you? 6. What does the conclusion tell you? 7. Are the introduction and the conclusion linked in some way? 8. What is the main idea of paragraphs 2, 3 and 4? 9. Does every paragraph have a different main idea?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Magazine article</u> 1. Inform, educate or entertain the public. 2. In terms of the text structure, a magazine article must have: a. An interesting heading b. A link between the introduction and conclusion c. One main idea per paragraph d. A picture with a caption 3. In terms of language, a magazine article uses: a. Personal language – speaks to the reader b. Quotes

GRADE 6 - TERM 4



THEME:
GOATS

'Goats are strange animals.'

—Unknown

TERM 4: WEEK 4	
OVERVIEW	
THEME	Goats
THEME VOCABULARY	bizarre, enthralled, assume, headbutt, dangling, domesticated, wild, investigate, nibble, beard, horizontal, vertical, pupil, digest, stomach, therapy, companion, tame, twigs, breed
LSC	Compound sentences
COMPREHENSION STRATEGY	Search the text
WRITING GENRE	Magazine Article
WRITING TOPIC	Write a magazine article using information found in information and visual texts.

WEEK 6: MONDAY / DAY 1: PLANNING		
TOPIC	Write a magazine article to share some interesting information about goats	
GENRE	Magazine article	
PLANNING STRATEGY	List	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Explain to learners that this week, they will write a magazine article to share some interesting information about goats. 3. Tell learners they can use any of the information that they heard or read about goats last week, or they can get information from the INDEPENDENT READING WORKSHEET texts for weeks 3 & 4. 4. Show learners how you think about the topic: <i>Hmm, I am going to write about the goats of Morocco. I read about them in one of the READING WORKSHEET texts. I will write about how tourists enjoy seeing these goats high up in the trees. I will write about how they climb the trees to eat the fruit. I will write about how the goats help the farmers. And I will write about how good argan oil is. Then I will end by writing about how to visit the goats as a tourist.</i> 5. Tell learners that you will plan your article by answering a set of questions. 6. Have the planning frame on one side of the board. 7. Show learners how you complete the planning frame on the other side of the board.	
	<u>Planning: Magazine Article</u>	<u>Planning: Magazine Article</u>
	1. What is the heading of your article? 2. What are your introduction and conclusion about? 3. What is paragraph 2 about? 4. What is paragraph 3 about? 5. What is paragraph 4 about? 6. What quote will you include? 7. What picture will you include? 8. What is the caption for your picture?	1. Magical Goats of Morocco 2. About how tourists love to see the goats high in the trees. About how you can go to see goats as a tourist. 3. How the goats help the farmers. 4. How good argan oil is. 5. From a tourist saying how she liked to see goats in trees. 6. A picture of the goats in the trees.

		7. A picture of the goats in the trees. 8. In Morocco, goats climb trees as high as 10 metres to eat Argan Fruit.
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	1. Make sure that all learners have copied down the planning frame in their exercise books. 2. Then, tell learners that they must use the planning frame to complete their own plan. 3. Remind learners to get their information from the DBE Workbook, or from the Reading Worksheet texts for Weeks 3 & 4. 4. They may turn and talk with a partner to discuss ideas. 5. As learners complete their plans, walk around and hold mini-conferences.	
HOMEWORK	Learners complete the plans for homework.	

Planning: Magazine Article

1. Magical Goats of Morocco
2. How the tourists love to see the goats high in the trees.
How you can go and see the goats as a tourist.
3. How the goats help the farmers
4. How good Argan Oil is
5. Quote - a tourist saying how she liked to see goats
6. Picture - goats in the tree
7. Caption - In Morocco, goats climb trees as high as 10 metres to eat Argan fruit.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Goats are strange creatures	-
	With very interesting features!	-
	Goats are curious and they're smart,	<i>Open your eyes wide, point to your head</i>
	Each goat a work of art!	<i>Put your index finger in the air</i>
	Whether it's a kid, buck, a doe, or wether	-
	Goats are herd animals, they love to be together!	<i>Link arms with your friend</i>
THEME VOCABULARY	horizontal, vertical, pupil, digest, stomach	
QUESTION OF THE DAY		
Question	Which kind of milk do you think is easier for humans to digest?	
Graph	2 COLUMN GRAPH	
Options	cow's milk / goat's milk	
Follow-up questions		
Question	How many learners think it's easier for humans to digest cow's milk?	
Answer	___ learners think it's easier for humans to digest cow's milk.	
Question	How many learners think it's easier for humans to digest goat's milk?	
Answer	___ learners think it's easier for humans to digest goats milk.	
Question	Which kind of milk do more learners think is easier for humans to digest?	
Answer	More learners think it's easier for humans to digest ___.	
Question	Which kind of milk do fewer learners think is easier for humans to digest?	
Answer	Fewer learners think it's easier for humans to digest ___.	
Question	Which kind of milk do you think is easier for humans to digest?	
Answer	I think it's easier for humans to digest cow's milk.	
Answer	I think it's easier for humans to digest goat's milk.	

EXPLAIN	<i>Explain that learners will learn the answer to this Question of the Day this week in their independent reading worksheet!</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 4: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING
GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	Compound sentences
LSC MODELLING (I DO)	1. A compound sentence is two simple sentences joined together by a comma and a conjunction. 2. Explain that in English, conjunctions are: for, and, nor, but, or, yet, so 3. Explain that today, we will focus on using the word: and. We use 'and' to join two sentences that are related to the same idea. 4. Write the following on the board: <u>Simple sentence 1, conjunction simple sentence 2.</u> 5. Model forming a compound sentence for learners, like: Simple sentences: The door is locked. I don't have a key. Compound sentence: <u>The door is locked, and I don't have a key.</u>
LSC Ask learners for help (WE DO)	1. Write the following simple sentences on the board: Siyancoba is a good school. I love my teachers. 2. Ask learners: How can we connect these two sentences to form a compound sentence? 3. Call one learner to come up to the board and write the compound sentence: Siyancoba is a good school, and I love my teachers. 4. Make sure learners remember to add a comma before the conjunction. 5. Then write the following simple sentences on the board: Gavin is a good friend. Gavin is really smart. 6. Ask learners: How can we connect these two sentences to form a compound sentence? 7. Call one learner to come up to the board and write the compound sentence: Gavin is a good friend, and Gavin is really smart. 8. Explain that when we write a compound sentence, we don't need to write the name Gavin twice. We can replace it with 'he' to make the sentence sound better: Gavin is a good friend, and he is really smart.
LSC Pair work (YOU DO)	1. Write the following sentences on the board: a. Sunni loved the movie. Sunni ate popcorn . b. Woofy is a good dog. He never barks. 2. Instruct learners to turn and talk and form compound sentences. 3. Call two random learners up to the front of the room and instruct them to write the compound sentences on the board: a. <i>Sunni loved the movie, and she ate popcorn.</i> b. <i>Woofy is a good dog, and he never barks.</i>

TOPIC	Write a magazine article to share some interesting information about goats	
PLANS	Before class begins, rewrite the planning frame and example on the board:	
	<u>Planning: Magazine Article</u>	<u>Planning: Magazine Article</u>
	1. What is the heading of your article? 2. What are your introduction and conclusion about? 3. What is paragraph 2 about? 4. What is paragraph 3 about? 5. What quote will you include? 6. What picture will you include? 7. What is the caption for your picture?	1. Magical Goats of Morocco 2. About how tourists love to see the goats high in the trees. About how you can go to see goats as a tourist. 3. How the goats help the farmers. 4. How good argan oil is. 5. From a tourist saying how she liked to see goats in trees. 6. A picture of the goats in the trees. 7. In Morocco, goats climb trees as high as 10 metres to eat Argan Fruit.
WRITING FRAME	1. Next, tell learners that they must use the writing frame to turn their plans into a magazine article. 2. Have the writing frame written on the chalkboard. 3. Explain the frame to learners. <i>Heading (Point 1)</i> <i>by xxx</i> <i>Introduction</i> • <i>Part of point 2</i> <i>Paragraph 2</i> • <i>Point 3</i> <i>Paragraph 3</i> • <i>Point 4</i> <i>Conclusion</i> • <i>Part of Point 2</i> • <i>Quote – Point 5</i> <i>Picture – Point 6</i> <i>Caption – Point 7</i>	

DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a magazine article to share some interesting information about goats. 4. Remind learners that they must use their plans and the writing frame. 5. Tell learners to include at least one compound sentence. 6. Instruct learners to find their plans from Monday and to think about their ideas. 7. Instruct learners to complete the writing frame using their plans. 8. Tell learners that they can add more words or details to their drafts if they have time. 9. Remind learners of the strategies they can use to help them. 10. As learners write, walk around the classroom and hold mini-conferences.
HOMEWORK	Learners must complete the drafts.

Draft : Magazine ArticleMagical Goats of Morocco

by Themba Ngwenya

Intro:

Every year thousands of tourists go to Morocco, to see goats high up in the trees. They climb to eat fruit.

Para 2:

Farmers love the goats because the goats help them. The goats eat the fruit and spit out the seeds. The farmers collect the seeds to make Argan Oil.

Para 3:

Argan Oil is very valuable. Used to make beauty and hair products.

conclusion:

You can fly from Johannesburg to Marrakech in Morocco. You must then drive to Souss Valley to see the goats.

quote:

Mrs Jones, a tourist, said, "I loved seeing the goats in the trees!"

caption:

In Morocco, goats climb trees as high as 10m to eat Argan fruit.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Goats are strange creatures	-
	With very interesting features!	-
	Goats are curious and they're smart,	<i>Open your eyes wide, point to your head</i>
	Each goat a work of art!	<i>Put your index finger in the air</i>
	Whether it's a kid, buck, a doe, or wether	-
	Goats are herd animals, they love to be together!	<i>Link arms with your friend</i>
THEME VOCABULARY	therapy, companion, tame, twigs, breed	
QUESTION OF THE DAY		
Question	<i>Which animal do you think would make the most comforting therapy animal?</i>	
Graph	3 COLUMN GRAPH	
Options	a dog / a goat / a cow	
Follow up questions		
Question	How many learners think a dog would make the most comforting therapy animal?	
Answer	___ learners think a dog would make the most comforting therapy animal.	
Question	How many learners think a goat would make the most comforting therapy animal?	
Answer	___ learners think a goat would make the most comforting therapy animal.	
Question	How many learners think a cow would make the most comforting therapy animal?	
Answer	___ learners think a cow would make the most comforting therapy animal.	

Question	What do most learners think would make the most comforting therapy animal?
Answer	Most learners think ___ would make the most comforting therapy animal.
Question	What do fewest learners think would make the most comforting therapy animal?
Answer	Fewest learners think ___ would make the most comforting therapy animal.
Question	Which animal do you think would make the most comforting therapy animal?
Answer	I think a dog would make the most comforting therapy animal.
Answer	I think a goat would make the most comforting therapy animal.
Answer	I think a cow would make the most comforting therapy animal.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before the class begins)</i>	Magazine Article 1. Is there an interesting heading? 2. Is there a link between the introduction and conclusion? 3. Are there two other paragraphs? 4. Is there one main idea per paragraph? 5. Is there a picture with a caption? 6. Is there a quote from someone? 7. Does the article use personal language – is it written to the reader? 8. Is there some descriptive language? 9. Is all spelling and punctuation correct? 10. Have you used a compound sentence?
EDIT	1. Instruct learners to open their books to the completed drafts. 2. Go through the editing checklist on the chalkboard with learners. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure that the answer to each question is yes. 5. Instruct learners to fix any mistakes they find. 6. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to redraft their magazine articles in their exercise books.
SHARE	1. Instruct learners to turn and talk with a partner. 2. Instruct learners to read their magazine articles aloud to their partners. 3. Instruct learners to tell their partners 1-2 things they liked about their writing.

Magical goats of Morocco!

by Themba Ngwenya

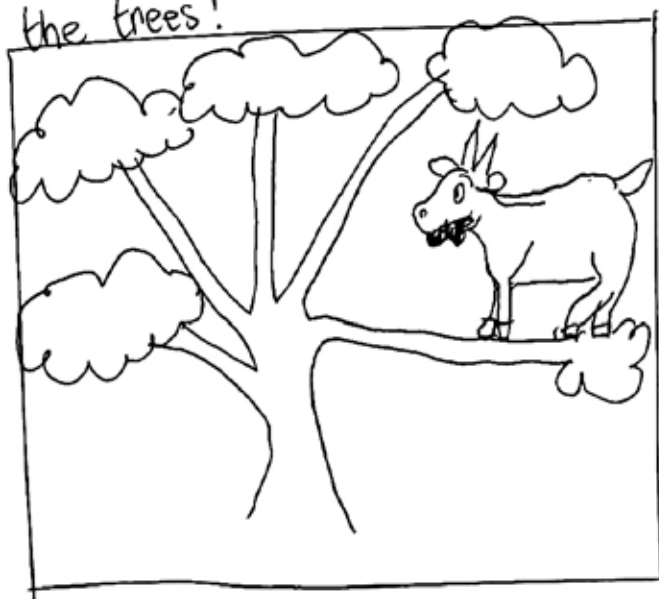
Every year thousands of tourists go to Morocco, to see goats high up in trees. The goats climb up to eat Argan fruit.

The farmers love the goats because the goats help them. The goats eat the fruit and spit out the seeds. The farmers collect the seeds to make Argan Oil.

Argan Oil is very valuable. It is used to make many different hair and beauty products.

You can fly from Johannesburg to Marrakech in Morocco. You must then drive 200 km to the Souss Valley to see the goats in the trees.

Mrs Jones, a tourist, said, "I loved seeing the goats in the trees!"



In Morocco, goats climb trees as high as 10m to eat Argan fruit.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 4: CONCLUSION**Find 10-15 minutes at the end of the week to do the following:**

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

GRADE 6 - TERM 4

WEEK 5

THEME:

RATINGS AND REVIEWS

'A review is just somebody's opinion.'

— Unknown

TERM 4: WEEK 5

OVERVIEW

THEME	Ratings and reviews
THEME VOCABULARY	rating, review, scale, accountability, App, fan, opinion, adore, recommend, recommendation
LSC	Modals indicating necessity (must)
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Book review
WRITING TOPIC	Write a review of a text of your choice.
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a review book review, car review, restaurant review, etc. 5. Try to find different books that learners can review. You can also find icons of the Uber car App or the Zomato restaurant App, that also have reviews. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES

INTRODUCE THE THEME

PICTURE	1. Tell learners to turn to DBE Workbook 1 page 110 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
	Reviews give you perspective	<i>Put your hands on the sides of your head like you're thinking</i>
	On a particular text	<i>Pretend to be holding a book</i>
	If you happen to not like it,	<i>Wave your index finger</i>
	You simply search for what's next!	-
	If something has a good rating	<i>Thumbs up</i>
	Then you give it a go	<i>Thumbs up</i>
	If the rating is not so good at all	<i>Wave your index finger</i>
	Then it's definitely a no no!	<i>Wave your index finger</i>
THEME VOCABULARY	rating, review, scale, accountability, App	
QUESTION OF THE DAY		
Question	Which do you think give more accountability?	
Graph	2 COLUMN GRAPH	
Options	ratings / reviews	
Follow-up questions		
Question	How many learners think ratings give more accountability?	
Answer	___ learners think ratings give more accountability.	
Question	How many learners think reviews give more accountability?	
Answer	___ learners think reviews give more accountability.	

Question	Which do more learners think give more accountability?
Answer	More learners think ___ give more accountability.
Question	Which do fewer learners think give more accountability?
Answer	Fewer learners think ___ give more accountability.
Question	Which do you think give more accountability?
Answer	I think ratings give more accountability.
Answer	I think reviews give more accountability.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: MONDAY / DAY 1: LISTENING

LISTEN TO...

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

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Business around the world is changing because of technology. The Internet has opened up so many new opportunities. One of the biggest new opportunities for South Africans is a business called Uber.	I can infer that when people have access to technology, they probably have more access to ratings and reviews.	1. Why is business around the world changing? (<i>Business around the world is changing because of technology.</i>) 2. What is a new opportunity for many South Africans? (A business called Uber.)
Uber is an App that you download on your phone. It allows you to book a trip from wherever you are, to wherever you want to go! Uber uses a satellite to see exactly where you are. Then, it asks you to type in where you want to go. Before you book, it tells you how long it will take to get to your destination, and how much the trip will cost. Then, you can book the trip if you want to.	I can infer that Uber is convenient, because no matter where you are, if you have your phone you can find transport!	1. How do you use Uber? (<i>You download an App on your phone.</i>) 2. What do you think makes Uber convenient to use? (<i>I think Uber is convenient to use because...</i>)

To pay for Uber, you can use cash and pay the driver at the end of the trip. Or, you can link your bank card to your Uber account. This way, at the end of your trip, the money will be taken off your bank card, without you having to do anything!	I can infer that Uber tries to give customer's options so that many people will want to use their service.	1. How can you pay for an Uber ride? (<i>You can pay with cash or with a bank card through the App.</i>)
Uber has made transport easier for many South Africans! In addition, it has also been a wonderful business opportunity for many others. Uber does not have its own fleet of cars. Instead, Uber allows ordinary people to register as Uber drivers, using their own cars! The App keeps track of all the trips a driver does and works out how much to pay them. So, the fee that the passenger pays is split between the driver and the Uber company.	I infer that Uber must provide a lot of jobs, because ordinary people can register their car and become a driver. That means you don't need special qualifications to become an Uber driver.	1. Why do you think Uber has made transport easier for many South Africans? (<i>I think Uber has made transport easier for many South Africans because...</i>) 2. Who can register as an Uber driver? (<i>Ordinary people can register as Uber drivers.</i>)
Uber is successful because it has strict rules for its drivers. The cars are not allowed to be more than 4 years old and they must be completely roadworthy. A driver must have a valid driver's license and no criminal record. Drivers are also not allowed to work longer than a 12-hour shift.	Oh! Not just anyone can become a driver. I can infer that is because Uber wants their service to be safe and reliable.	1. What rules does Uber have about cars? (<i>Uber cars cannot be older than 4 years. They must be completely roadworthy.</i>) 2. What rules does Uber have about drivers? (<i>Drivers must have a valid driver's license. They must not have a criminal record.</i>)

But best of all, Uber works on ratings and reviews! After every trip, the passenger gives the driver a rating, and can write a review. Uber works on a scale of 5, with 1 being the worst rating, and 5 being the best! Before a passenger makes a booking, he or she can look at the rating and reviews for the driver. If the driver has a low rating and bad reviews, the passenger can ask for a different driver.	I see that ratings and reviews are an additional way that Uber keeps its service safe and reliable. I infer that the ratings and reviews provide accountability – the driver knows if they drive irresponsibly or are rude, the passenger can report them!	1. What scale are Uber drivers rated on? (<i>A scale of 1 to 5.</i>) 2. What is the best rating you can give to a driver? (<i>5</i>) 3. What is the worst rating you can give to a driver? (<i>1</i>) 4. What might happen if someone calls an Uber, but sees that the driver has a bad review? (<i>They might ask for a different driver.</i>)
This works both ways, because the drivers give all passengers a rating too, and they can even write a review! This keeps the drivers and the passengers safe, because no-one wants to get a bad review or rating!	Oh! I see that there is accountability for passengers to. I infer that this is to keep the drivers and cars safe.	1. What could a driver do if they had a bad passenger in their car? (<i>The could give them a low rating, or write a bad review.</i>) 2. How do reviews keep drivers and passengers safe? (<i>Because no one wants a bad review!</i>)
Uber is a worldwide business that is using technology to create jobs and help people. And by using ratings and reviews, the drivers and passengers control the standards of the business!	Ratings and reviews seem to really have helped Uber form a successful business. I wonder what other businesses use ratings and reviews?	1. Why do ratings and reviews help keep Uber safe and reliable? (<i>Ratings and reviews help keep Uber safe and reliable because...</i>)

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/qu/ /ow/. /aw/												
Activity	1. Write the following sounds on the chalkboard: qu, ow and aw 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: a. /qu/ - /i/ - /ck/ = quick b. /n/ - /ow/ = now c. /s/ - /aw/ = saw 4. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>qu</td><td>ow</td><td>aw</td></tr><tr><td>ck</td><td>a</td><td>ee</td></tr><tr><td>n</td><td>br</td><td>l</td></tr><tr><td>s</td><td>h</td><td>i</td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: how or quin 5. Possible words (this is not a complete list): quick, queen, quack, sow, how, now, brow, saw, lawn, see, heel, etc.	qu	ow	aw	ck	a	ee	n	br	l	s	h	i
qu	ow	aw											
ck	a	ee											
n	br	l											
s	h	i											

WEEK 5: TUESDAY / DAY 2: PRE-READING

TITLE	<i>A book review</i>
DBE WORKBOOK 2, PAGE	110
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle: **Ratings and reviews**
2. Remind them of the text that they listened to and discussed in the previous lesson.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Tell learners the title of the text: ***A book review***
5. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
6. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about.
7. Instruct learners to circle any words that they do not know.
8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
9. Ask learners: Which words did you underline? Why?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Ask learners: Which words did you circle?
12. As learners list the words, make a list on the board. Help learners to define these words in context.
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
 - a. What book do you think will be reviewed?
 - b. Do you have an idea of how the reviewer feels about the book? (Do you think the reviewer will give it a good review or a bad review?) Why?
 - c. Do you think this is a fiction or nonfiction text? Why?
 - d. Who do you think this book review was written for? Why?
15. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Reviews give you perspective	<i>Put your hands on the sides of your head like you're thinking</i>
	On a particular text	<i>Pretend to be holding a book</i>
	If you happen to not like it,	<i>Wave your index finger</i>
	You simply search for what's next!	-
	If something has a good rating	<i>Thumbs up</i>
	Then you give it a go	<i>Thumbs up</i>
	If the rating is not so good at all	<i>Wave your index finger</i>
	Then it's definitely a no no!	<i>Wave your index finger</i>
THEME VOCABULARY	fan, opinion, adore, recommend, recommendation	
QUESTION OF THE DAY		
Question	What do you think ratings and reviews could help you decide?	
Graph	3 COLUMN GRAPH	
Options	which restaurant to eat at / which hotel to stay at / which music to listen to	
Follow-up questions		
Question	How many learners think ratings and reviews could help them decide which restaurant to eat at?	
Answer	___ learners think ratings and reviews could help them decide which restaurant to eat at.	
Question	How many learners think ratings and reviews could help them decide which hotel to stay at?	
Answer	___ learners think ratings and reviews could help them decide which hotel to stay at.	
Question	How many learners think ratings and reviews could help them decide which music to listen to?	
Answer	___ learners think ratings and reviews could help them decide which music to listen to.	
Question	What do most learners think ratings and review could help them decide?	
Answer	Most learners think ratings and reviews could help them decide ___.	
Question	What do fewest learners think ratings and review could help them decide?	
Answer	Fewest learners think ratings and reviews could help them decide ___.	

Question	What do you think ratings and reviews could help you decide?
Answer	Ratings and reviews could help me decide which restaurant to eat at.
Answer	Ratings and reviews could help me decide which hotel to stay at.
Answer	Ratings and reviews could help me decide which music to listen to.
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>A book review</i>
DBE WORKBOOK 2, PAGE	110
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
1. Hand out the DBE workbooks. 2. Instruct learners to turn to the text on page 110. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the text to learners. They must follow along as you read. 5. Read the text with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	
Text	Think Aloud: First Read
The book <i>Diary of a Wimpy Kid</i> is an international bestseller. I think this is because it is really funny and very easy to read. This book would appeal to children who love cartoon characters and funny books.	I can infer that this book is popular with children all over the world, because it is an international bestseller.

The book is written for children aged 9 and above and I think both girls and boys would adore the book.	
What is the book about? Greg is one of three children. According to Greg, his little brother, Manny, "never gets in trouble, even if he really deserves it." and his older brother Rodrick always gets the best of Greg.	I can infer that Greg is the middle child, because there are three children, and he has an older and a younger brother.
This series of books is written in the form of diary. In his diary, Greg details his daily activities, starting with the first day of middle school. Whether it's dealing with bullying, his friend Rowley, homework or family life, Greg is always busy trying to figure out the angle that will make things come out best for him.	I infer that Greg has lots of problems, and he writes about them all in his diary!
Author Jeff Kinney does a great job, in words and pictures, of illustrating the funny things that happen to Greg.	I can infer that this book has pictures as well as text.
The book's lined pages, plus Greg's writing and his pen and ink sketches and cartoons, really make it seem like an actual diary, adding greatly to the reader's enjoyment. If you are looking for a book with a hilarious main character, then Wimpy Kid is for you. If you are looking for a funny book all kids will enjoy and identify with, this is it. I recommend <i>Diary of a Wimpy Kid</i> for tweens and younger teens.	I can infer that the writer of this review is a big fan of the book. The writer has only said positive things about the book in this review, and they recommend the book to other people!
Follow up questions	Responses
Why is this a positive review of the book?	This is a positive review of the book because... • He recommends the book to others • He says the book is funny and easy to read. • Etc.
Who does the reviewer recommend the book to?	• Children who like funny books. • Tweens and younger teens. • Children who love cartoon characters.

Why question	Possible response
Does this review make you want to read <i>Diary of a Wimpy Kid</i> ? Why or why not?	• Yes, because I love funny books and cartoon characters. • No, because I prefer serious and scary books. So, this doesn't interest me.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will be learning about: Modals: must 2. Point out the following example of this: <i>'You must read this book. It's great!'</i> 3. Introduce this LSC as follows: 'Must' is a modal that show necessity or obligation. This means we feel like we have to do something, even if we don't really want to. Modal verbs go together with and modify another verb. That means they add meaning of another verb. In our example, 'must' goes with the verb 'read'.	

WEEK 5: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>A book review</i>
DBE WORKBOOK 2, PAGE	110
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
- Before the lesson begins, write the follow-up questions on the board: <i>Who is the main character of the book: Diary of a Wimpy Kid?</i> <i>What issues does Greg write about in his diary?</i> <i>Who do you infer wrote this book review? Why?</i> - Read the follow-up questions out loud to learners. - Hand out the DBE workbooks. - Instruct learners to turn to the text on page 110 - Explain that you will read the text to learners. They must follow along with the text as you read. - Read the text with fluency and expression to learners. - Read the Text first, and then say the comment in the Second Read column. - Next, instruct learners to turn and talk with a partner. - Instruct learners to take turns reading the text to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
The book <i>Diary of a Wimpy Kid</i> is an international bestseller. I think this is because it is really funny and very easy to read. This book would appeal to children who love cartoon characters and funny books. The book is written for children aged 9 and above and I think both girls and boys would adore the book.	I can infer that the writer of this review enjoyed how funny the book was, and how easy the book was to read. I make this inference because he talks about these two things a lot!

What is the book about? Greg is one of three children. According to Greg, his little brother, Manny, “never gets in trouble, even if he really deserves it.” and his older brother Rodrick always gets the best of Greg.	I can infer that the stories involve Greg having problems with his brothers. I think many children would connect to this, because we all have issues with our siblings sometimes!
This series of books is written in the form of diary. In his diary, Greg details his daily activities, starting with the first day of middle school. Whether it’s dealing with bullying, his friend Rowley, homework or family life, Greg is always busy trying to figure out the angle that will make things come out best for him.	I can infer that this book is probably written in the first person, using ‘I’ and ‘we’ because that is how we write diary entries. I think that this probably makes the reader feel like they are friends with Greg.
Author Jeff Kinney does a great job, in words and pictures, of illustrating the funny things that happen to Greg.	I infer that Jeff Kinney writes in a way that makes it seem like Greg is really describing the things that happened in his day.
The book’s lined pages, plus Greg’s writing and his pen and ink sketches and cartoons, really make it seem like an actual diary, adding greatly to the reader’s enjoyment. If you are looking for a book with a hilarious main character, then Wimpy Kid is for you. If you are looking for a funny book all kids will enjoy and identify with, this is it. I recommend <i>Diary of a Wimpy Kid</i> for tweens and younger teens.	I can infer that the writer of this review wants other people to read this book. Giving a book such a positive review means that you want to convince other people to read it, too!
Follow up questions	Responses
Who is the main character of the book: <i>Diary of a Wimpy Kid</i> ? What issues does Greg write about in his diary?	A character named Greg. • Dealing with his brothers. • Bullying • Homework • His friend Rowley • Family life
Why question	Possible response
Who do you infer wrote this book review? Why?	• I think...wrote this review because...

Ask learners to formulate a question about the text

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

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

Modelling (I DO)	1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 110 5. Read out loud while learners follow along: <i>The book Diary of a Wimpy Kid is an international bestseller.</i> 6. Explain that from this sentence introduce the book in the book review. We can infer from this sentence that: a. The book <i>Diary of a Wimpy Kid</i> is a very popular book. b. Many people around the world like this book.
Work with learners (WE DO)	1. Read out loud while learners follow along: <i>This series of books is written in the form of diary.</i> 2. Ask learners: What inferences can you make when you know this fact? 3. Listen to learner's ideas, like: a. There must be dates in the book. b. The book must be written in the first person. c. It must feel like Greg is a real kid. d. The book might feel like you are really reading the thoughts inside someone's head.

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to make an inference. 2. Read aloud while learners follow along: <i>Whether it's dealing with bullying, his friend Rowley, homework or family life, Greg is always busy trying to figure out the angle that will make things come out best for him.</i> 3. Ask learners: What inferences can you make about Greg? What does this let you infer about the kind of person Greg is. 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: a. Greg seems to deal with a lot of problems. b. Greg writes in his diary to try to figure out how to solve his problems. c. Greg tries to make things good for himself, but it doesn't always work.
NOTES	1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Making Inferences</u> To make an inference, we take: what is written + what we already know and we make a good guess about the text. 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 5: FRIDAY / DAY 5: POST-READING	
TITLE	<i>A book review</i>
DBE WORKBOOK 2, PAGE	110
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Summarise Make inferences
PURPOSE	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
POST-READING	
- 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 and the answers. - In the last five minutes of the lesson, call all the learners back together. Go through the answers with learners, and allow them to correct their own work.	
<u>A book review</u> - What book is being reviewed? ...is being reviewed - Who is the author of the book being reviewed? The author is... - How does the reviewer feel about the book? The reviewer ... - Who is the main character of the book being reviewed? The main character is... - What do we know about the main character of the book? We know that... - Who does the reviewer think would like to read this book? The reviewer thinks that...would enjoy reading this book.	

7. Who never gets in trouble?
...never gets in trouble
8. How can we infer that this book is written using the first person, like 'I' and 'we'?
We can infer that this book is written in the first person because...
9. Does this review make you want to read the book? Why or why not?
Yes / no, because...
10. What is one thing you learn about ratings and reviews from reading this text?
I learn that...

A book review - memorandum

1. What book is being reviewed?
Diary of a Wimpy Kid is being reviewed
2. Who is the author of the book being reviewed?
The author is Jeff Kinney.
3. How does the reviewer feel about the book?
The reviewer likes the book and thinks it is funny and easy to read.
4. Who is the main character of the book being reviewed?
The main character is Greg.
5. What do we know about the main character of the book?
We know that he is the middle child, and that he is hilarious.
6. Who does the reviewer think would like to read this book?
The reviewer thinks that boys and girls would enjoy reading this book.
7. Who never gets in trouble?
Manny never gets in trouble
8. How can we infer that this book is written using the first person, like 'I' and 'we'?
We can infer that this book is written in the first person because we have practiced writing diary entries before, and we know that they are always written in the first person.
9. Does this review make you want to read the book? Why or why not?
Yes, because it sounds funny.
10. What is one thing you learn about ratings and reviews from reading this text?
I learn that reviews can make you learn about good books to read!

WEEK 5: FRIDAY: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
REVIEW (e.g. story, book or film review)	To summarise, analyse and respond to literary texts or performances	1. Context: background information such as author, illustrator, type of work 2. Text description: describes elements of the text or production such as main characters, key incidents and stylistic features 3. Judgment: evaluation of the work by expressing an opinion or judgment	Written in the present / past tense Use of appreciation vocabulary to evaluate text, e.g. <i>enjoyable, heart- warming, funny, exciting, amusing, important, informative, outstanding</i>
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a review of a story. 2. Explain that when we write a review, we summarise and make an evaluation about a text or film. The review is meant to help other people decide whether they should read the text or watch the film. Your review is meant to help them make a decision. 3. Explain to learners that a review gives details about the text or film, gives a summary of the text without giving the ending away, and provides an opinion with justification (reasons). 4. In a review, we might use descriptive words of appreciation if we like the text or film we are reviewing, like: <i>amusing, enthralling</i>.		

READ THE SAMPLE TEXT	<i>To Quote Myself</i> <i>‘To quote myself’ by Khaya Dlanga is the funniest book I have ever read! In this memoir, he details his childhood, growing up in a very rural village in the Easter Cape, being abandoned by his father, and working his way to success.</i> <i>In his journey, he faced many challenges such as being jobless and homeless. But this is all narrated with a sense of humour! ‘To quote myself’ is undoubtedly a well-written, worthwhile read that will leave you in stitches. The book is relevant and something that everyone can relate to. A definite must-read.</i>
DISCUSS	1. What is being reviewed? 2. What kind of evaluation did this person make? 3. How do we know that this is a review? 4. What kind of decision does the review help you make? Why?
NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Review</u> 1. Is a summary and evaluation of a text or film. 2. I write a summary that doesn’t give the ending away. 3. I write my opinion, explaining why. 4. I write in the present tense when I talk about my own opinion.

GRADE 6 - TERM 4

WEEK 6

THEME:

RATINGS AND REVIEWS

'Ratings and reviews are about feedback.
And we should use feedback to get better at what we do'
— H. Peters

TERM 4: WEEK 6

OVERVIEW

THEME	Ratings and reviews
THEME VOCABULARY	rating, review, scale, accountability, App, fan, opinion, adore, recommend, recommendation, illustrate, plot, setting, positive, negative, necessity, obligation, reviewer, passenger, customer
LSC	Modals indicating necessity (must)
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Book review
WRITING TOPIC	Write a review of a text of your choice.

WEEK 6: MONDAY: PLANNING		
TOPIC	Write a review of a text of your choice.	
GENRE	Book review	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Remind learners that we are learning about ratings and reviews. This week, we will write our very own review of a text. The text can come from the DBE Workbook (or if you have textbooks available, learners may choose a text from the textbook). 3. Explain that we will also give the text we choose a rating. We will use a scale of 1 to 5 – just like the scale we learned about in our listening text. This means if we really love a text, we will score it a 5, if we really dislike the text, we will score it a 1. 4. Show learners that you think before you write. 5. Orally, explain a time you had an experience with greed, like: <i>I am going to review the text we read last week: The goat. I thought this text was interesting, because I learned some facts about goats. But, I don't think this is the best text I have ever read either. I think I will give the text a rating of 3 stars, because it was not the best and not the worst.</i> 6. Have the planning frame written on one side of the chalkboard. 7. Show learners how you make a list by answering the questions. 8. Complete the plan on the other side of the chalkboard.	
	<u>A book review</u> 1. What is the title of the text? 2. Who is the author? 3. What is the topic of this text? 4. Is the text fiction or nonfiction? 5. How can you summarise this text without giving away too much? 6. What did you really like about this text? 7. Was there anything you didn't like about the text? 8. Do you wish something about the text was different?	<u>A book review</u> 1. The goat 2. -- 3. Facts about goats. 4. Nonfiction 5. This text gives some interesting facts, like: goats are curious, intelligent and can be trained. 6. Learning about goats 7. I wish it told me more about how goats were domesticated and why. 8. --

	1. Who would you recommend this text to? Why? 2. What could someone learn from this text? 3. What rating (1 to 5) would you give this text?	1. People who are interested in goats. People who like to read nonfiction. 2. A lot of interesting goat facts 3. 3
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	1. Hand out the DBE Workbooks to learners (and textbooks, if available). Instruct learners to choose a text they will review this week. 2. Next, tell learners to turn and talk with a partner, to share their text choice. 3. Instruct learners to summarise their text quickly for their partner, and choose which rating they will give to the text. 4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their book review, just like you did. 5. Hand out exercise books. 6. Tell learners they must write their own ideas – they must not copy your plan. 7. As learners work, walk around the room and hold mini-conferences	

A book review: Planning

1. the twits
2. rhodall
3. two silly people
4. fiction
5. Mr and Mrs twit are two ugly people who get tricked by birds, and monkeys.
6. It was very funny.
7. Nothing
8. No
9. All my friends. They will think it is funny.
10. Always be nice or something bad could happen to you.
11. 5

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: TUESDAY: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Reviews give you perspective	<i>Put your hands on the sides of your head like you're thinking</i>
	On a particular text	<i>Pretend to be holding a book</i>
	If you happen to not like it,	<i>Wave your index finger</i>
	You simply search for what's next!	-
	If something has a good rating	<i>Thumbs up</i>
	Then you give it a go	<i>Thumbs up</i>
	If the rating is not so good at all	<i>Wave your index finger</i>
	Then it's definitely a no no!	<i>Wave your index finger</i>
THEME VOCABULARY	illustrate, plot, setting, positive, negative	
QUESTION OF THE DAY		
Question	Would you eat at a restaurant with negative online reviews?	
Graph	2 COLUMN GRAPH	
Options	yes / maybe / no	
Follow-up questions		
Question	How many learners would eat at a restaurant with negative online reviews?	
Answer	__ learners would eat at a restaurant with negative online reviews.	
Question	How many learners would maybe eat at a restaurant with negative online reviews?	
Answer	__ learners would maybe eat at a restaurant with negative online reviews.	
Question	How many learners would not eat at a restaurant with negative online reviews?	
Answer	__ learners would not eat at a restaurant with negative online reviews.	
Question	What did most learners say?	
Answer	Most learners said they would __.	

Question	What did fewest learners say?
Answer	Fewest learners said they would ____.
Question	Would you eat at a restaurant with negative online reviews?
Answer	Yes, I would eat at a restaurant with negative online reviews.
Answer	I would maybe eat at a restaurant with negative online reviews.
Answer	I would not eat at a restaurant with negative online reviews.
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

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: WEDNESDAY: LANGUAGE AND DRAFTING	
LSC	Modals: must
LSC MODELLING (I DO)	1. Explain to learners that this week, we will talk about modals that show necessity or obligation. This means when we feel like we have to do something, even if we don't really want to. 2. Remind learners that modal verbs go together with and modify another verb. That means they add meaning of another verb. 3. Today, we will learn other words that can indicate necessity or obligation: must, have to 4. <i>Explain that we do not use modals alone; we use them together with another verb, like:</i> Must: I must go to the doctor because I am very sick. Have to: I have to run to school because I am late!
LSC Ask learners for help (WE DO)	1. Write the following on the board: Must: Have to: 2. Brainstorm an example of each modal together with the learners. 3. Write the examples down, underlining the modal and the second verb in the sentence, like: Must: They <u>must study</u> or they will fail the exam. Could: She <u>has to</u> train to get ready for the marathon.
LSC Pair work (YOU DO)	1. Hand out learners' exercise books. 2. Instruct learners to write the heading: Modals indicating necessity: must, have to 3. Explain that now, learners will write 4 sentences: two sentences for each of the modals above. 4. As learners write, walk around the room and complete mini conferences. 5. Ask learners to read their writing to you. 6. Help learners use modals to show necessity. 7. Encourage learners! Sharing 1. When there are 3-5 minutes remaining, call learners back together. 2. Call on random learners to read an example for each word. 3. Correct any mistakes. Make sure learners know how to use modals and understand the idea of necessity / obligation.

TOPIC	Write a review of a text of your choice.	
PLANS	Before class begins, rewrite the planning frames on the board:	
	<u>A book review</u> 1. What is the title of the text? 2. Who is the author? 3. What is the topic of this text? 4. Is the text fiction or nonfiction? 5. How can you summarise this text without giving away too much? 6. What did you really like about this text? 7. Was there anything you didn't like about the text? 8. Do you wish something about the text was different? 9. Who would you recommend this text to? Why? 10. What could someone learn from this text? 11. What rating (1 to 5) would you give this text?	<u>A book review</u> 1. The goat 2. -- 3. Facts about goats. 4. Nonfiction 5. This text gives some interesting facts, like: goats are curious, intelligent and can be trained. 6. Learning about goats 7. I wish it told me more about how goats were domesticated and why. 8. -- 9. People who are interested in goats. People who like to read nonfiction. 10. A lot of interesting goat facts 11. 3
WRITING FRAME	1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences into 3 paragraphs. 3. Write the following frame on the chalkboard, and explain it to learners: <u>A book review: The goat</u> Paragraph 1 This introduces the text you will review. It can also introduce your opinion of the text. Points 1-4 Paragraph 2 Summarise the text. Points 5-7 <i>In this text...</i> <i>I really liked that...</i> <i>However, the text could be better if...</i>	

	Paragraph 3 Reviews the text. Points 8-11 <i>In my opinion...</i> <i>I think...would enjoy this text because...</i> <i>I recommend this book because...</i>
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a personal recount using the frame. 4. Instruct learners to write the date and heading: A book review: 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.

A book review: Draft

This book is called the twits. It is written by rhodall. It is a fiction story about two silly people.

In this text Mr and Mrs twit are two ugly people who get triced by birds and monkeys. I really liked that this book is so funny and easy to read.

In my opinion this is a great story. I think all of my friends would enjoy this text because it is so funny. I would recommend this book because it teachers us to be nice to others or something bad could happen to you.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: THURSDAY: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Reviews give you perspective	<i>Put your hands on the sides of your head like you're thinking</i>
	On a particular text	<i>Pretend to be holding a book</i>
	If you happen to not like it,	<i>Wave your index finger</i>
	You simply search for what's next!	-
	If something has a good rating	<i>Thumbs up</i>
	Then you give it a go	<i>Thumbs up</i>
	If the rating is not so good at all	<i>Wave your index finger</i>
	Then it's definitely a no no!	<i>Wave your index finger</i>
THEME VOCABULARY	necessity, obligation, reviewer, passenger, customer	
QUESTION OF THE DAY		
Question	What rating would you give our text 'The goat' from last cycle?	
Graph	5 COLUMN GRAPH	
Options	5 / 4 / 3 / 2 / 1	
Follow-up questions		
Question	How many learners would give it a rating of 5?	
Answer	___ learners would give it a rating of 5.	
Question	How many learners would give it a rating of 4?	
Answer	___ learners would give it a rating of 4.	
Question	How many learners would give it a rating of 3?	
Answer	___ learners would give it a rating of 3.	
Question	How many learners would give it a rating of 2?	
Answer	___ learners would give it a rating of 2.	
Question	How many learners would give it a rating of 1?	
Answer	___ learners would give it a rating of 1.	
Question	What rating would most learners give our text, 'The goat'?	
Answer	Most learners would give it a rating of ___.	

Question	What rating would fewest learners give our text, 'The goat'?
Answer	Fewest learners would give it a rating of ____.
Question	What rating would you give our text 'The goat' from last cycle?
Answer	I would give it a rating of 5.
Answer	I would give it a rating of 4.
Answer	I would give it a rating of 3.
Answer	I would give it a rating of 2.
Answer	I would give it a rating of 1.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: FRIDAY: EDITING AND PUBLISHING

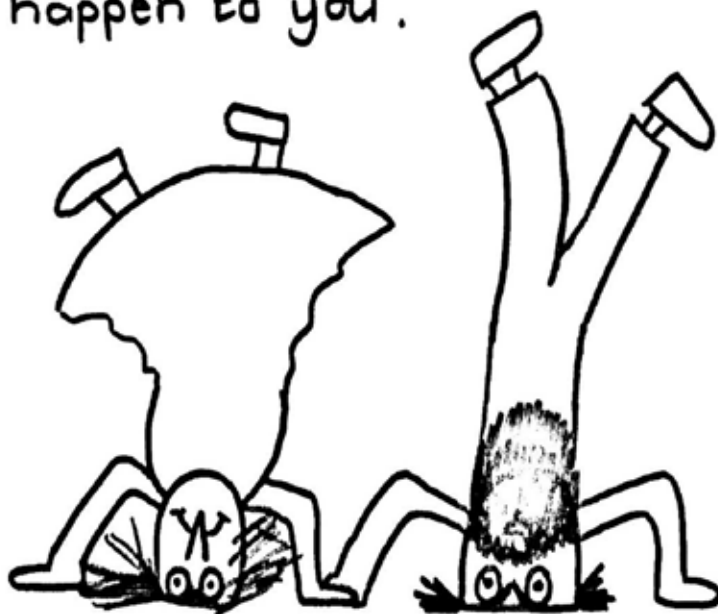
EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Did I include a summary of the text I read? 2. Did I state my opinion of the text? 3. Do I have at least 3 paragraphs? 4. Did I spell all words correctly? 5. Does every sentence start with a capital letter? 6. Does every sentence 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 sentences or details that will help their recount sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their review, correcting any mistakes. 3. Instruct learners to rewrite the review correctly, under the heading: A review of ... 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
SHARE	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partner's writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

A review of The Twits

This book is called The Twits. It is written by Roald Dahl. It is a fictional story about two silly people.

In this text, Mr and Mrs Twit are two ugly people who get tricked by birds and monkeys. I really liked that this book is so funny and easy to read.

In my opinion this is a great story. I think all of my friends would enjoy this text because it is so funny. I would recommend this book because it teaches us to be nice to others or something bad could happen to you.



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

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

INDEPENDENT OR PAIRED READING

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

WEEK 6: CONCLUSION**Find 10-15 minutes at the end of the week to do the following:**

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

GRADE 6 - TERM 4

WEEK 7

THEME: WHY WE READ

'A reader lives a thousand lives before he dies . . .
The man who never reads lives only one.'

— George R.R. Martin

TERM 4: WEEK 7

OVERVIEW

THEME	Why we read
THEME VOCABULARY	motivated, publish, published, borrow, library, statistics, lifestyle, companion, incorporate, heritage
LSC	REVISE: CONDITIONAL
COMPREHENSION STRATEGY	Make evaluations
WRITING GENRE	Newspaper article
WRITING TOPIC	Pretend you are a reporter. Write an article about someone who learns how to do something individually, from a book! You can write about a fictional person, or about someone real.
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: different kinds of texts. 5. Try to find some pictures of different kinds of books, children reading books, etc. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.

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

INTRODUCE THE THEME

PICTURE	1. Tell learners to turn to DBE Workbook 1 page 134 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 (Tune: Three blind mice)	Lyrics	Actions
	We love to read	Hold your hands in front of you like you’re reading a book
	We love to read	Hold your hands in front of you like you’re reading a book
	Different kinds of texts	-
	Different kinds of texts	-
	About sports, about clothes, about toys and cars	-
	And maths, and science, the sky and stars	-
	About different planets, about Earth and Mars	Point to the sky
	We love to read!	Hold your hands in front of you like you’re reading a book
	We love to read!	Hold your hands in front of you like you’re reading a book
THEME VOCABULARY	motivated, publish, published, borrow, library	
QUESTION OF THE DAY		
Question	Would you like to borrow a book from a library?	
Graph	2 COLUMN GRAPH	
Options	yes / no	

Follow-up questions	
Question	How many learners would like to borrow a book from the library?
Answer	___ learners would like to borrow a book from the library.
Question	How many learners would not like to borrow a book from the library?
Answer	___ learners would not like to borrow a book from the library.
Question	Would more learners like to borrow a book from the library or not?
Answer	More learners would / would not like to borrow a book from the library.
Question	Would fewer learners like to borrow a book from the library or not?
Answer	Fewer learners would / would not like to borrow a book from the library.
Question	Would you like to borrow a book from a library?
Answer	Yes, I would like to borrow a book from the library.
Answer	No, I would not like to borrow a book from the library.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7 MONDAY / DAY 1: LISTENING

LISTEN TO...

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

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Questions Ask
<i>The Success of Edith Wharton By Tshidi Tshabalala</i>	I make the evaluation that this text was written to teach me about Edith Wharton, and her life.	--
Edith Wharton was a world-famous writer and designer, born on the 24 th of January 1861 in New York City. Edith was born into a very wealthy and prominent family, the Jones family. If you have ever heard the saying, 'keeping up with the Joneses' it is about her family. Everyone in New York at that time wanted to try and 'keep up' with Edith's rich, successful and glamorous family!	This paragraph is just supposed to introduce Edith Wharton to me. I have never heard of her before!	1. When was Edith Wharton born? (<i>She was born in the 24th of January 1861.</i>) 2. Where was she born? (<i>She was born in New York City.</i>) 3. What kind of family was Edith born into? (<i>She was born into a rich, successful, and glamorous family.</i>)

But even though Edith was born into such a privileged life, it was also a difficult life for a brilliant woman. At that time, girls and young ladies were only given very little education, and then they were expected to learn to become good wives. So, whilst Edith's brothers went to the best schools and universities, she was educated at home, by a governess - a woman employed to give lessons to Edith. Edith's lessons included things that a young lady should know, like how to walk gracefully, and how to host a tea party!	Edith was brilliant, but she wasn't given the same opportunities to go to school and learn as her brothers. I make the evaluation that this must have been very frustrating. It is very unfair!	1. What were girls at that time expected to learn? (<i>They were expected to learn how to become good wives.</i>) 2. Who taught Edith while her brother went to school? (<i>A governess taught Edith.</i>) 3. What kind of things did Edith learn from her governess? (<i>How to walk gracefully and how to host a tea party.</i>)
Young Edith was not put off by the fact that she could not attend formal schooling. She spent many hours reading books from her father's library, and from the libraries of friends. Along with her governess, Edith spent many hours reading and learning. These books taught her about many things, including the topics she truly loved: art; architecture; and literature. When Edith was asked about her childhood, she said, 'No children of my own age were as close to me as the great voices that spoke to me in books.'	I make the evaluation that the writer of this text wanted me to understand that you don't need a teacher or school to learn – if you are determined like Edith was, you can learn anything from a book.	1. Where did Edith get books from? (<i>She got them from her father's library and the libraries of friends.</i>) 2. What topics did Edith truly love? (<i>art, architecture and literature.</i>) 3. Why did Edith read so many books on her own? (<i>She read on her own because she wanted to learn but wasn't allowed to go to school.</i>) 4. What kind of person do you think Edith was? (<i>I think Edith was...because....</i>)

Edith Wharton published her first selection of poems at the age of 16. After that, she went on to publish over 40 books. In 1921, she was the first woman to win a Pulitzer Prize in Literature, which is one of the most famous prizes in the world!	I make the evaluation that Edith was a very successful writer, even though she taught herself! I think that this is very impressive!	1. How old was Edith when she published her book of poetry? (<i>She was 16 years old.</i>) 2. What prize did Edith win in 1921? (<i>She won the Pulitzer Prize.</i>)
Edith Wharton proves to us all that if we have access to books, and if we really want to learn, we can achieve great things. When you next have free time, try to join a library, borrow a book, or try to read on the Internet. You never know what you may learn, and you never know how far your knowledge might take you.	I make the evaluation that the person writing this text wanted me to make a connection to Edith, and to see that I can learn from books, just like her!	1. What does Edith Wharton's life prove to us? (<i>That is we have access to books and if we really want to learn, we can achieve anything.</i>) 2. Why does the writer suggest that the reader join a library? (<i>I think the writer makes this suggestion because...</i>)

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

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

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/st/ /igh/ /oa/												
Activity	1. Write the following sounds on the chalkboard: st, igh and oa 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: a. /st/ - /i/ - /r/ = stir b. /p/ - /o/ - /st/ = post c. /l/ - /igh/ - /t/ = light d. /b/ - /oa/ - /t/ = boat 4. Ask learners to sound out and read each word after you.												
Word find	Write the following table on the chalkboard: <table><tr><td>st</td><td>igh</td><td>oa</td></tr><tr><td>i</td><td>r</td><td>l</td></tr><tr><td>t</td><td>b</td><td>e</td></tr><tr><td>p</td><td>fl</td><td>s</td></tr></table> MODEL 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: float or rib 5. Possible words (this is not a complete list): step, steps, stir, pest, test, right, sight, flight, oats, boat, toast, float, roast, best, rip, etc.	st	igh	oa	i	r	l	t	b	e	p	fl	s
st	igh	oa											
i	r	l											
t	b	e											
p	fl	s											

WEEK 7: TUESDAY / DAY 2: PRE-READING

TITLE	<i>National Book Week</i>
DBE WORKBOOK 2, PAGE	134
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle: **Why we read.**
2. Remind them of the text that they listened to and discussed in the previous lesson.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the **heading**: Advertising an important event
5. Explain the meaning of the heading, e.g. *When we advertise, we try to tell people about something. Sometimes, this is something we want people to buy. Other times, it is to get people to attend an event.*
6. Remind learners that when we scan the text, we search the text for specific words.
7. Instruct the learners to scan the texts for the words: read; **book**.
8. *Instruct learners to circle any words that they don't know.*
9. Give learners 1 minute to scan the text. Remind learners they must try to scan the whole text quickly in this amount of time.
10. Ask learners: What words did you find next to the word: book? What do you think you will learn about in this text?
11. Ask learners: What words did you circle?
12. As learners list the words, make a class list on the board. Help learners figure out the words in context.
13. Instruct learners to think about the title, the pictures, and the words they found when they scanned the text.
14. Ask learners predictive questions:
 - a. What do you think the topic of this text will be? Why? (What evidence do you have?)
 - b. What do you think you will learn from this text?
 - c. Do you think this text will be fiction or nonfiction? Why? (What evidence do you have?)
 - d. Who are is the author of the text?
 - e. Does anyone talk in the text? Do you have an idea about why?
15. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME (Tune: Three blind mice)	Lyrics	Actions
	We love to read	Hold your hands in front of you like you're reading a book
	We love to read	Hold your hands in front of you like you're reading a book
	Different kinds of texts	-
	Different kinds of texts	-
	About sports, about clothes, about toys and cars	-
	And maths, and science, the sky and stars	-
	About different planets, about Earth and Mars	Point to the sky
	We love to read!	Hold your hands in front of you like you're reading a book
	We love to read!	Hold your hands in front of you like you're reading a book
THEME VOCABULARY	statistics, lifestyle, companion, incorporate, heritage	
QUESTION OF THE DAY		
Question	When do you think people should read?	
Graph	2 COLUMN GRAPH	
Options	as part of their daily lifestyle / only in school / never	
Follow-up questions		
Question	How many learners think people should read as part of their daily lifestyle?	
Answer	__ learners think people should read as part of their daily lifestyle.	
Question	How many learners think people should only read in school?	
Answer	__ learners think people should only read only in school.	
Question	How many learners think people should never read?	
Answer	__ learners think people should never read.	

Question	When do most learners think people should read?
Answer	Most learners think people should read ____.
Question	When do fewest learners think people should read?
Answer	Fewest learners think people should read ____.
Question	When do you think people should read?
Answer	I think people should read as part of their daily lifestyle.
Answer	I think people should only read in school.
Answer	I think people should never read.
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>National Book Week</i>
DBE WORKBOOK 2, PAGE	134
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 text on page 134 3. Allow learners a few minutes to try and read the texts on their own, in silence. 4. Explain that you will read the text to learners. They must follow along as you read. 5. Read the text with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column.	

Text	Think Aloud: First Read
Refer to the poster (National Book Week 2-7 September 2013)	This looks like an advertisement for National Book Week. I learn the dates of the 2013 National Book Week here: 2-7 September.
Reading statistics report that only 14% of the South African population are active book readers, and a mere 5% of parents read to their children. National Book Week is an important initiative in encouraging the nation to value reading as a fun and pleasurable activity and to showcase how reading can easily be incorporated into one's daily lifestyle.	This is a press release. That means it is a statement put out by an organisation to tell me about an event or situation. When we read a press release like this one, we must make evaluations about facts and opinions! Today, let's evaluate some of the facts we can find in the text. I find some important facts here: only 14% of South Africans are readers and just 5% of parents read to their children. This is a very small amount of people. I make the evaluation that this number should probably be a lot higher!
With this year's theme of "The Books of Our Lives," National Book Week embarks on a creative campaign which reveals to South Africans the many ways in which books remain our faithful companions on the road of life, prodding us, guiding us, teasing us, and sweeping us away into history, fantasy and the inner lives of others so different, and yet so similar, to us.	When I evaluate the information in this paragraph, I find one important fact: the theme of this year's Book Week is "The Books of Our Lives."
"We all have an important role to play in promoting reading and increasing access to books. National Book Week is celebrated in September – the month of Heritage – to instil a sense of national pride and encourage South Africans to read books in English or in our own languages," says South Africa Book Development council chief executive officer Elitha van der Sandt.	Oh! There is a fact in this paragraph that I find interesting: Book Week is celebrated in September. I think there is another fact here: the creators of Book Week wanted it to align to the month of Heritage.
"We also want to show the nation how easy it is to incorporate reading into their daily lives, and to highlight what fun, and how enjoyable, reading can be. There's a book out there that anyone can identify with".	Elitha van der Sandt says that there is a book that anyone can identify. She states this as a fact. I wonder if it is really a fact, or it is her opinion?

Follow up questions	Responses
What is the theme of the Book Week?	The books of our lives.
Who is Elitha van der Sandt?	She is the South African Book Development Council Chief Executive Officer (CFO).
Why question	Possible response
Evaluate the facts in these texts. Does this text give you enough information to participate in National Book Week? Explain why you think yes or no.	• Yes, I think this text gives enough information because... • No, I don't think this text gives enough information because... <i>(Note: this text doesn't tell us how to participate in National Book Week. It doesn't tell us what National Book Week really is. After reading the text, we don't really know what it means to participate – just why there is a National Book Week.)</i>
Introduce the LSC in context	
1. Explain to learners that this cycle, they will be learning about: REVISE: CONDITIONAL 2. Point out the following example of this: <i>'If people don't start reading in their daily lives, then we will continue to have an illiterate nation.'</i> 3. Introduce this LSC as follows: <i>We use the conditional when we write about something that is a possibility. When we write in the conditional, we write using the words: If..., then...</i>	

WEEK 7: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>National Book Week</i>
DBE WORKBOOK 2, PAGE	134
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 is one fact from the text?</i> <i>What is one opinion from the text?</i> <i>Do you think this press release is convincing? Does it make you want to join National Book Week? 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 134. - Explain that you will read the texts to learners. They must follow along with the text as you read. - Read the texts 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 texts to each other. - Tell learners to orally discuss the follow-up questions together.	
Text	Think Aloud: Second Read
Refer to the poster (National Book Week 2-7 September 2013)	Yesterday, we evaluated the information in this text to look for facts. Today, we will evaluate the opinions and persuasive language in this text. This press release is trying to convince people that National Book Week is important, and to persuade people to participate in National Book Week. We will make evaluations about how convincing the text is.

Reading statistics report that only 14% of the South African population are active book readers, and a mere 5% of parents read to their children. National Book Week is an important initiative in encouraging the nation to value reading as a fun and pleasurable activity and to showcase how reading can easily be incorporated into one's daily lifestyle.	I make the evaluation that the writer uses statistics here to convince me that reading is a problem in South Africa that must be addressed! I make the evaluation that these statistics are useful, and help convince me that having a National Book Week is important.
With this year's theme of "The Books of Our Lives," National Book Week embarks on a creative campaign which reveals to South Africans the many ways in which books remain our faithful companions on the road of life, prodding us, guiding us, teasing us, and sweeping us away into history, fantasy and the inner lives of others so different, and yet so similar, to us.	This section tells me that there are many ways books help us through life, like a good friend. Books guide us, tease us, teach us, and make us understand other people better. In my opinion , these are convincing reasons to want to read books and participate in National Book Week!
"We all have an important role to play in promoting reading and increasing access to books. National Book Week is celebrated in September – the month of Heritage – to instil a sense of national pride and encourage South Africans to read books in English or in our own languages, says South Africa Book Development Council chief executive officer Elitha van der Sandt.	Oh, here, I learn that for National Book Week, people can read in their own Home Languages. I think this is meant to help instil pride in the written works of different languages. I think this will convince more people to read, if they can see books as part of their culture and heritage.
"We also want to show the nation how easy it is to incorporate reading into their daily lives, and to highlight what fun, and how enjoyable, reading can be. There's a book out there that anyone can identify with".	I think the South Africa Book Development Council thinks that people will read more if they can see that reading is fun and easy. I think this is a convincing reason to get people to read for National Book Week – once people realise reading is fun and easy, they will probably read more!
Follow up questions	Responses
What is one fact from the text?	Some examples: - Only 14% of the South African population are active book readers. - National Book Week happens in September. - In 2013, National Book Week took place from the 2-7.

What is one opinion from the text?	Some examples: • We all have an important role to play in promoting reading and increasing access to books • Books remain our faithful companions on the road of life • Reading is easy and fun
Why question	Possible response
Do you think this press release is convincing? Does it make you want to join National Book Week? Why or why not?	• I think this text is convincing because... • I don't feel convinced by this text because... • I think this text should have included... • I think this text is missing...
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. This week, we have been evaluating facts and opinion in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 134 5. Instruct learners to look at the poster on the page. 6. Explain that an advertisement and a press release are supposed to provide information and be convincing and persuasive. Today, we will make evaluations about how convincing the text and the picture are. 7. Model making an evaluation of how convincing the advertisement is, like: a. I don't think this advertisement is convincing because it just says the dates of National Book Week. There is no extra information on this advertisement. b. The poster makes me think that National Book Week is only for very small children.
Work with learners (WE DO)	1. Explain that now, we will evaluate the text together! 2. Read out loud while learners follow along: <i>Reading statistics report that only 14% of the South African population are active book readers, and a mere 5% of parents read to their children. National Book Week is an important initiative in encouraging the nation to value reading as a fun and pleasurable activity and to showcase how reading can easily be incorporated into one's daily lifestyle.</i> 3. Ask learners: Do you think this paragraph is convincing? Do you think this paragraph makes you see the importance of National Book Week? Does it make you want to participate? 4. Listen to learners' ideas, like: a. Yes, I think this paragraph is convincing because it shows reading is a problem. b. No, I don't think this paragraph is convincing because it doesn't explain why reading is all that important – why is it bad if only a small number of people read?

Pair work (YOU DO)	1. Explain that now, learners will make their own evaluation about the text. 2. Read out loud while learners follow along: <i>With this year's theme of "The Books of Our Lives," National Book Week embarks on a creative campaign which reveals to South Africans the many ways in which books remain our faithful companions on the road of life, prodding us, guiding us, teasing us, and sweeping us away into history, fantasy and the inner lives of others so different, and yet so similar, to us.</i> 3. Ask learners: Do you think this paragraph is convincing? Do you think this paragraph makes you see the importance of National Book Week? Does it make you want to participate? 4. Explain that learners can use the frame to help them: <i>Yes, this paragraph is convincing because...</i> <i>No, this paragraph is not convincing because...</i> <i>This paragraph makes me feel...about National Book Week</i> 5. Instruct learners to turn and talk and discuss this with a partners. 6. After 3-5 minutes, call learners back together. 7. Call on a few learners to share their evaluations, like: a. I think this paragraph is convincing because it remind us of all the things that books can do – there are lots of reasons books are important.
NOTES	1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <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). 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 7: FRIDAY / DAY 5: POST-READING

TITLE	<i>National Book Week</i>
DBE WORKBOOK 2, PAGE	134
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 points** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be **making an evaluation about** the text. *This means we will be making a judgement about the text. We will think of an opinion we have about National Book Week, and use facts from the texts to support our opinion!*
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**? *Explain that this is their summary!*
4. Instruct learners to use the frame to answer the question:
We read a text telling us about...
I think the purpose of the text was...
I think / do not think the text was convincing because...
I would like to / would not like to participate in South African National Book Week because...
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.

Come up with a class summary, like: **We read a text telling us about** National Book Week, and why it exists. **I think the purpose of this text was** to teach people about what National Book Week is and why it exists. **I think the text was convincing because** it told me about how few readers live in South Africa, which I think is a problem. **I would like to participate in South African National Book Week because** I want to help solve the problem.

WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
NEWSPAPER ARTICLE	To inform, educate, enlighten and entertain the public	- State facts briefly but accurately. - Strive to communicate the essence without losing the reader. - Summarise accurately, without slanting the truth. - Give a succinct title and add a clear sub-title. - Start with the most important facts: the who, what, how, when, where, why, and to what degree.	- Clear and concise language - Written in 3rd person. - Can use an active or passive voice, depending on the focus and which is more engaging for the reader. - Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write an information text: a newspaper article. 2. A newspaper informs (tells) people of something important that has happened. It gives them the most important information they need to learn about the event. 3. Explain that we learn about <i>who, what, when, where, why</i>, and <i>how</i> the event happened in the first paragraph of the article. 4. Explain that a newspaper article has some special features that we might not have in other types of writing.		

	5. Explain these features: Title: A short statement that grabs the reader's attention. Full sentences are not necessary. Sub-title: Also known as a blurb. Tells the reader what the article is about and appears directly below the headline. Byline: 'By....' (the name of the writer of the article). 6. Show learners an example of how this might look. Write the following example on the board: Placing reading at the centre [centered] <i>How one teacher does it</i> [centered] [leave a line open] <i>By Naledi Moleleki</i> [right]
READ THE SAMPLE TEXT	Placing Reading at the centre <i>How one teacher does it</i> <i>Mr Shabangu from Amazon Primary School works really hard to put reading at the centre. Ever since the recent PIRLS reading study revealed that 78% of South African children in grade 4 cannot read for meaning, he decided that he had to do something about it. We shadowed Mr Shabangu for a day to see some of the remarkable work that he does.</i> <i>In his classroom is a beautiful reading corner for his grade 4 learners-filled with books. 'I make sure that I buy at least 3 new books every month,' he explained. 'Sometimes, I do it out of my own pocket because the school doesn't have funds. But I want to make sure that my learners don't have an excuse not to read.'</i> <i>His reading corner features international bestsellers such as 'The diary of a Wimpy Kid' series, as well as authentic, South African stories like 'In Africa with Avi and Kumbi', a history book from an African perspective, and 'Mpumi's magic beads'. There is a variety of texts for learners to choose from. If you would like to learn more about the work Mr Shabangu does, or to donate to his cause, please contact us on newslive@abc.com.</i> <i>By Naledi Moleleki</i>
DISCUSS	1. What does this article give us information about? 2. Where do you find out who the article is about? 3. Where do you find out what this person did? 4. Where do you find out where this happened? 5. How do we know that this is a newspaper article?

NOTES	1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Newspaper Article</u> 1. Write about <i>who, what, when, where, why</i>, and how in the first paragraph. 2. Must have these features: a. <u>Title</u>: A short statement that grabs the reader's attention. Does not need to be a full sentence. b. <u>Sub-title</u>: Also known as a blurb. Tells the reader what the article is about and appears directly below the headline. Does not need to be a full sentence. c. <u>Byline</u>: 'By....' (the name of the writer of the article). 3. Includes some quotations.
-------	--

GRADE 6 - TERM 4

WEEK 8

THEME: WHY WE READ

'Think before you speak. Read before you think.'

— Fran Lebowitz

TERM 4: WEEK 8

OVERVIEW

THEME	Why we read
THEME VOCABULARY	motivated, publish, published, borrow, library, statistics, lifestyle, companion, incorporate, heritage, relate, connection, memory, artistic, critical, famous, journalist, afford, article, audience
LSC	REVISE: CONDITIONAL
COMPREHENSION STRATEGY	Make evaluations
WRITING GENRE	Newspaper article
WRITING TOPIC	Pretend you are a reporter. Write an article about someone who learns how to do something individually, from a book! You can write about a fictional person, or about someone real.

WEEK 8: MONDAY / DAY 1: PLANNING	
TOPIC	Pretend you are a reporter. Write an article about someone who learns how to do something individually, from a book! You can write about a fictional person, or about someone real.
GENRE	Newspaper article
PLANNING STRATEGY	Write a list
MODEL THE PLANNING STRATEGY (I DO)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, explain some ideas you have for your newspaper article, like: <i>I am going to write about my sister, but this is a newspaper article, so I am going to write about her as if I don't know her. She made a beautiful garden. She learned how to build the beds from reading a gardening book she got from our auntie. Then, she read articles online. She has used the book to help her grow different vegetables from all over the world.</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. 7. When you reach Question 11, remind learners that we just revised direct speech. Model writing the quotation, remind learners that: a. The quotation marks go around what the person says. b. A tag (like: the child said) can go before or after the quotation marks. c. The comma goes outside the quotation marks if the tag is before. d. The comma goes inside the quotation marks if the tag is after.

	<u>My newspaper article</u> - Who is the person you will be writing about? - What has this person learned? - When and where has this person learned this new thing? - What resources have they used? - Why did this person have to learn on their own? - How has this person learned? - What has this person accomplished? - Are there any other important details? - What are people saying about how she taught herself? (Write a quotation using direct speech!) - Why is this important or interesting?	<u>My newspaper article</u> - Yoza (my sister, but I am writing about her as if I don't know her!) - Gardening! - In Matric, to feel less stressed she began in her parent's backyard. - Books, google, YouTube - Because she wanted to learn but no one she asked knew how. - By watching videos and building beds. By reading about taking care of plants. - A huge beautiful garden. She shares the food with those in our community in need. - She has also used the internet to research new recipes. She has become an excellent vegetarian cook! - She said, "I really have to give credit to my book 'The fabulous garden'. I wouldn't know anything without it!!" - It shows that we can learn new, useful things from a book!
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	- Tell learners to close their eyes and think about someone who is learning something in a different, interesting, and independent way. - Remind learners that they can make up a pretend person, or they can write about a person they know of. This could be a famous person or someone in their own communities or lives. - Next, tell learners to turn and talk with a partner, to share their ideas! Hand out exercise books. - Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their newspaper article, just like you did. - Tell learners not to copy your plan – they must write their own words. - As learners work, walk around the room and hold mini-conferences.	

Newspaper article : Planning

1. Me, Nonhlanhla (I will pretend to be someone else)
2. Drawing
3. Last year.
4. A book called Learning to draw
5. No one could teach her
6. By practising and practising
7. She has won a drawing competition
8. She wants to draw pictures for childrens books when she grows up.
9. She said, "I would not be so good at drawing without my book, 'Learning to draw.' It taught me everything I know."
10. It shows us that we can learn new things from books.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME (Tune: Three blind mice)	Lyrics	Actions
	We love to read	Hold your hands in front of you like you're reading a book
	We love to read	Hold your hands in front of you like you're reading a book
	Different kinds of texts	-
	Different kinds of texts	-
	About sports, about clothes, about toys and cars	-
	And maths, and science, the sky and stars	-
	About different planets, about Earth and Mars	Point to the sky
	We love to read!	Hold your hands in front of you like you're reading a book
	We love to read!	Hold your hands in front of you like you're reading a book
THEME VOCABULARY	relate, connection, memory, artistic, critical	
QUESTION OF THE DAY		
Question	What do you think is the best reason to read?	
Graph	3 COLUMN GRAPH	
Options	to prevent Alzheimer's disease / to calm down and relax / to learn about other cultures	
Follow-up questions		
Question	How many learners think the best reason to read is to prevent Alzheimer's disease?	
Answer	___ learners think the best reason to read is to prevent Alzheimer's disease.	
Question	How many learners think the best reason to read is to calm down and relax?	
Answer	___ learners think the best reason to read is to calm down and relax.	

Question	How many learners think the best reason to read is to learn about other cultures?
Answer	___ learners think the best reason to read is to learn about other cultures.
Question	What do most learners think is the best reason to read?
Answer	Most learners think the best reason to read is ___.
Question	What do fewest learners think is the best reason to read?
Answer	Fewest learners think the best reason to read is ___.
Question	What do you think is the best reason to read?
Answer	I think the best reason to read is to prevent Alzheimer's disease.
Answer	I think the best reason to read is to calm down and relax.
Answer	I think the best reason to read is to learn about other cultures.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: WEDNESDAY / DAY 3: LSC AND DRAFTING

LSC	REVISE: CONDITIONAL
LSC MODELLING (I DO)	1. Explain that when we write about something that is a possibility, we use the conditional. 2. Explain that when we write in the conditional, we write using the words: If..., then... 3. Explain that today, we will learn about two different ways we use the conditional: <u>1st Conditional</u> and <u>2nd Conditional</u> <u>1st Conditional</u> 1. We use the 1st conditional when we think there is a good chance something will happen. 2. When we use the 1st conditional, we use the present tense before the comma. 3. When we use the 1st conditional, we use the future tense after the comma. 4. For example, I am about to leave my house. There are dark clouds in the sky. I tell my mother: If it rains, then I will put on my raincoat. 5. For example, I am running around outside with my friends. I tell my father: If I fall, then I will get back up. <u>2nd Conditional</u> 1. We use the 2nd conditional when we think there is only a small chance that something will really happen. 2. When we use the 1st conditional, we use the past tense before the comma. 3. When we use the 1st conditional, we use conditional words like 'would' or 'could' after the comma. 4. For example, I am thinking about what I want to be when I grow up: If I became the president, then I would change the world! 5. For example, I am thinking about a goal I have in the future: If I climbed Mount Everest, then I would feel proud!

LSC

Ask learners for help

(WE DO)**1st Conditional**

1. Ask learners: What is something that might happen today?
(Something that has a good chance of actually happening today!)
2. Brainstorm some ideas with learners, like:
 - We might write in our exercise books.
 - It might rain later in the afternoon.
 - The teacher might give us stickers.
3. Write the first part of the sentence for learners using these examples. Remind learners that we use the present tense, like:
 - a. If we write in our exercise books, then...
 - b. If it rains later, then...
 - c. If the teacher gives us stickers, then...
4. Ask learners to complete these sentences. Remind them they must use the future tense to complete the sentence, like:
 - a. If we write in our exercise books, then we will learn!
 - b. If it rains later, then we will not go outside for break.
 - c. If the teacher gives us stickers, then we will feel so happy!
5. Remind learners that these are all things we think have a pretty good chance of really happening today.

2nd Conditional

1. Ask learners: What is something that could happen sometime in the future? (Something that is a possibility, but is not likely?)
2. Brainstorm some ideas with learners, like:
 - Aliens might come to the earth.
 - Fikile might become president.
 - I might move to Johannesburg.
3. Write the first part of the sentence for learners using these examples. Remind learners that we use the past tense, like:
 - a. If aliens came to earth, then...
 - b. If Fikile became president, then...
 - c. If the teacher moved to Johannesburg, then...
4. Ask learners to complete these sentences. Remind them they must use words like would or could to complete the sentence, like:
 - a. If aliens came to earth, then we would run away!
 - b. If Fikile became president, then she could make sure our school is on T.V.
 - c. If the teacher moved to Johannesburg, then we would all cry.
5. Remind learners that these are all things that are possible, but not that likely!

LSC Pair work (YOU DO)	1. Hand out learners' exercise books. 2. Instruct learners to write the heading: The 1st and 2nd Conditional 3. Instruct learners write down 2 sentences in the 1st conditional (a good chance that something will happen) and 2 sentences in the second conditional (a small chance something will happen). 4. As learners write, walk around the room and complete mini conferences. 5. Ask learners to read their sentences to you. 6. Help learners use the 1st and 2nd conditional correctly. 7. Encourage learners! Sharing 1. When there are 3-5 minutes remaining, call learners back 2. together. 3. Call on random learners to read their sentences. 4. Correct any mistakes. Make sure learners know how to use the 1st and 2nd conditional.				
TOPIC	Pretend you are a reporter. Write an article about someone who learns how to do something individually, from a book! You can write about a fictional person, or about someone real.				
PLANS	Before class begins, rewrite the planning frames on the board: <table border="1"> <thead> <tr> <th data-bbox="475 1151 970 1211"><u>My newspaper article</u></th> <th data-bbox="976 1151 1442 1211"><u>My newspaper article</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="475 1211 970 2000"> 1. Who is the person you will be writing about? 2. What has this person learned? 3. When and where has this person learned this new thing? 4. What resources have they used? 5. Why did this person have to learn on their own? 6. How has this person learned? 7. What has this person accomplished? 8. Are there any other important details? 9. What are people saying about how she taught herself? (Write a quotation using direct speech!) </td> <td data-bbox="976 1211 1442 2000"> 1. Yoza (my sister, but I am writing about her as if I don't know her!) 2. Gardening! 3. In Matric, to feel less stressed she began in her parent's backyard. 4. Books, google, YouTube 5. Because she wanted to learn but no one she asked knew how. 6. By watching videos and building beds. By reading about taking care of plants. 7. A huge beautiful garden. She shares the food with those in our community in need. </td> </tr> </tbody> </table>	<u>My newspaper article</u>	<u>My newspaper article</u>	1. Who is the person you will be writing about? 2. What has this person learned? 3. When and where has this person learned this new thing? 4. What resources have they used? 5. Why did this person have to learn on their own? 6. How has this person learned? 7. What has this person accomplished? 8. Are there any other important details? 9. What are people saying about how she taught herself? (Write a quotation using direct speech!)	1. Yoza (my sister, but I am writing about her as if I don't know her!) 2. Gardening! 3. In Matric, to feel less stressed she began in her parent's backyard. 4. Books, google, YouTube 5. Because she wanted to learn but no one she asked knew how. 6. By watching videos and building beds. By reading about taking care of plants. 7. A huge beautiful garden. She shares the food with those in our community in need.
<u>My newspaper article</u>	<u>My newspaper article</u>				
1. Who is the person you will be writing about? 2. What has this person learned? 3. When and where has this person learned this new thing? 4. What resources have they used? 5. Why did this person have to learn on their own? 6. How has this person learned? 7. What has this person accomplished? 8. Are there any other important details? 9. What are people saying about how she taught herself? (Write a quotation using direct speech!)	1. Yoza (my sister, but I am writing about her as if I don't know her!) 2. Gardening! 3. In Matric, to feel less stressed she began in her parent's backyard. 4. Books, google, YouTube 5. Because she wanted to learn but no one she asked knew how. 6. By watching videos and building beds. By reading about taking care of plants. 7. A huge beautiful garden. She shares the food with those in our community in need.				

	10. Why is this important or interesting?	8. She has also used the internet to research new recipes. She has become an excellent vegetarian cook! 9. She said, "I really have to give credit to my book 'The fabulous garden'. I wouldn't know anything without it!!" 10. It shows that we can learn new, useful things from a book!
WRITING FRAME	- Next, tell learners that they must turn each point in their plan into a sentence. - They must also arrange the sentences into 3 paragraphs. - Write the following frame on the chalkboard, and explain it to learners: <u>My newspaper article</u> Paragraph 1 This paragraph gives us the basic introduction and summary. It helps us understand what we will read about. Points 1-3 Paragraph 2 This paragraph goes more in depth about what happened Points 5-8 Paragraph 3 This paragraph tells us what we can learn from what this person has done Points 9-10	

DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a newspaper article using the frame. 4. Instruct learners to write the date and heading: Newspaper article: 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.

Newspaper article : Draft

Last year, Nonhlanhla Khumalo, taught herself to draw using a book.

Nonhlanhla used a book called 'Learning to draw' to teach herself how to draw. She dreams about drawing pictures for childrens books when she grows up but no one could teach her. She practised and practised and has even won a drawing compitition.

"I would not be so good at drawing without my book, 'Learning to draw'. It taut me everything I know!" Nonhlanhla said. This shows us that we can learn new things from books.

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

GROUP GUIDED READING

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME (Tune: Three blind mice)	Lyrics	Actions
	We love to read	Hold your hands in front of you like you're reading a book
	We love to read	Hold your hands in front of you like you're reading a book
	Different kinds of texts	-
	Different kinds of texts	-
	About sports, about clothes, about toys and cars	-
	And maths, and science, the sky and stars	-
	About different planets, about Earth and Mars	Point to the sky
	We love to read!	Hold your hands in front of you like you're reading a book
	We love to read!	Hold your hands in front of you like you're reading a book
THEME VOCABULARY	famous, journalist, afford, article, audience	
QUESTION OF THE DAY		
Question	Why do you think it would be good to be a famous journalist?	
Graph	TWO COLUMN GRAPH	
Options	to afford nice things / to reach a wide audience	
Follow-up questions		
Question	How many learners think it would be good to afford nice things?	
Answer	__ learners think it would be good to afford nice things.	
Question	How many learners think it would be good to reach a wide audience?	
Answer	__ learners think it would be good to reach a wide audience.	
Question	Do more learners think it would be good to afford nice things or to reach a wide audience?	
Answer	More learners think it would be good to ____	

Question	Do fewer learners think it would be good to afford nice things or to reach a wide audience?
Answer	Fewer learners think it would be good to ____
Question	Why do you think it would be good to be a famous journalist?
Answer	I think it would be good to be a famous journalist to afford nice things.
Answer	I think it would be good to be a famous journalist to reach a wide audience.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

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

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING

EDITING CHECKLIST <i>(Write this on the board before class begins)</i>	1. Does my newspaper article answer who, what, when, where and why? 2. Does my article talk about someone who has learned something new in a different, interesting way? 3. Does my newspaper article have at least one quotation? 4. Did I spell all words correctly? 5. Does each sentence begin with a capital letter? 6. Does each sentence 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 sentences or details that will help their newspaper article 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 articles a title, sub-title, and byline. 2. Use modelling to write a sample on the board, like: Placing reading at the centre ^[centered] <i>How one teacher does it</i> ^[centered] <i>[leave a line open]</i> <i>By Naledi Moleleki</i> ^[right] 3. Instruct learners to read through their corrections. 4. Instruct learners to rewrite their newspaper article, correcting any mistakes. 5. Instruct learners to rewrite the paragraph correctly, under their title, sub-title and byline. 6. Tell learners that they may illustrate their article 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 partner's writing.
HOMEWORK	If learners do not finish in class, they may finish publishing as homework.

Newspaper article: Final draft

Drawing a future for herself

Local girl teaches herself
to draw

By N. Khumalo

Last year, Nonhlanhla Khumalo, taught herself to draw using a book.

Nonhlanhla used a book called 'Learning to draw' to teach herself how to draw. She dreams about drawing pictures for childrens' books when she grows up but no one could teach her. She practised and practised and has even won a drawing competition.

"I would not be so good at drawing without my book, 'Learning to draw'. It taught me everything I know!" Nonhlanhla said. This shows us that we can learn new things from books.



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

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

INDEPENDENT OR PAIRED READING

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

WEEK 8: CONCLUSION**Find 10-15 minutes at the end of the week to do the following:**

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

Other titles in this series

