



ENGLISH

First Additional Language





ENGLISH

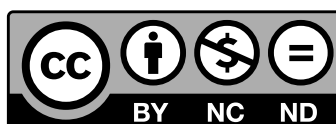
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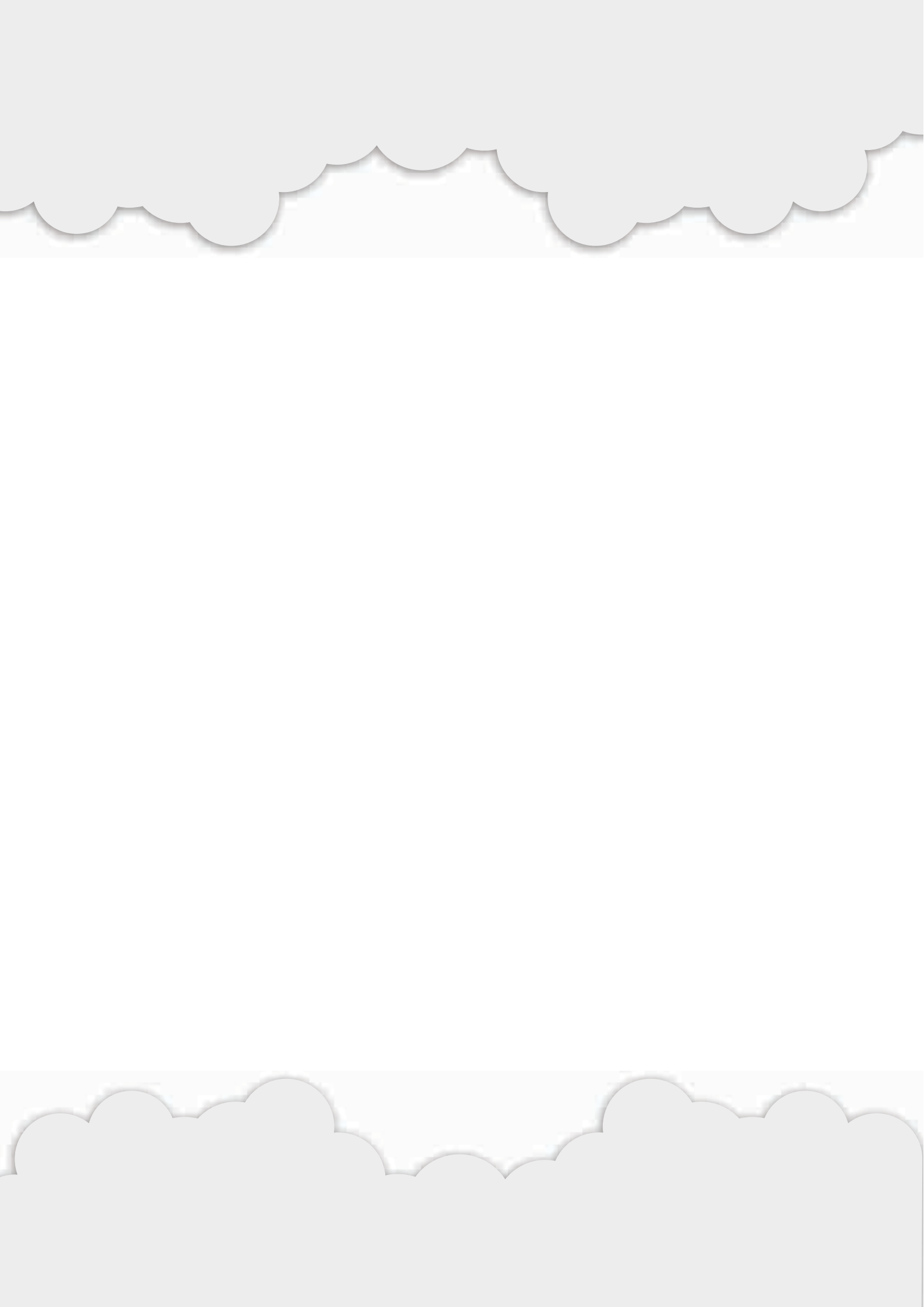
Grade 7

Lesson Plan

Term 1

Edition 5, 2023





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GRADE 7 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
LSC • Introduce theme • Activate background knowledge • Build vocabulary • Question of the day	L&S • Speaking Activity	LSC • Build and monitor knowledge • Build vocabulary • Question of the day	W&P • Build and monitor knowledge • Teach the LSC • Practice the use of the LSC in preparation for writing	R&V • Independent reading & comprehension
L&S • Listening Activity	R&V • Shared Reading: Pre-read	R&V • Shared Reading: First read • Introduce LSC in context	R&V • Shared Reading: Second read • Learners generate questions	
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
R&V • Teach the comprehension strategy	W&P • Teach the writing genre	W&P / • Process Writing: Drafting	W&P • Process Writing: Editing	L&S • Oral Presentations
R&V • Shared Reading: Post-read	W&P • Process Writing: Planning		W&P • Process Writing: Publishing and Presenting	Theme conclusion: • Build and monitor knowledge • Summarise theme learning (no formal time allocation)



GRADE 7 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.



LANGUAGE STRUCTURES AND CONVENTIONS

Introduce the theme

Instructions

1. Ask learners to open their Learner Books to the theme title page.
2. Give learners a few minutes to read the title and browse through the theme pages.
3. Call learners to attention, and read 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: Term 1

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: The Politics of Maps		
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.



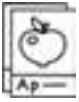
Build and monitor learners' knowledge: Term 1

Instructions

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



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



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 5 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.
 - Write the follow up, extension questions and answer frames on the other side of the board.
3. For example:

What do you think causes land disputes? I think ____ cause/s land disputes.			Follow up and extension questions		
Graph			1. What do most learners think causes land disputes? Most learners think _____ causes land disputes.		
<i>mineral wealth</i>	<i>the need for space</i>	<i>different religions</i>	2. What do you think causes land disputes? I think _____ causes land disputes.		
			3. Do you think any of these are a good reason to go to war? Why or why not? I do / do not think ____ is a good reason to go to war because ____		
			4. Do you know of any other land disputes between countries? I know of a land dispute between ____ and ____		



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 draws an x in the relevant column, then says her/his answer aloud.
 - Repeat the learner's 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 pronouns and the correct singular or plural form of the verb, which is difficult in English, as it is opposite:
Nomsa: I think different religions cause land disputes.
*Teacher: **She** thinks different religions cause land disputes.*
 (religions – plural, therefore: cause)
Buhle: I think mineral wealth causes land disputes.
*Teacher: **He** thinks mineral wealth causes land disputes.*
 (wealth – singular, therefore: causes)
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: **What do most learners think causes land disputes?**
 - Ask a few individual learners (who were not in the question of the day group) to answer the second follow up question: **What do you think causes land disputes?**
7. Discuss the extension questions as follows:
 - Read each extension question aloud and explain the meanings if necessary.
 - Give learners a few minutes to Turn and talk and discuss their answers.
 - Then, call learners to attention, and ask a few individual learners to share their answers.
 - You may allow some code-switching in the discussion and answering of the extension questions, as the development of critical thinking skills should not be hampered by language limitations.

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.
- The extension questions encourage 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.



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. It is also noted in the Learner Book.
4. First, briefly explain the LSC to learners.
5. Next, show learners the examples of the LSC in the text.
6. 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 practice 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 the previous day, by showing them 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. Tell learners that if they ever forget how to use the LSC, they can check the glossary and the back of the Learner Book.
8. *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
Read the text and explain.	Read the text. Model 'thinking aloud'.	Read the text. Ask oral comprehension questions.



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

Purpose:

The listening lesson is very important for the following reasons:

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

Speaking Lesson

Instructions:

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



- Train learners to know which group they belong to for this activity.
2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
 - Explain that every learner in the group will take a turn to answer each discussion question.
 - Talking and listening may be controlled by a 'talking stick' or some other strategy.
 - Explain that the person who is holding the 'talking stick' gets to talk. Once he or she is finished, the stick is passed to the next person.
 - At first, groups should move the 'talking stick' in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
 - Once learners have mastered this, you should train them to start doing this in a more 'conversational' manner, with learners responding to, building on or asking questions about each other's points. When doing this, it is important to ensure that each group member still gets a chance to share their points.
 - Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
 - Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.
 3. Implement the discussion as follows:
 - Remind learners of the 'listening text' that you read to them the previous day.
 - Then, read the discussion frame aloud, and briefly explain it to learners.
 - If necessary, share your own 'model answers' to the discussion frame. However, try to avoid doing this, as learners are likely to copy your answers.
 - Tell groups to begin the discussion.
 - As learners discuss, walk around the room and listen to different groups, giving instructions or assistance where needed.
 4. When there are 10 minutes left in the lesson, call all learners back together.
 5. Go through each point in the discussion frame, asking for feedback from the class. This can be done in different ways:
 - You can ask each member in one group to respond to a different point. This way, you get to hear every learner in one group speak. If you do this, make sure to rotate the groups, so that you always hear a report back from different groups.
 - You can ask one person from each group to report back on a different point. If you do this, make a note of which learners speak, so that you call on different learners every time you do this.
 6. If answers are incorrect, ensure that you correct them, quickly and clearly.
 7. If answers are incomplete, ask prompting questions to expand the answers.
 8. Remember to give some feedback to learners after they respond.
 9. Thank the learners for their answers and contributions.

*Purpose:*

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

**Oral Presentations: Term 1 Panel Discussion***Instructions:*

1. The last double lesson of every cycle is reserved for Oral Presentations.
2. The type of presentation changes from term-to-term, in order to cover all CAPS requirements.
3. In Term 1, learners will engage in Panel Discussions.
4. The topic of the discussion is always related to the theme.
5. Explain the purpose of a Panel Discussion to learners as follows:
 - All of our themes are designed to make us think critically about issues, and to form our own opinions. It is also important for us to learn to justify our opinions with evidence – we must learn to back up our answers.
 - In the Panel Discussion at the end of the theme, we will discuss some of the more interesting issues.
 - We will all think about our own opinions on a few key issues.
 - Then, selected learners will answer these questions as part of the panel.
 - Once they have answered, the rest of the class may comment.
 - Once all questions have been discussed, one main question will be posed for a vote.
 - We will conclude by counting the votes and stating what most learners in the class believe about the issue.
 - A panel discussion teaches us to listen to the opinions of others, to form our own opinions, and to respect and tolerate differences.
6. At the start of the term, train learners on the procedure for a Panel Discussion as follows:
 - a. First, I will write some questions on the board that relate to the theme.
 - b. Then, you need to think of your own thoughts and opinions on these questions, as well as the reasons for your opinions. I will give you a few minutes to do this.
 - c. Next, you may turn and talk with a partner, to discuss your thoughts and opinions.



- d. After a few minutes, I will call the class to attention, and we will begin our panel discussion.
 - e. Every cycle, I will call 10 different learners to be on the panel. They will form 5 x teams of 2 learners.
 - f. I will be the chairperson for the panel discussions.
 - g. I will allocate 5 minutes for the discussion of each question.
 - h. The first team on the panel will answer the first question.
 - i. I will then allow a general discussion about their answer for the remainder of the five minutes.
 - j. At the end of the discussion, I will pose one main question for the whole class to vote on.
 - I will ask one learner who was not on the panel to make a point for one side of the argument.
 - I will ask one learner who was not on the panel to make a point for the other side of the argument.
 - k. Each learner has one vote – you will raise your hand to vote.
 - l. I will count the votes and we will conclude by stating what most learners in our class believe about the issue.
7. Next, explain to learners that when commenting on a panel member's answer, they should use logical links.
- Explain that you will always write these links on the board, but that learners should also try to learn them.
 - The logical links are:
 - I feel the same as... because...***
 - I feel differently from... because...***
 - ... and I agree on...***
 - ... and I disagree on...***
8. Establish some rules and consequences for behaviour during the Panel Discussion. It is a good idea to negotiate these with the class. Try to include rules and consequences that relate to:
- Following the directives of the chairperson, i.e.: shouting out answers; interrupting; speaking over someone
 - Listening quietly and respectfully when a panel member answers his or her question
 - Being open-minded and tolerant of ideas that are different to your own
 - Learning to 'agree to disagree' and to be respectful of differences in opinions
9. It is important to clearly and thoroughly explain the procedures and rules of the Panel Discussion to learners. Once you have done this, the Panel Discussion should run smoothly.

Purpose:

A Panel Discussion provides opportunities for learners to:

- Formulate and justify their own opinions about real issues
- Use their new knowledge and language in an authentic situation
- Learn to use logical links to sustain an argument
- Develop higher order comprehension and critical thinking skills
- Develop respect and tolerance for differences of opinions



These are all valuable life skills and are good preparation for when learners will be required to write argumentative or discursive essays.



READING & VIEWING

Shared Reading & Teaching the Comprehension Skill

Overview:

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

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



Shared Reading: Pre-Read

Instructions:

1. Tell learners to turn to the correct text in the Learner Book.
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:
 - Do you think this is a fiction or nonfiction text? Why?
 - What kind of fiction or nonfiction 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: The Making of Maps	
Words I don't understand	Important words
distort cartographer	cartographer sailors Europeans

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 Learner Book.
2. Learners will also need their personal dictionaries for this lesson.
3. Tell learners to follow in their Learner Books, 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 2–3 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 shared reading texts are longer and more complex than texts for independent reading. Because of this, it is important for teachers to follow the reading process and to read the text to learners. These texts present issues for learners to critically engage with, and to really think about.

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
- 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 Learner Book.
2. Learners will also need their personal dictionaries for this lesson.
3. Write the follow up questions on the board before the lesson.
4. Read through and explain these questions to learners.
5. Explain to learners that you are going to read the text once again.



6. Tell learners to follow in their Learner Books, listen carefully and think as you read the text once again.
7. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.
8. Read each paragraph or section fluently and clearly.
 - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
 - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
9. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.
10. Once again, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' shows learners how to think about the text in a deeper manner, to ensure that learners really start to think more critically about the text.
11. Next, give learners the opportunity to answer questions written on the chalkboard.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.
12. Finally, ask learners to formulate a question about the text.
 - Ask learners to independently think of a question that they can ask about the text.
 - If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - It is a good idea to create an 'Anchor Chart' of 'question words' for your classroom. This chart is always there to remind learners of the kinds of questions they can ask.
 - Tell learners to turn and talk, and share their questions with each other.
 - Then, ask a few learners to share their questions with the class.
 - Give other learners the opportunity to answer these questions.

Purpose:

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



Teach the Comprehension Strategy

Instructions:

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

Purpose:

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



Strategy 1: Predict

Explanation	When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about.
Purpose	Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts.



Steps (For predicting with text structures)	1. Ask learners to look over the whole text. 2. Ask learners: <i>What kind of text do you think this is? How is it laid out?</i> (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?) 3. Ask learners: <i>What do you think we might read about?</i> 4. If learners cannot answer, ask further prompting questions, or provide the answers.
Steps (For predicting by scanning the text)	1. Ask learners to scan the text and identify two lists of words: a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text.
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the text like a scene from a movie. They must try to <u>see</u> the text as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text.
Steps	1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds. 4. Read the text again. 5. Ask learners: <i>What did you visualise? (What happened in your movie?)</i> 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.
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Strategy 4: Summarise

Explanation	When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding.
Steps	1. Read the text. 2. Remind learners: When we summarise, we identify the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text. 4. Tell learners to use the following questions as a guide: a. What is this text about? b. What is the main purpose of the text? Why was it written? c. What did you learn from this text? d. What did you like about this text and why? 5. Always give learners time to think about the text. 6. Always instruct learners to turn and talk and discuss their summary with a partner. 7. Next, instruct learners to write their summary down. 8. Give learners a frame to help them to structure summaries.

Strategy 5: Think about the text (I wonder?)

Explanation	When learners wonder about the text, they are thinking about an aspect of the text.
Purpose	By modelling how to think/wonder about a text, we teach learners two things: 1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. 2. Secondly, we show learners the kinds of thoughts that good readers have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.



Steps	1. Read the text on the page. 2. Think of a question or idea that a good reader might have about the text. (Ideas are provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I wonder ... 4. Let learners think about this. 5. Learners do not need to answer – the point is to encourage them to think more deeply about the text.
Strategy 6: Make connections	
Explanation	When learners make connections, they compare the text to one of three things: 1. To their own lives or experiences – sometimes, learners gain a deeper understanding by thinking about how something from the text is like something in their own lives. • <u>This is called a text-to-self connection.</u> 2. To another text – sometimes, learners gain a deeper understanding of a text by connecting it to a related text. These texts may deal with similar issues, or have characters who face the same challenges, or they may be about the same topic. • <u>This is called a text-to-text connection.</u> 3. To the world – sometimes, learners must connect the situations or challenges in a text to a more global context. They must relate the text to what has happened or is happening in the world. • <u>This is called a text-to-world connection.</u>
Purpose	Making connections helps learners go beyond the text itself and relate the issues in the text to a deeper understanding of their own lives and the broader world.
Steps	1. Read the text on the page. 2. Ask learners relevant connection questions, like: a. When was a time that you felt x? b. Do you remember when we read about x? Can you make a connection between these two texts? c. This text makes me think about something that is taking place in the world / South Africa / our town right now. Can anyone think of what that is?

**Strategy 7: Make inferences**

Explanation	Making an inference involves using what you know together with what is written in the text, to make a good guess about what isn't explicitly written in the text. This is what is meant by 'reading between the lines'. Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, for readers to work out for themselves. If something is not explicitly stated or described in a text, learners need to make an inference or a good guess about this. They do this by putting what they <i>have read</i> together with <i>their own experiences and prior knowledge</i> .
Purpose	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
Steps	1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we work out about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ...
Example	Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes. Inference: Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.

**Strategy 8: Evaluate**

Explanation	When learners evaluate a text, they make a judgement about an aspect of the text, based on the evidence in the text. Learners can make evaluations about: • Characters, people or events • Facts versus opinions • The author's perspective, opinions and motivations • What they like or find interesting • What they dislike or find boring
Purpose	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations.



Steps	1. Read the text on the page. 2. Ask learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure that learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x 5. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.
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Shared Reading: Post-Read

Instructions:

1. In Terms 1 and 2, during the Post-Read, you will do one of the following activities:
 - Complete a written comprehension
 - Make a summary using a frame to guide.
 - Use the strategy of visualisation to recall a scene or event from the text.

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 a 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. Remind learners that they can skim and scan the text again, before writing their summaries. This can help them remember what the text was about.
- 5. Give learners 10–15 minutes to write their own summaries in their exercise books, using the summary frame.
- 6. Then, tell learners to turn and talk, and share their summaries with a partner.
- 7. Finally, create a class summary together – ask different learners to answer each part of the frame.
- 8. Write down the class summary.
- 9. 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

1. Explain that learners will visualise a section from the text.
2. Instruct learners to close their eyes. Read the relevant section aloud.
3. Instruct learners to visualise what the scene looks like. They must try picture where it's happening, who is there, what they are doing, what sounds can be heard. what can be smelt.
4. Instruct learners to open their books and to draw a picture of what they can visualise.
5. Learners must write 3-5 sentences about their visualisation. They can use the sentence starter:
I can visualise...
6. Instruct learners to turn and talk with a partner and to discuss how they visualised the scene.
7. Encourage learners to use the vocabulary they learnt in the cycle.
8. Ask for volunteers or choose a few learners to share their visual summary.

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.

INDEPENDENT READING

Independent Reading Activities

Instructions:

1. At the end of the first week of every cycle, there is a one-hour lesson for independent reading and comprehension.
2. Instruct learners to have their Learner Books, Personal Dictionaries and exercise books ready for this lesson.
3. Explain that learners must work independently or with a partner (this is up to you).



4. Orientate the class to the reading and comprehension activities that they must complete during this time.
5. Do this by going through the introduction section of the book, titled: **How to use this book**
6. 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
7. 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
8. 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:

- By Grade 7, learners should be proficient learners who can '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.

Working with Individual Learners

Instructions:

1. Once you have orientated learners to the independent reading activities, settle them to work on the activities.
2. Then, use the rest of this time to work with individual learners.
3. In Term 1, use this time to complete the Oral Formal Assessment Task (FAT).
 - Please see the Term 1 Management Document for details of this FAT
 - A rubric for the Oral FAT is also included in the Management Document



4. Again, in Term 2, use this time to complete the Oral Formal Assessment Task (FAT).
 - Please see the Term 2 Management Document for details of this FAT
 - A rubric for the Oral FAT is also included in the Management Document
5. Then, whenever possible, try to listen to individual learners read aloud in order to establish who may need some remedial help.
 - Make a note of who these learners are
 - If your school has a reading remediation programme, try to include these learners in the programme
 - Alternately, try to spend some time with these learners working on their decoding skills

Purpose:

- This time when teachers can work with individual learners is invaluable. This time can be used to implement individual oral assessments.
- It can also be used to work with learners who are still struggling with decoding. Learners need to be able to read fluently and with understanding in order to succeed in the South African education system, which is largely built around the use of textbooks.



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

Purpose:

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

Process Writing: Drafting

Instructions:

1. Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
2. Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
3. Then, write the drafting frame on the board.



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

Purpose:

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

Process Writing: Editing

Instructions:



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

Purpose:

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



Process Writing: Publishing & Presenting

Instructions:

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

Publishing:

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

Presenting

1. Once learners have completed the publishing of their texts, move on to presenting.
2. Tell learners to swap books and read each other's writing.
3. Once each learner has read someone else's writing, the learner must say two things that they liked about the partner's writing.
4. Walk around the class and listen as learners do this, offering input as required.
5. Then, in the last five minutes of the lesson, ask 1–2 learners to read their writing to the class.
 - If learners are too shy to read themselves, you can offer to read for them.
 - Once each learner has read their piece, ask their partners to share their comments on the writing – what did they like about it?
 - End by giving these learners some feedback – both to the writers, and to the partners who gave feedback.
6. Finally, collect learners' books. You are required to formally assess an essay and a transactional piece of in Terms 1&2.
 - You may use any of the relevant writing tasks to do this.
 - Please consult the Management Documents for Term 1 and Term 2 for details of the FATS, as well as for rubrics that may be used for the assessment.
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 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.
- 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).
2. By watching the teacher, the learners have a clear idea of the task.
3. 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 Learner Books
 - 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.



THEME

The Politics of Maps

Term 1

Weeks 1 & 2 | Cycle 1



TERM 1: WEEK 1

OVERVIEW



THEME	The politics of maps
PHONIC DECODING	i, e, b, d, h, j, k, l, m, n, p, s, t, y, v, w bed, dim, hen, kit, set, men, wet, vet, pin, yip, jet, pit, tin, led
SIGHT WORDS	new, soon, many, where, find, map, explore, countries, sailor, can't
THEME VOCABULARY	politics, dispute, border, Google Maps, perspective, region, frustrated, cartographer, sphere, distort, navigate, technology, practical, accurate
LSC	Simple sentences and simple past tense
COMPREHENSION STRATEGY	I wonder Making inferences
WRITING GENRE	Descriptive essay
WRITING TOPIC	A journey
GRAPHIC ORGANISER	K-W-L Chart
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: an atlas, a story about maps, brochures with maps, etc. 3. Try to find some pictures with maps and examples of maps, for example: maps of your city, South Africa, world maps, the Mercator map, the Gall-Peters projection, etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 1: **The politics of maps**
2. **Introduce the theme as follows:**
 - Explain to learners that in Social Sciences this term, they will do a lot of mapwork. This theme will equip them with some background knowledge that will help them to better understand mapwork.
 - This theme shows how we can read maps to get lots of useful information. But it also teaches us to think about who created the map, and for what purpose.
 - Explain that the way a map is created can influence how we see the world.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a K-W-L chart.
2. Ask prompting questions to activate background knowledge:
 - a. **Have you or your family members ever used a map?**
 - b. **What kind of map was it – a paper one, or an app on a phone?**
 - c. **Why did you need to read a map?**
 - d. **What are some things you connect with reading a map? What do different maps show us? What do all maps show us?**
3. Follow the core methodologies to:
 - Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



politics

Tell learners that politics is the way that people living in groups make decisions. The people with the most power usually get to make the decisions. The politics of maps refers to the decisions made about countries and borders, and how these decisions are shown on maps.

Say: People always choose what to include and leave out in maps, so maps are always political as they show different ideas of what is important and relevant.



dispute	Act out having an argument with someone.
	Say: My sister and I have had a dispute about who owns these expensive shoes! I think they are mine, but she says they are hers!
border	Point to a picture of a map showing the borders between countries.
	Tell learners the border of a country shows where the country ends.
Google Maps	Point to your phone and show learners the app, Google Maps.
	Tell learners that Google Maps is an app that shows a detailed map of the whole world. You can use it to see whole countries. If you get lost, you can also use Google Maps to see your location.
perspective	Act out holding an object and looking at it from different perspectives: from above, below, far away, close up, left and right. Comment on how the object looks slightly different from each perspective.
	Tell learners that perspective means seeing something from a particular point of view.
region	Tell learners that a region is a specific area of land that has similar features. For example, if people speak the same language or the weather is the same in an area, this area could be called a region.
	Say: On my map I saw that there is a region in South Africa called Kwa-Zulu Natal. I know that in this region the weather is hot and rainy, and many people speak isiZulu. Maybe because of these similarities, this piece of land is called a region.

QUESTION OF THE DAY

QUESTION	What do you think causes land disputes?
GRAPH	3 COLUMN GRAPH
OPTIONS	I think ____ cause/s land disputes. <i>mineral wealth / the need for space / different religions</i>



FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

1. **What do most learners think causes land disputes?**

Most learners think _____ cause/s land disputes.

2. **What do you think causes land disputes?**

I think _____ cause/s land disputes.

EXTENSION QUESTIONS

1. **Do you think any of these are a good reason to go to war? Why or why not?**

I do / do not think _____ is a good reason to go to war because _____

2. **Do you know of any other land disputes between countries?**

I know of a land dispute between _____ and _____

HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

WEEK 1 MONDAY / DAY 1: LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using an information text: **Google Maps**



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Google Maps Have you ever used a map to help you find out more about a place? Did you look at a physical map for information about the earth's natural features, such as mountains, rivers, valleys and oceans? Or did you look at a political map to see the countries, their capitals, cities and borders?	I have always loved looking at maps. I had an atlas when I was little, and I used to spend hours looking at maps and imagining what the different countries were like.	What can you find on a physical map? <i>(The earth's natural features: rivers, mountains, lakes, oceans, deserts, lakes)</i> What can you find on a political map? <i>(Countries, their capitals, cities, the borders between countries)</i>
Have you ever thought about who creates the maps we use? How they decide on what information to include, and what to leave out? The world is changing all the time. Have you ever thought about how maps show where there are disputes over borders or land?	I never thought about political disputes, where countries may be at war over land. I wonder how a map maker handles this?	Do you know any countries where there are land disputes? <i>(Morocco and Western Sahara; Ukraine and Russia – Crimea; China and Tibet; Israel and Palestine; North and South Korea; India and Pakistan – Kashmir; Sudan and South Sudan)</i>
Billions of people these days choose to use online apps to see maps on their computers or smart phones instead of old printed paper maps or atlases. The most popular navigation app is Google Maps. If you have a connection to the Internet, then Google Maps is easy to use. The maps are constantly updated and give the newest information.	Last year, I tried to use Google Maps to direct me to my sister's new house. She moved to a huge informal settlement, with thousands of other people. But this place was not on Google Maps. I wonder what else is incorrect on Google Maps?	What are people using today instead of paper maps and atlases? <i>(Online apps, e.g. Google Maps)</i> What is the most popular navigation app? <i>(Google Maps)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
		What do you need to access Google Maps? <i>(Internet connection and a device)</i>
The world is a huge and constantly changing place. Most countries know where their borders are, but this is not always the case. Some countries are at war over land disputes. These countries have different perspectives on who owns the land. Sometimes, the information about countries is not so simple.	I wonder whose perspective or point of view the map maker chooses to show? I can infer that politics can influence a map's design.	Why are some countries at war? <i>(Countries fight because of disputes about natural resources, religious and political viewpoints, the need for space, disagreements from the past, changing governments, etc.)</i>
On Google Maps, disputed regions are shown with a dotted line to show the border. With some of these disputed areas, Google Maps has done something interesting with this problem: depending on where you are, Google Maps changes the way the map looks! For example, the countries of India and Pakistan disagree on the region of Kashmir. Each country believes Kashmir is part of their country!	I think it is a good idea for Google Maps to use a dotted line to show the borders of disputed land. I can infer that Google Maps does not want to take sides with one country over another.	How are countries' borders shown on a map? <i>(With a solid line)</i> How does Google maps show a disputed region? <i>(With a dotted line)</i> Which region do Pakistan and India disagree on? <i>(Kashmir)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
If you look at Google Maps from most places in the world, it shows Kashmir as a disputed region. We know this, because the border is shown with a dotted line. But if you are in India, and you check on Google Maps, Kashmir is shown as part of India! So, Google Maps shows the world differently, depending on where you are!	Oh, I was wrong! If you are in India, you see Kashmir as part of India! I wonder why Google Maps doesn't show Kashmir as part of Pakistan when you are in Pakistan? <i>NOTE: Ask learners to open their learner books to the visual text for this theme.</i> • Show learners how the maps of India and Pakistan are depicted differently on Google Maps.	What can you infer about Google Maps' view of India and Pakistan? <i>(I can infer that Google Maps has given India a map that shows Kashmir as part of India because they agree with India, or because India is powerful and has more influence over Google Maps. I infer that Pakistan is not as powerful, so from Pakistan, Google Maps shows Kashmir as disputed, but not part of Pakistan.)</i>
When we look at a map, we think of the information as being true and correct. But, it is important always to remember that people and companies create maps. The way we see maps influences the way we see the world. So, an app like Google Maps can change the way we see the world. We should always read maps critically. We must remember that maps are created by people and companies that all have their own perspectives.	I wonder how a big company like Google Maps decides which country is right or wrong in a dispute? I wonder what influences their decisions? I wonder why they don't always use a dotted line to show disputed land or borders?	Who creates maps? <i>(People and companies)</i> Why is it important always to remember to read maps critically? <i>(People who make maps choose to include or exclude certain information, or choose to present some information in a particular way. So all maps show a certain perspective. We must keep this in mind when reading all maps.)</i>

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.





WEEK 1: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

Google Maps

2. Use the following discussion frame:

Google Maps

- a. In this text...
- b. I learnt that...
- c. I found this text...because...
- d. I think this text was written to help me think about ...

WEEK 1: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	The making of maps
LEARNER BOOK	Page 2
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	I wonder Making inferences

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: The making of maps 2. This text seems to be about making maps. I wonder if it is about one map, or all maps? Who makes maps? How do map makers decide what to include and what to leave out? I wonder what the first maps looked like? I wonder if all the information and technology we have today has changed how maps are made? 3. Follow the core methodology to instruct learners to scan the text. 4. Suggestions of important words and how they connect to this text: • centuries – centuries are hundreds of years, so people have been making maps for hundreds of years.



	• sphere – a sphere is a round, 3 dimensional shape like a ball. The earth/the world is a sphere. When you see the world as a sphere you can turn it around and see all the continents and oceans. • distort – This means to change something so that it is no longer true. Map makers have to sometimes distort and change the shape or the size of continents or oceans to fit on their map. 5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example: • ‘So, Mercator created a map to help these sailors to navigate safely.’ A sailor is someone who travels on the sea and goes to places, maybe places they have never been to before. So navigate might be about finding your way or following directions on the map to get to where you want to go.
ASK PREDICTIVE QUESTIONS	1. Ask learners predictive questions: • What do you think this text will be about? • Why do you think that? • What does the picture on the page help you understand? • What else gives you some ideas and clues about what the text is about?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



WEEK 1: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their K-W-L charts
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



frustrated	Act out being frustrated – scrunch up your face and make fists.
	Say: I was frustrated when no one would listen to my story!
cartographer	Act out drawing a map on the board – using a ruler to measure the size of countries and deciding where borders should be.
	Tell learners that a cartographer is someone who draws and makes maps.
sphere	Point to spherical objects in your classroom (anything that is round and three-dimensional).
	Tell learners that a sphere is a three-dimensional, full, round shape, like a ball. It is not a flat round shape, like a drawing of a circle.
distort	Act out distorting an object. Use a piece of prestick or clay and make it into a perfect ball. Then distort it by pulling it into different shapes.
	Tell learners that distort means to change the way something looks.
navigate	Tell learners that navigate means to use a map or just your sense of direction to find your way across or through an area.
	Say: Sihle had never been to Soweto, so he used the map on his phone to help him navigate and find his way on the roads.
technology	Tell learners when a machine that people have made does a task instead of the people doing the task themselves, this machine is called technology.
	Say: Sjoe! All this technology is making my life easier. The machines are doing the hard work for of me!



practical	Tell learners that practical means to get things done in reality, rather than just having ideas or plans to get something done in your head.
	Say: The car mechanic was very practical. She saw what the problem with the car engine was and made a list of what car parts she needed. Then she went to the shops to buy the car parts and fixed the car quickly.
accurate	Act out marking a spelling test on the board where someone had accurate answers – draw ticks and write “100%”.
	Tell learners that accurate means when something is correct and does not have any mistakes.

QUESTION OF THE DAY

QUESTION	Why do you think people created maps 500 years ago?
GRAPH	3 COLUMN GRAPH
OPTIONS	I think people created maps 500 years ago to ____ <i>help sailors navigate / learn more about the world / give directions to a place</i>

FOLLOW UP AND EXTENSION QUESTIONS

FOLLOW UP QUESTIONS	1. Why do most learners think people created maps 500 years ago? Most learners think people created maps 500 years ago to ____.
	2. Why do you think people created maps 500 years ago? I think people created maps 500 years ago to ____.
EXTENSION QUESTIONS	1. Do you think the very first maps were made by sailors or cartographers? Why? I think the very first maps were made by ____ because ____.

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.



WEEK 1: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	The making of maps
LEARNER BOOK	Page 2
ACTIVITY	First Read
COMPREHENSION STRATEGY	I wonder Making inferences

FIRST READ



Follow the core methodology to complete the first read of the text.

Text: Read	First Read: Think Aloud
Neo, in Grade 7 this year, was kneeling on the floor with orange peels spread out around him. He was trying to make the peels lie flat, so he had cut and bent the peels into different shapes. Thebe, Neo's older brother walked in. 'What are you doing, Neo?' Thebe asked.	I wonder what Neo is doing with the orange peels? And why is he looking at a map? I can infer that he might be doing something for school.
'We're doing mapwork, and I'm trying to work out how people make maps because it's so hard to make a round thing flat,' Neo sighed. Thebe explained, 'Mapmakers are called cartographers. They have been drawing maps for centuries. What you're trying to do is what cartographers have struggled with for thousands of years: how to flatten a sphere.' 'But if people have been working on this for centuries, why is it still such a problem?' Neo asked.	I have never thought about this – map makers working out how to make the round shape of the earth into a flat map. I wonder who the first cartographers were? I wonder what place the first map showed?

**Text: Read**

‘Well, it’s exactly what you’re realising with your orange peels. To make a sphere lie flat, you have to distort the shapes of the land and oceans. So, maps have been disputed for the longest time. Every cartographer has had to make choices about what to distort,’ Thebe said.

‘How did the cartographers decide?’ Neo wondered.

‘Well, I guess they decided based on their perspective and needs. The map you are looking at was made by a cartographer called Mercator. He lived in Belgium about 500 years ago. When he made his map in 1569, many Europeans were sailing around the world, exploring places they’d never been to before. So, Mercator created a map to help these sailors to navigate safely,’ Thebe explained.

‘Okay, if it was for safe navigation, what’s wrong with that?’ Neo asked.

‘Well, remember that Mercator’s map was made to help sailors. Because of this, the size of the land masses and the oceans had to be distorted,’ replied Thebe.

‘But surely we can use our 21st century technology to fix that?’ asked Neo.

‘Many cartographers have tried. The Gall-Peters map from 1885 made maps with the correct sizes of the continents. Let me show you,’ Thebe clicked on the mouse. ‘Look how many countries actually fit into the continent of Africa!’

‘Wow!’ exclaimed Neo. ‘So if the countries and continents are the correct size, what’s wrong with the Gall-Peters map?’

First Read: Think Aloud

Wow! So, maps do not exactly always show the truth. The people who create the maps choose how to present the information. **I wonder** how Mercator chose to present the world for the sailors?

Okay, so Mercator changed the size of the continents and the Gall-Peters map distorts their shape! These distortions can really make you see the world differently! **I wonder** if there is any map that shows a more accurate picture?



Text: Read	First Read: Think Aloud
'It distorts the shapes of the land masses. This was not good for practical purposes, like navigation. That was over a hundred years ago and since then cartographers are still trying to create a perfect map,' explained Thebe.	
'I can't believe we still haven't solved this problem!' exclaimed Neo looking at his orange peels on the floor. Thebe typed on the computer and showed Neo the screen. 'Look at this – the Authagraph Map. It was made by a Japanese architect called Hajime Narukawa in 1999. Most experts agree that this is pretty accurate.' 'But this doesn't look right!' Thebe laughed. 'Look carefully, everything is there – it is just laid out in a very different way! What do you think?'	I am so used to seeing the Mercator map. I always thought that is the way the world looks. From Neo's response, I can infer he also thought the Mercator map was the 'right' map!
'It takes some getting used to,' said Neo, frowning and turning his head to the side. 'But if it's a better version, why are most people still using that one from 1569?' 'Why do you think? What reasons would there be for using the 1569 map? Think about who created that map and for what purpose.'	Wow, we really need to question maps more! Mercator's map is in so many books and on the walls in so many classrooms. I wonder why we still use Mercator's map after all these centuries?
'Hmm,' Neo pondered. 'Well, Mercator made a map that would help sailors to navigate, not one that was accurate. And maybe, because he was from Europe, he wanted his continent to appear bigger so that it would seem more important and powerful.' 'That sounds like a pretty good inference. Which other countries and continents appear bigger?' Thebe asked.	I think there are lots of things we need to question and think about. Maps are not simple pictures. I understand that someone has chosen how to show the world and therefore we are looking at someone's perspective.

**Text: Read**

‘North America, Canada, the United Kingdom and Asia...’ said Neo.

‘So, think about the power that these countries still hold in the world today. Can you see why this map from 1569 is still in use?’ Thebe asked his brother. ‘Luckily, more and more people are using apps, which show the land and oceans accurately.’

‘Wow!’ said Neo. ‘This is so interesting. I’m glad we’re studying mapwork in Social Sciences this year. There’s really lots to think about. I’ll have plenty to say in class tomorrow!’

First Read: Think Aloud**Recall questions**

What was Neo trying to do?

Responses

Neo was trying to make the orange peels flat to see how people make flat maps from a sphere.

Where was Mercator, the cartographer from?

He was from Belgium, in Europe.

Critical thinking

What can you infer was important to Mercator from the map he created?

Possible responses

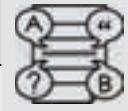
I infer that Mercator was concerned with making his map easy for sailors to use.

Why is a cartographer someone who can change the way we think about our world?

A cartographer can change and distort the facts, making us see the countries and continents differently from how they actually are.



INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **simple sentences** and **simple past tense**.
2. Explain this as follows:
 - **Simple sentence** and **simple past tense**
 - Simple sentences are sentences with only **one finite verb**.
 - Simple past tense is used when an action happened in the past and is finished.
3. Point out the following examples of this in the text, making sure that learners can see that there is only one verb, and that the action has already happened:
 - a. **Thebe, Neo's older brother walked in.**
 - b. **He lived in Belgium about 500 years ago.**
 - c. **Thebe clicked on the mouse.**

TERM 1

WEEK 1

WEDNESDAY



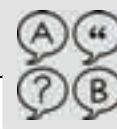
WEEK 1: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their K-W-L charts.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **simple sentences** and **simple past tense**.
2. Show the learners the LSC again. Here are some more examples:
 - a. A Greek cartographer **made** the first map centuries ago.
 - b. Neo **listened** to Thebe's explanations.
 - c. Thebe **knew** a lot about the making of maps.
3. Tell learners to copy the following **LSC note** in their books:

Simple sentence and simple past tense

- Simple sentences are sentences with only one finite verb.
- Simple past tense is used when an action happened in the past and is finished.

4. Next, tell learners to copy down these sentences into their exercise books, then to underline the verb and change it to the past tense.
 - a. The sailors use maps on their sea journeys. (*used*)
 - b. She travels with her friend to another country. (*travelled*)
 - c. They go to new and exciting places. (*went*)
 - d. They think sea travel is the best. (*thought*)
 - e. I am scared of getting lost. (*was*)
 - f. He talks a lot about navigation. (*talked*)
 - g. She gives wise advice. (*gave*)
 - h. He puts the map on the table. (*put*)
 - i. I remember using my atlas before Google Maps. (*remembered*)
 - j. My family visits many new places. (*visited*)
5. Tell learners who finish quickly to write 2 more simple sentences in the simple past tense.
6. Correct this activity together with learners.

HOMEWORK



Find a suitable consolidation activity from the textbook in the Management Document.

Tell learners to complete this for homework.



WEEK 1: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	The making of maps
LEARNER BOOK	Page 2
ACTIVITY	Second Read
COMPREHENSION STRATEGY	I wonder Making inferences

SECOND READ



- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - Why was Neo frustrated?
 - What were Neo and Thebe discussing?
 - What were some of the different maps they looked at? How were they different?
 - When reading a map, why is it important to know who created the map?
 - In your opinion, what is the most important thing that a cartographer should consider when making a map? Why?

Text: Read	Second Read: Think Aloud
The making of maps Neo, in Grade 7 this year, was kneeling on the floor with orange peels spread out around him. He was trying to make the peels lie flat, so he had cut and bent the peels into different shapes. Thebe, Neo's older brother walked in. 'What are you doing, Neo?' Thebe asked.	I can infer that Neo is trying to see how cartographers work with the round sphere that is the world. I think he is seeing how they have to distort it when they change it into a flat map.
'We're doing mapwork, and I'm trying to work out how people make maps because it's so hard to make a round thing flat,' Neo sighed.	I infer that Neo feels this problem should have been solved a long time ago! I also think that with all our technology, this should be something cartographers have worked out!

**Text: Read**

Thebe explained, 'Mapmakers are called cartographers. They have been drawing maps for centuries. What you're trying to do is what cartographers have struggled with for thousands of years: how to flatten a sphere.'

'But if people have been working on this for centuries, why is it still such a problem?' Neo asked.

'Well, it's exactly what you're realising with your orange peels. To make a sphere lie flat, you have to distort the shapes of the land and oceans. So, maps have been disputed for the longest time. Every cartographer has had to make choices about what to distort,' Thebe said.

'How did the cartographers decide?' Neo wondered.

'Well, I guess they decided based on their perspective and needs. The map you are looking at was made by a cartographer called Mercator. He lived in Belgium about 500 years ago. When he made his map in 1569, many Europeans were sailing around the world, exploring places they'd never been to before. So, Mercator created a map to help these sailors to navigate safely,' Thebe explained.

'Okay, if it was for safe navigation, what's wrong with that?' Neo asked.

'Well, remember that Mercator's map was made to help sailors. Because of this, the size of the land masses and the oceans had to be distorted,' replied Thebe.

'But surely we can use our 21st century technology to fix that?' asked Neo.

Second Read: Think Aloud

I wonder how Mercator made his map easy for sailors to use? **I infer** that he had a good understanding of sea travel. I can also **infer** that he created his map for European sailors, so his map would be shown from the European perspective.

It's amazing how big Africa is when you see the real sizes of the other continents. It makes me think that Africa is a really powerful continent. **I wonder** if cartographers distorted the size of the continents on purpose to make their continents appear bigger and more powerful?



Text: Read	Second Read: Think Aloud
‘Many cartographers have tried. The Gall-Peters map from 1885 made maps with the correct sizes of the continents. Let me show you,’ Thebe clicked on the mouse. ‘Look how many countries actually fit into the continent of Africa!’ ‘Wow!’ exclaimed Neo. ‘So if the countries and continents are the correct size, what’s wrong with the Gall-Peters map?’ ‘It distorts the shapes of the land masses. This was not good for practical purposes, like navigation. That was over a hundred years ago and since then cartographers are still trying to create a perfect map,’ explained Thebe.	
‘I can’t believe we still haven’t solved this problem!’ exclaimed Neo looking at his orange peels on the floor. Thebe typed on the computer and showed Neo the screen. ‘Look at this – the Authagraph Map. It was made by a Japanese architect called Hajime Narukawa in 1999. Most experts agree that this is pretty accurate.’ ‘But this doesn’t look right!’ Thebe laughed. ‘Look carefully, everything is there – it is just laid out in a very different way! What do you think?’	This map is a much more recent map. I can infer it was influenced by three things: by modern technology; by things happening in the world in 1999; and by the Japanese cartographer’s perspective.
‘It takes some getting used to,’ said Neo, frowning and turning his head to the side. ‘But if it’s a better version, why are most people still using that one from 1569?’ ‘Why do you think? What reasons would there be for using the 1569 map? Think about who created that map and for what purpose.’	I infer that Mercator had a big influence if we are still using his map so many centuries later. I wonder if it is because Mercator was European? I can infer that some of these old powerful countries are still powerful today.

**Text: Read**

‘Hmm,’ Neo pondered, ‘Well, Mercator made a map that would help sailors to navigate, not one that was accurate. And maybe, because he was from Europe, he wanted his continent to appear bigger so that it would seem more important and powerful?’

‘That sounds like a pretty good inference. Which other countries and continents appear bigger?’

Thebe asked.

‘North America, Canada, the United Kingdom and Asia...’ said Neo.

‘So, think about the power that these countries still hold in the world today. Can you see why this map from 1569 is still in use?’ Thebe asked his brother. ‘Luckily, more and more people are using apps, which show the land and oceans accurately.’

‘Wow!’ said Neo. ‘This is so interesting. I’m glad we’re studying mapwork in Social Sciences this year. There’s really lots to think about. I’ll have plenty to say in class tomorrow!’

Second Read: Think Aloud

Wow, so the map maker really has power over the way people see the world! Maps are created by people with their own perspectives. We need to remember this when we are studying maps.

I can connect this to when we are reading other texts that give personal opinions and perspectives. We should never just read; we should always be aware that someone is presenting the information from their view.

Recall questions

Why was Neo frustrated?

Responses

He was frustrated because he couldn’t work out how to make a flat shape from a round shape. / He was trying to make the orange peels lie flat, but he had to cut and bend them.

What were Neo and Thebe discussing?

Neo and Thebe were discussing how people make maps, the difficulties they have and the choices they make.



What were some of the different maps they looked at? How were they different?	They looked at Mercator, Gall-Peters and the Authagraph maps. Mercator distorts the size of the continents; Gall-Peters distorts their shape; and Authagraph is laid out very differently.
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Critical thinking	Possible responses
When reading a map, why is it important to know who created the map?	The person who creates the map will do it from their perspective and with their needs in mind.
In your opinion, what is the most important thing that a cartographer should consider when making a map? Why?	I think the most important thing that the cartographer should consider is....because....

LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 1: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners not to write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.



WEEK 2: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING:
(I do...)

1. Explain that this week, we have been working on **making inferences**.
 - Explain that when we make an inference:
 - we take what is written in the text
 - and we think about what we already know
 - and we make a good guess and work out what isn't said in the text.
 - Making inferences is a key thinking and comprehension skill.
2. Model making an inference. Tell learners to open their Learner Books to page 3.
 - a. *'We're doing mapwork, and I'm trying to work out how people make maps because it's so hard to make a round thing flat,' Neo sighed.*
 - Explain that from this sentence, **I can infer** that Neo has been doing this for a while as he is irritated and upset that he can't get it right.
 - We can make these inferences because:
 - He says he is 'trying'. This shows us that he has not got it right yet.
 - He sighs, showing his frustration.

WORK WITH
LEARNERS:
(We do...)

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

'When he made his map in 1569, many Europeans were sailing around the world, exploring places they'd never been to before. So, Mercator created a map to help these sailors to navigate safely,' Thebe explained.
3. Ask learners: What inferences can you make after you read these sentences?

You can prompt learners by asking:

 - a. What can you infer about most Europeans at that time?
 - b. What inference can you make about why Mercator might want to help the sailors?



	4. Listen to learners' ideas, like: a. <i>I can infer that most Europeans had never left their country or continent before then. / I can infer that Europeans were interested in exploring new places.</i> b. <i>I can infer that Mercator might be paid by sailors to design a map with that purpose. / I can infer that Mercator could be fascinated by sea travel. / I can infer that maybe Mercator knew someone who died at sea, and so he wanted his map to make these journeys safer and quicker.</i>
PAIR WORK: (You do...)	1. Explain that now, learners will make their own inference about the text. 2. At the end, Neo says: <i>'Wow!' said Neo. 'This is so interesting. I'm glad we're studying mapwork in Social Sciences this year. There's really lots to think about. I'll have plenty to say in class tomorrow!'</i> 3. Ask learners: <i>Make an inference about how Neo feels about his discussion with Thebe? Make an inference about how Neo feels about going to school?</i> 4. Explain that learners can use this frame to help them: <i>I can infer that...because...</i> 5. Instruct learners to turn and talk and discuss this with their partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their inferences, like: a. <i>I can infer that Neo feels stimulated/inspired/motivated about his discussion with Thebe because he feels there's more to learn and think about.</i> b. <i>I can infer that Neo is excited/eager about going to school the next day because he wants to show his teacher and his classmates what he's learnt.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: <i>Making inferences is working out what isn't said in the text.</i> <u>To make an inference I must:</u> • Read what is written in the text • Add that to knowledge I already have • Make a good guess and work out what isn't said in 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 2: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	The making of maps
LEARNER BOOK	Page 2
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	I wonder Making inferences

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their K-W-L charts.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:

The Making of Maps

Remind learners that when we make inferences, we take what we read in the text together with what we know to make a good guess to work out what is not said in the text.

2. Use the following summary frame:

This text is about...

The characters in this text are...

They are discussing...

In their discussion I learnt...

Overall, I think the story is...

From this text, I can infer that when reading a map I must...because...

3. Once you have completed the activity, come up with a class summary, for example:

The making of maps

This text is about how maps are made. ***The characters in this text are*** Neo and Thebe.

They are discussing how map makers find it hard to create a flat map from a sphere and different maps that we use. ***In their discussion, I learnt*** how cartographers distort the size and shape of the continents on a map to fit their own perspectives and needs. ***Overall, I think this***

story is interesting as I've never thought about this before. ***From this text, I can infer that when reading a map, I must*** always think carefully and remember that the map is someone's perspective, because 'flat' maps cannot represent the world perfectly, and because there are always land disputes.



WEEK 2: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Descriptive Essay	Description is used more often to create atmosphere and mood: films do this visually, writers do this with words, where the choice of words is more determined by their connotations than by the accuracy of their denotative use.	Write different parts of a paragraph: topic sentence, supporting and main ideas, an effective introduction, body and conclusion or concluding sentence • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures	• Describe someone/ something to allow the reader to experience the topic vividly • Create a picture in words • Choose words and expressions carefully to achieve the desired effect • Use images of sight, sound, hearing, taste and touch • Use figures of speech
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: - Create a picture using words. - Use words that tell us about what something looks, sounds, smells, tastes and feels like. (You won't always have all of these, but try use as many as you can.) - Use interesting adjectives. - Try to use figures of speech (like similes, metaphors, alliteration and so on).
READ THE SAMPLE TEXT	Walking home <i>I love walking home from school. My bag feels like a load of bricks on my tired back, but I don't care. I leave the dusty school yard and turn right onto the busy road. I walk past the taxis blaring their booming bass music. I smell the exhaust fumes and the delicious meat cooking on the side of the road. The pavement is full of people and my bag bumps into them as I pass by.</i> <i>After about ten minutes, I turn at the police station into my street. It's quieter and my ears enjoy the change. There are some energetic children playing soccer in the road and some dogs are playing too. They all cheer and someone blows a vuvuzela when a goal is scored!</i> <i>Finally I get to my house. The white walls and bright colourful curtains dancing in the breeze welcome me home. I can hear my mother's church radio station and her strong voice singing along. I open the door and smell the familiar, comforting smells. Ah, it's good to be home.</i>
DISCUSS	- What is being described? - What are some words that tell us about how something looks, sounds, smells, tastes or feels? - Can you find an example of alliteration, personification and a simile? - Who is telling this story? (Is the person talking about herself or someone else?) - How do we know this is descriptive writing?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: Descriptive writing <i>Tells us in detail about a person, place or thing.</i> <i>I use interesting adjectives and figures of speech.</i> <i>I write about how something looks, sounds, smells, tastes and feels.</i> <i>I write in the past or present tense.</i>

**WEEK 2: TUESDAY / DAY 1: PLANNING (30 minutes)**

TOPIC	A journey	
GENRE	Descriptive essay (based on personal experience)	
PLANNING STRATEGY	Fill in a table	
MODELLING: 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>Hmm, I think I will describe the journey when I went to visit my grandparents by bus. There were so many new things I saw and experienced on that long trip.</i> 4. Have the planning table written on one side of the chalkboard. 5. Explain that we will describe this journey thinking about our senses: what we saw, heard, smelled, felt and maybe tasted. 6. Show learners how you make a list by answering the questions. 7. Do this on the other side of the chalkboard.	
	Sight The busy bus depot People rushing around with lots of bags. Changing scenery – from the city to the beautiful green rural lands.	Sound The roar of the engine Listening to my music with headphones The conversations all around me
	Smell Fumes from the busses. People's food and coffee.	Touch It's cool in the morning, but heats up as the day goes on. The plastic covered seat that gets very hot
LEARNERS PLAN: YOU DO	1. Tell learners to close their eyes and think of a journey they have been on. If they haven't been on a journey, they can imagine going somewhere. 2. Next, tell learners to turn and talk with a partner, to share their ideas. 3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their descriptive paragraph, just like you did. 4. Hand out exercise books. 5. Tell learners they must write their own ideas – they must not copy your plan. 6. As learners work, walk around the room and hold mini-conferences.	



Hand written plan

A journey

<u>Sight</u> The busy bus depot People rushing around with lots of bags. Changing scenery - from the city to the beautiful green rural lands.	<u>Sound</u> The roar of the engine Listening to my music with headphones The conversations all around me
<u>Smell</u> Fumes from the busses. People's food and coffee.	<u>Touch</u> It's cool in the morning but heats up as the day goes on. The plastic covered seat that gets very hot

**WEEK 2: WEDNESDAY / DAY 3: DRAFTING (30 minutes)**

TOPIC	A journey	
PLAN	Before class begins, rewrite the planning frames on the board:	
	Sight The busy bus depot People rushing around with lots of bags. Changing scenery – from the city to the beautiful green rural lands.	Sound The roar of the engine Listening to my music with headphones The conversations all around me
	Smell Fumes from the busses. People's food and coffee.	Touch It's cool in the morning, but heats up as the day goes on. The plastic covered seat that gets very hot.
WRITING FRAME	- Next, tell learners that they must turn each point in their plan into a good sentence. - They must try to use lots of interesting and descriptive adjectives in their sentences, because this is descriptive writing! - Remind learners that they must try to use simple past tense correctly in their sentences. - They must also arrange the sentences into paragraphs. - Write the following frame on the chalkboard, and explain it to learners: <u>Paragraph 1: the start of your journey</u> What you could see, smell, hear, feel...? <u>Paragraph 2: Describe your journey</u> I saw... I heard... I smelt... I felt... I tasted... <u>Paragraph 3: reaching your destination</u> Describe the ending of your journey	

**DRAFTING**

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - Essay length: 130 - 180 words
 - Write in the past tense
 - Use good adjectives and alliteration, personification and a simile.
3. As learners write, walk around the classroom and hold mini conferences as per the core methodology

HOMEWORK

If learners have not fully completed their draft, they must do so for homework.

Sample Draft

A journey

My sister, Liya and I were very excited! We were going on a bus trip to visit Gogo and Mkhulu in Manguzi. We had to be at the bus station very early in the morning. The sun was just starting to say hello. All around us there were lots of people with bags, some yawning, still looking half asleep, some saying good bye and some buying coffee and snacks. I wanted the window seat. Liya put her head on my shoulder and dozed.

As the bus drove out Pretoria, I saw the tall buildings and busy streets with people going to work. The roar of the engine was loud, so I put on my headphones and listened to music. I could smell people's coffee and food and I started to get hungry. After a while, Liya and I ate our sandwiches and fruit. The plastic covered seats got hotter and hotter through the day. The colours outside turned to greens and browns as we drove on.

Finally, after many hours, we arrived. There were Gogo and Mkhulu waving with huge smiles! The air felt fresh and smelled like rain. My body was stiff, but happy we'd arrived!



WEEK 2: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



(Write this on the board **before** class begins)

1. Does my essay have 3 paragraphs?
2. Does my essay describe a journey?
3. Do I describe how things look, sound, smell, taste and / or feel?
4. Have I used figures of speech like alliteration, personification and simile?
5. Are my sentences all written in the past tense?
6. Did I spell all words correctly?
7. Does every sentence start with a capital letter?
8. Does every sentence end with a full stop or exclamation mark?

HOMEWORK

If learners have not fully completed their final draft, they must do so for homework.



Edited Draft

A journey

My sister, Liya and I ^{were} ~~was~~ very excited! We ^{were} ~~was~~ going on a bus trip to visit Gogo and Mkhulu in Manguzi. ^{early} We had to be at the bus station very ~~early~~ in the morning. The sun was just starting to say hello. All around us there were lots of ^{people} ~~people~~ with bags, some yawning, still looking half asleep, some saying good bye and some ^{buying} ~~buying~~ coffee and snacks. I wanted the window seat. Liya put her head on my shoulder and dozed.

As the bus drove out ^P Pretoria, I saw the tall buildings and ^z ~~busy~~ streets with ^{people} ~~people~~ going to work. The roar of the engine was ^{loud} ~~loud~~, so I put on my headphones and listened to music. I could smell ^{peoples} ~~peoples~~ coffee and food and I started to get hungry. After a while, Liya and I ate our sandwiches and fruit. The plastic covered seats got ^{hotter} ~~hotter~~ and ^{hotter} ~~hotter~~ ^{ough} ~~ough~~ the day. The colours outside turned to greens and browns as we drove on.

^F Finally, after many hours, we arrived. There were ^G ~~G~~ Gogo and ^M ~~M~~ Mkhulu waving with huge smiles! The air felt fresh and smelled like rain. My body was ^{stiff} ~~stiff~~ but happy we'd arrived!

WEEK 2: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING

Follow the core methodology to help learners publish their writing.

Learners must remember to:

1. Give their writing a title of their own
2. Rewrite their story, correcting any mistakes
3. If they have time – illustrate their story by drawing a picture with a caption



PRESENTING

1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try to do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.
4. You may want to select a few learners to rewrite their pieces on blank paper, and display this writing in the classroom.
5. Alternately, try to arrange for a few learners to read their writing aloud at assembly.

A journey

My sister, Liya and I were very excited! We were going on a bus trip to visit Gogo and Mkhulu in Manguzi. We had to be at the bus station very early in the morning. The sun was just starting to say hello. All around us there were lots of people with bags, some yawning, still looking half asleep, some saying goodbye and some buying coffee and snacks. I wanted the window seat. Liya put her head on my shoulder and dozed.

As the bus drove out of Pretoria, I saw the tall buildings and busy streets with people going to work. The roar of the engine was loud, so I put on my headphones and listened to music. I could smell people's coffee and food and I started to get hungry. After a while, Liya and I ate our sandwiches and fruit. The plastic covered seats got hotter and hotter through the day. The colours outside turned to greens and browns as we drove on.

Finally, after many hours, we arrived. There were Gogo and Mkhulu waving with huge smiles! The air felt fresh and smelled like rain. My body was stiff, but happy we'd arrived!



WEEK 2: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

PANEL DISCUSSION



Follow the core methodology to implement a panel discussion with the learners

BRAINSTORM AND WRITE (15 minutes)

1. Explain that today, we will hold a panel discussion to discuss our opinions on the politics of maps.
2. Explain that first, we will need to form our own ideas and opinions about the politics of maps.
3. Give learners 10 minutes to brainstorm and write their own opinions on these questions:
 - a. **Do you think that maps are political? Why or why not?**
 - b. **What are some of the different ways that cartographers can change information on maps?**
 - c. **Do you think cartographers change the way that they show information for political reasons? Why or why not?**
 - d. **Can you think of some examples of when this has been done?**
 - e. **Nowadays we use digital mapping systems like Google Maps. Do you think the companies who run these maps can influence politics? If so, how?**

PREPARE FOR PANEL DISCUSSION (5 minutes)

1. Call the class back together.
2. Appoint 5 teams of 2 learners to the panel.
3. Allocate one of the 5 questions to each team to answer.
4. Explain that today, we will focus on making **logical links**.
5. Write the following sentence starters on the board:
 - **I feel the same as... because...**
 - **I feel differently from... because...**
 - **... and I agree on...**
 - **... and I disagree on...**
6. Explain that today, learners must try to use the sentence starters as much as possible to make logical links.
7. Remind learners that you are the chairperson for the panel discussion, and they may only talk if you call on them.

DISCUSSION (25 minutes)

1. Call on the first team to answer their question.
2. Give this team 2–3 minutes to answer, then stop them.
3. Allow other class members to raise their hands and comment on the answer using a logical link. Allocate 2–3 minutes for this.
4. Repeat this process for all 5 questions.



VOTE
(15 minutes)

1. Explain that at the end of a panel discussion, we often take a vote on one important aspect of the discussion.
2. Today, we will vote on the question:
 - **Do you think maps are political or not?**
3. Call on one learner who was not on the panel to tell us why **they think maps are political** (i.e.: That maps do change the way information is shown for political reasons.)
4. Call on one learner who was not on the panel tell us why **they think maps are not political** (i.e.: That maps do not change the way information is shown for political reasons.)
5. Explain that learners must vote on whether they agree with learner a or learner b.
6. **Ask learners to raise their hands if they believe maps are political.**
7. Count the votes.
8. **Ask learners to raise their hands if they believe maps are not political.**
9. Count the votes.
10. Finally, announce how the class feels about the politics of maps: **The majority of learners thinks...**

CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE

- Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task.) For example:
This cycle we:
 - Learnt new vocabulary words about maps
 - Listened to an information text about the app Google Maps
 - Learnt about simple sentences and simple past tense
 - Read different texts about maps
 - Spoke about the texts
 - Answered questions about the texts
 - Learnt how to write a descriptive essay
 - Wrote our own descriptive essays
 - Had a panel discussion to decide if we think maps are political or not



REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible. 6. Ask learners to think about the connections between this theme and what they have been learning about in Social Sciences. Ask learners to share any connections that they can think of. <i>(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</i>
ACKNOWLEDGE AND CELEBRATE	1. Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. 2. Celebrate the achievements of those learners, and also of the whole class!

THEME

Poetic Personalities

Term 1

Weeks 3 & 4 | Cycle 2



TERM 1: WEEK 3

OVERVIEW



THEME	Poetic Personalities
PHONIC DECODING	r, a rap, rat, rip, bad, sad, mad
SIGHT WORDS	identity, truth, voice, express, poetry, words, want, our, through, choose
THEME VOCABULARY	express, emotion, arrange, personification, deal with, art forms, performer, sensitive, poetry workshop, identity, curiosity, heal, take a risk, creativity
LSC	Personification
COMPREHENSION STRATEGY	Visualise
WRITING GENRE	Poem
WRITING TOPIC	Who I am
GRAPHIC ORGANISER	K-W-L Chart
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: poetry books, books about South African poets, etc. 3. Try to find some pictures, for example: South African poets and slam poets, slam poetry events, South African landscapes, and different South African people, people performing, dancing on stage, etc. 4. Look at the additional textbook activities listed in Management Document. Decide which activities are suitable for your learners.



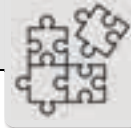
WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 2: **Poetic Personalities**
2. Introduce the theme as follows:
 - Explain to learners that this theme is all about poetry. We are going to write our own poems as the writing task for this cycle.
 - We will also read about a South African poet and think about why poetry is important and what it can be used for.
 - Explain that this theme will also equip learners with more vocabulary and background knowledge on the reasons why people write poetry and the process of writing poetry.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a K-W-L chart.
2. Ask prompting questions to activate background knowledge:
 - a. **What is poetry?**
 - b. **Do we need poetry?**
 - c. **What do you think about poetry?**
 - d. **Have you ever written a poem? What was that experience like for you?**
 - e. **How do you choose to express yourself?**
3. Follow the core methodologies to:
 - Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



express	Tell learners that express means to make your thoughts, feelings and ideas known to others.
	Say: I express my happiness in my big smile!
emotions	Act out showing different emotions in your facial expressions – cry like you are sad, laugh and smile like you are happy, pull a cross face like you are angry, and so on.
	Tell learners that an emotion is a feeling, like happiness, anger, sadness and fear.



arrange	Act out arranging the items on your teacher's desk – intentionally putting each item in a special place.
	Tell learners that arranged means putting or organising things in a carefully chosen order or pattern.
personification	Tell learners that personification means to write or speak about an object that is not human like it is a human, by describing the object like you would describe a human.
	Say: My alarm clock screams at me at 06h00 every morning.
deal with	Tell learners that to 'deal with' something means to work through or think through something.
	Say: When I read a book and the character in the book is facing similar problems to me, the book helps me deal with these problems in my life.
art forms	Act out different art forms – pretend to sing, draw, take a bow on stage, dance and play an instrument.
	Tell learners that art forms are the different ways art can be expressed, like through music, drama, painting, drawing, playing a musical instrument or poetry and writing.

QUESTION OF THE DAY

QUESTION	What is the purpose of poetry?
GRAPH	4 COLUMN GRAPH
OPTIONS	I think the purpose of poetry is ____. <i>to express emotions / to tell about an experience / to rhyme / to make us stop for a moment</i>

FOLLOW UP AND EXTENSION QUESTIONS

FOLLOW UP QUESTIONS	1. What do most learners think the purpose of poetry is? Most learners think the purpose of poetry is _____.
	2. What do you think the purpose of poetry is? I think the purpose of poetry is _____.

EXTENSION
QUESTIONS

3. **Would you rather read a poem or a story? Why?**
I would rather read a _____ because _____.
4. **How can writing a poem help a person deal with her/his emotions?**
Writing a poem could help a person deal with her/his emotions by _____.

HOMEWORK



- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

WEEK 3: MONDAY / DAY 1:
LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using a reflective text:

What is poetry?

Read 1: <i>Read and explain</i>	Read 2: <i>Read and think aloud</i>	Read 3: <i>Read and ask questions</i>
What is poetry? What is poetry? Do we need it?	Yes, what is the point of poetry? I'm not sure I've ever understood why we need it.	
Poetry is a form of writing that expresses experiences or emotions. It can describe a moment in time, or it can tell a story. Poetry is older than history.	Oh, so poetry is about giving us a way to say how we feel and to express ourselves. I think that is maybe important.	What can poetry be about? (describe a moment, or an emotion, or tell a story)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Poetic language is very carefully chosen and arranged. It does not always follow the rules of grammar. Poets use the sounds of words to create pictures and feelings. The way words are arranged on the page create rhymes and rhythms that also help to create meaning. For many, writing poetry is a way of dealing with hard experiences or powerful challenging emotions, like love, rage, disappointment, joy, rejection.	I have read poems that rhyme, but I see that there are lots of different ways poets can use language to say how they feel.	Do poets always use correct grammar? (<i>no</i>) What are some things poets do with language? (<i>they can use rhythm and rhyme, they can arrange words very carefully on the page</i>)
A South African poet, Toni Stuart, wrote a poem called, 'Ma, I'm coming home' when she was living and studying in London. She missed her home in Cape Town. Let's look at how she uses language to show her love for her home.	I think London is very different from Cape Town. I wonder if she missed the sun and the sea? Or maybe she missed the people?	The poet, Toni Stuart lives in Cape Town, but where was she studying? (<i>in London</i>)
<i>Ma, I'm coming home that mountain towering over our city like a blue hue, beckons in the molasses folds of midnight his voice softens the folds of my ears and the south-easter sings in b-flat as it winds through my empty heart</i>	Wow, I don't understand every word, but I understand that her heart is empty. I think she's lonely and sad and missing her mother and her home.	Who does she talk to in this poem? (<i>her mother</i>)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The poet uses personification when she talks about Table Mountain and the south-easter wind. She writes about the mountain and the wind as if they are people.	I wonder why she writes about a mountain and the wind as though they are people?	What is personification? (when you talk about a thing as though it is a person)
<i>'that mountain towering over our city like a blue hue, beckons in the molasses folds of midnight his voice softens the folds of my ears'</i> The mountain beckons, calls her home, his voice softens the folds of her ears. This description allows us to feel her love for the mountain, and for her home – it seems like she cannot resist his call.	Oh, I can see why she's personified the mountain. It's like a person calling her with a soft voice.	Who or what is calling the poet? (the mountain)
<i>and the south-easter sings in b-flat as it winds through my empty heart'</i> The wind sings to her in a very particular way, and moves through her empty heart. These lines show her longing and emptiness.	I can visualise how the wind is a person singing to her in a special way.	How does the wind sing to her? (it sings in b-flat)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Do we need poetry? Probably not. Poetry doesn't cure illness or buy us food. But just like other great art forms, music, dance or paintings, it shows us beauty and wonder, and expresses what we're feeling. Poetry gives us glimpses of magic and makes us stop for a moment in our busy lives.	I think poetry might not be necessary for us to live, but it can be beautiful and that is important too. I think it's good to stop and be aware of our feelings and to appreciate things around us.	What are other art forms? <i>(music, dance, paintings)</i> What can poetry give us? <i>(beautiful language, a chance to stop and appreciate and feel our emotions)</i>

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 3: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

What is poetry?

2. Use the following discussion frame:

What is poetry?

- a. **In this text...**
- b. **I learnt that...**
- c. **I found this text...because...**
- d. **I think this text was written to help me think about ...**

WEEK 3: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	Interview with a poet
LEARNER BOOK	Page 20
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Visualise

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Interview with a poet 2. This text is an interview with a poet. I wonder who the poet is? I wonder how and why this person became a poet? I wonder what she or he writes about? I wonder why they write poetry? 3. Follow the core methodology to instruct learners to scan the text. 4. Suggestions of important words and how they connect to this text: • extensively – is a lot, a great deal, so this poet has written and performed many poems. • observant – someone who is quick to notice and perceive things around them. This person notices what's going on around her and probably writes about it in her poetry.



	5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example: <i>'They need to decide for themselves, who am I actually? Writing poetry helps us heal and figure out who we are. When we write, we realise what we think and feel. We learn who we are.'</i> So, to figure out, means to work out, to understand. Poetry can help people work out who they are.
ASK PREDICTIVE QUESTIONS	1. Ask learners predictive questions: • What do you think this text will be a about? • Why do you think that? • What does the picture on the page help you understand? • What else gives you some ideas and clues about what the text is about?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



WEEK 3: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their K-W-L charts
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



performer	Tell learners that a performer is someone who sings, acts, dances or entertains a group of people.
	Say: Karabo loved being a performer – she loved dancing in her special costume on stage and having everyone who was watching clap for her when she took a bow.
sensitive	Tell learners that sensitive means to feel things strongly.
	Say: I am a sensitive person and so when someone near me is sad, I start feeling sad too.
poetry workshop	Tell learners that a poetry workshop is when a group of people come together to learn how to write poetry.
	Say: I am so excited to learn all about writing poetry at the poetry workshop this afternoon. I heard a real poet is going to be teaching us!
identity	Point to yourself.
	Tell learners that your identity means all of the things about you that make you who you are; like the language you speak, what you like or dislike, what you are good at, what religion you belong to, your race, and so on.
curiosity	Act out being curious – look at something, have a smile on your face, scratch your head and say ‘I wonder how this works?’
	Tell learners that curiosity is being interested about how things work, what things mean, and generally just wanting to learn and know.



heal	Tell learners that heal means to become whole or healthy again after you have been unwell.
	Say: When I broke my arm, it was in a cast for so long and I thought it would never heal. But at last it got better and I could use my arm again!
take a risk	Tell learners that to 'take a risk' means to do something anyway, even though there is a chance of getting hurt, losing something, or something going wrong.
	Say: I take a risk whenever I share a personal feeling with another person, because I know there is a chance that they might tease me.
creativity	Act out being creative – scratch your head, have an idea and then pretend to paint, dance, or invent a machine.
	Tell learners that creativity is the ability to make or invent something that has never been thought of before, where you get the idea out of your own mind or your own imagination.

QUESTION OF THE DAY

QUESTION	If I wrote a poem it would be about _____
GRAPH	4 COLUMN GRAPH
OPTIONS	If I wrote a poem, it would be about _____ <i>my ancestors / my identity / my emotions / the person I love</i>

FOLLOW UP AND EXTENSION QUESTIONS

FOLLOW UP QUESTIONS	1. What would most learners write a poem about? Most learners would write a poem about _____ .
	2. What would you write a poem about? I would write a poem about _____ .
EXTENSION QUESTIONS	1. Do you think writing poetry can help us learn more about ourselves? Why or why not? I think writing poetry can/cannot help us learn more about ourselves because _____.



HOMEWORK

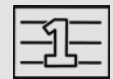


Learners must add any new words and explanations to their personal dictionaries.

WEEK 3: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Interview with a poet
LEARNER BOOK	Page 20
ACTIVITY	First Read
COMPREHENSION STRATEGY	Visualise

FIRST READ



1. Follow the core methodology to complete the first read of the text.

Text: Read	First Read: Think Aloud
Shared Reading: Interview with a poet (in <i>Write Stuff</i> magazine) Toni Stuart is a South African poet, performer and educator. She has written and performed extensively in South Africa and internationally. In 2013, she was named in the <i>Mail and Guardian's</i> list of 200 inspiring Young South Africans for her work in co-founding <i>I Am Somebody!</i> This is an NGO that uses storytelling to build communities. Toni is busy writing a book at the moment but she was generous enough to give up some time to chat with me at a coffee shop, near her home in Cape Town. With her wild curly hair, observant eyes, and colourful clothes she looks like a poet.	Toni Stuart sounds like a very interesting person. I can visualise her colourful clothes and her eyes watching the world. I wonder if she's inspired by the world around her? I think she must be very creative to be a poet.



Text: Read	First Read: Think Aloud
Interviewer: Toni, thank you for sharing some of your ideas on poetry with me. Toni: A pleasure!	
Interviewer: Let's start at the beginning. When did you start writing poetry and why did you start? Toni: I remember growing up feeling like I didn't know how to say the things that I really wanted to say. This wasn't because someone told me I couldn't, it was just how I felt. I was a child who felt a lot and who felt things deeply. We live in a world that tells people they're weak and sensitive simply because they feel things. I always loved books and I loved writing. When I was about 15, lines of poetry came to me out of nowhere. From that day, that notebook was my best friend and I was always writing. Boys would ask me to write poetry for their mothers!	Wow, she's been writing since she was a teenager! I can see poetry writing became part of her daily life. I wonder what she used to write to those boys' mothers? I can visualise the mothers being so impressed by the beautiful poetry that they thought their sons had written!
Interviewer: What did you write about? What were your early poems about? Toni: Mostly teenage stuff about love and how no one understands me, and nobody sees me! You know! Poetry was a safe space when I needed it.	I can connect to that! I remember feeling alone and confused when I was a teenager. It seems lots of young people all feel that way.
Interviewer: In 2014, you started running poetry workshops with high school learners. Why do you think it's important for young people to read and write poetry?	Wow! Toni does not think poetry is just about rhyming words! She sees poetry as having a real purpose to help people work through their problems! I never thought about writing like that.



Text: Read	First Read: Think Aloud
Toni: I believe it's crucial for every young person to be curious and to ask questions. Young people need to become interested in their identities and their histories. They need to develop a curiosity about why they think the way they do. They need to decide for themselves, who am I actually? Writing poetry helps us heal and figure out who we are. When we write, we realise what we think and feel. We learn who we are. The earlier we can do that the better.	
Interviewer: Wow! Those are big aims. What is your process with your learners? Toni: We don't just sit down and start writing! We do a lot of physical activities and we play games. Writing is about taking risks, so we all need to feel safe. I need to create a feeling of trust and respect in the group before we can start. We generally start with a free-write on a theme to get the ideas flowing. One of my big rules is: spelling, grammar, punctuation – none of that matters. First awaken creativity, then the rules make sense! Learners need to be given time and space to write and to trust their own voices. Next, we read and discuss poems on the theme. And there're no right or wrong answers. We're just reading and discussing together. Finally, the learners write and explore the theme and their own feelings and experiences. The poetry is a way for them to question and express themselves.	Toni talks about poetry like a team sport! I can visualise a group of teenagers sitting in a circle reading and discussing together. I can imagine them learning to trust and respect each other.
Interviewer: And do all the learners write?	So, writing doesn't have to be made public. Sometimes it's just for us.

**Text: Read****First Read: Think Aloud**

Toni: Yes! Some learners only write for themselves. Some write and we publish their work. Often, we all work together to create a performance. The learners also include music, photography, and other art forms. I've done wonderful public performances with creative and talented learners.

Interviewer: What are some suggestions to support learners to write more poetry in school?

Toni: Have a notice board and put up learners' poems. Start a poetry club once a month. And not just poetry. Learners who rap or MC should be invited. And all languages must be welcome. Ask learners to read their poems at assemblies and school events. Make poetry for everyone!

Interviewer: Any final words?

Toni: My work is about building the kind of world that I want to live in. People make communities, and communities make societies, and societies make the world. People who are healed and well are going to make a better world. So really my work is about healing and growing. My work is creating the kind of world I want to live in and supporting others to do that.

Interviewer: Wow! Many thanks, Toni! You are an inspiration!

I can infer that Toni thinks that poetry is for everyone. And poetry does not just have to be words on the page, it can be performed too. The more people who have a chance to express themselves, the better!

Toni really believes in the power of writing. It seems her experiences of working with teenagers has shown her that amazing results can come from this work.

I think I would love to do one of her poetry workshops!



Recall questions	Responses
What is Toni's career?	She is a poet, a performer and a spoken word educator.
What is one of her big rules about writing poetry?	Spelling, grammar, punctuation don't matter. Creativity comes first.

Critical thinking	Possible responses
What do you do to deal with your emotions or to express yourself? Do you write, sing, dance, listen to music or sit quietly? Visualise yourself. What do you see?	Own answer
Can you make an evaluation as to what kind of person Toni Stuart is? Why do you think so?	Own answer with reason

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **personification**.
2. Explain this as follows:
 - **Personification**
 - This is a device where a writer gives an animal or an object qualities or abilities that only a human can have.
 - This figurative device adds meaning to an image. It helps us better understand the writer's message.
3. Point out the following examples of personification in the text, making sure that learners can see that a non-human thing has been given human characteristics:
 - a. **We live in a world that tells people they're weak and sensitive simply because they feel things.** (The world can't actually talk, but society gives us these messages through media and other methods.)
 - b. **From that day, that notebook was my best friend and I was always writing.** (A notebook isn't a friend, but she took it everywhere and shared everything with the notebook, as one would with a best friend.)



WEEK 3: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their K-W-L charts.

TEACH AND PRACTICE THE USE OF THE LSC



- Remind learners of the LSC that you introduced on Wednesday: **personification**.
- Show the learners the LSC again in context. Here are some more examples:
 - 'Ma,
I'm coming home
that mountain towering
over our city like a blue hue,
beckons...' (The mountain is given the human characteristics of beckoning or calling her home, like a person wanting her to return.)
 - '**his voice**
softens the folds of my ears
and the south-easter
sings in b-flat
as it winds through my empty heart...' (The wind is given a gender and a voice and it sings in a special way for her.)
- Tell learners to copy the following **LSC note** in their books:
 - **Personification**
 - This is a device where a writer gives an animal or an object qualities or abilities that only a human can have.
 - This figurative device adds meaning to an image. It helps us better understand the writer's message.

MODELLING:
(I do...)

- Explain how you will now show how to think about creating a meaningful example of personification.
 - The trees near your house are not people, but because you feel happy coming home in the afternoon, you give these plants human characteristics that show you are happy to be home: e.g. The trees waved at me and welcomed me home after my tiring day.
 - Your bicycle is old and not able to ride for much longer. e.g. My tired old bike coughed and spluttered along the road.



WORK WITH LEARNERS: (We do...)	- Write the following sentences on the board: <i>The food on the stove was calling to me when I walked into the kitchen.</i> <i>The sun stretched its golden arms and smiled at us.</i> - Call on learners to identify (1) what is the non-human thing being personified; and (2) what human action or emotion does the non-human thing do? - The food (non-human) is able to call to me. Meaning, I was hungry for the food! - The sun (non-human) has arms and is smiling. Meaning, sunrise and the start of a new day.
PAIR WORK: (You do...)	- Hand out learners' exercise books. - Instruct learners to try write their own examples of personification. They must write a sentence with the following non-human objects and give these non-human things human characteristics: - house - shoes - Explain that now, learners will write 2 sentences: one sentence for each word. - As learners write, walk around the room and conduct mini-conferences to help learners create their examples of personification. - Ask learners to read their writing to you. - Encourage learners! - When there are 3–5 minutes remaining, call learners back together. - Call on random learners to read their examples. - Correct any mistakes. Make sure learners know what personification is and how to create their own.

HOMework



Find a suitable consolidation activity from the textbook in the Management Document.

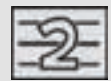
Tell learners to complete this for homework.



WEEK 3: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	Interview with a poet
LEARNER BOOK	Page 20
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Visualise

SECOND READ



- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - When did Toni start writing poetry?
 - List two suggestions she gives for encouraging learners to write and enjoy more poetry in school.
 - Do you think writing poetry allows people to learn about themselves and heal?
 - Would you like to try and write poetry in the way that Toni does? Why or why not?

Text: Read	Second Read: Think Aloud
Shared Reading: Interview with a poet (in <i>Write Stuff</i> magazine) Toni Stuart is a South African poet, performer and educator. She has written and performed extensively in South Africa and internationally. In 2013, she was named in the <i>Mail and Guardian's</i> list of 200 inspiring Young South Africans for her work in co-founding <i>I Am Somebody!</i> This is an NGO that uses storytelling to build communities. Toni is busy writing a book at the moment but she was generous enough to give up some time to chat with me at a coffee shop, near her home in Cape Town. With her wild curly hair, observant eyes, and colourful clothes she looks like a poet.	Toni Stuart has done lots of things! She is a really accomplished person.



Text: Read	Second Read: Think Aloud
Interviewer: Toni, thank you for sharing some of your ideas on poetry with me. Toni: A pleasure! Interviewer: Let's start at the beginning. When did you start writing poetry and why did you start? Toni: I remember growing up feeling like I didn't know how to say the things that I really wanted to say. This wasn't because someone told me I couldn't, it was just how I felt. I was a child who felt a lot and who felt things deeply. We live in a world that tells people they're weak and sensitive simply because they feel things. I always loved books and I loved writing. When I was about 15, lines of poetry came to me out of nowhere. From that day, that notebook was my best friend and I was always writing. Boys would ask me to write poetry for their mothers!	I can connect to feeling lots of complicated things and to being confused about the world sometimes. I can see how writing could be a good way to express yourself.
Interviewer: What did you write about? What were your early poems about? Toni: Mostly teenage stuff about love and how no one understands me, and nobody sees me! You know! Poetry was a safe space when I needed it.	The world is often a hard place that feels like no one understands or cares. I can visualise the young Toni writing in her bedroom, pouring all her feelings into her poems.
Interviewer: In 2014, you started running poetry workshops with high school learners. Why do you think it's important for young people to read and write poetry?	I can see that Toni knows that young people can learn about themselves as they think and write. Writing allows them to process who they are in the world. Often friends, social media, and other influences get in the way and we stop thinking for ourselves.



Text: Read	Second Read: Think Aloud
Toni: I believe it's crucial for every young person to be curious and to ask questions. Young people need to become interested in their identities and their histories. They need to develop a curiosity about why they think the way they do. They need to decide for themselves, who am I actually? Writing poetry helps us heal and figure out who we are. When we write, we realise what we think and feel. We learn who we are. The earlier we can do that the better.	Toni thinks it is very important for young people to have a strong identity and to know what they stand for.
Interviewer: Wow! Those are big aims. What is your process with your learners? Toni: We don't just sit down and start writing! We do a lot of physical activities and we play games. Writing is about taking risks, so we all need to feel safe. I need to create a feeling of trust and respect in the group before we can start. We generally start with a free-write on a theme to get the ideas flowing. One of my big rules is: spelling, grammar, punctuation – none of that matters. First awaken creativity, then the rules make sense! Learners need to be given time and space to write and to trust their own voices. Next, we read and discuss poems on the theme. And there're no right or wrong answers. We're just reading and discussing together. Finally, the learners write and explore the theme and their own feelings and experiences. The poetry is a way for them to question and express themselves.	Creativity first, and the rules later. This is a strategy I can connect with! If I'm not afraid of getting spelling and grammar wrong, it's easier for me to feel free and to write what I feel.
Interviewer: And do all the learners write?	Wow! I've never seen a poetry performance with music and art! I can visualise the stage, with a spotlight on the poets reading and dramatic music playing in the background.



Text: Read	Second Read: Think Aloud
Toni: Yes! Some learners only write for themselves. Some write and we publish their work. Often, we all work together to create a performance. The learners also include music, photography, and other art forms. I've done wonderful public performances with creative and talented learners. Interviewer: What are some suggestions to support learners to write more poetry in school? Toni: Have a notice board and put up learners' poems. Start a poetry club once a month. And not just poetry. Learners who rap or MC should be invited. And all languages must be welcome. Ask learners to read their poems at assemblies and school events. Make poetry for everyone!	
Interviewer: Any final words? Toni: My work is about building the kind of world that I want to live in. People make communities, and communities make societies, and societies make the world. People who are healed and well are going to make a better world. So really my work is about healing and growing. My work is creating the kind of world I want to live in and supporting others to do that. Interviewer: Wow! Many thanks, Toni! You are an inspiration!	This is such an interesting thought: that the world is made of individuals, so every person can make a difference. I think this makes it important for each one of us to work through our problems, so that we can make the world a better place.

**Recall questions****Responses**

When did Toni start writing poetry?

She started at the age of 15.

List two suggestions she gives for encouraging learners to write and enjoy more poetry in school.

Put learners' poems on a notice board and put up learners' poems. / Start a poetry club once a month and be open to anyone wanting to express themselves. / Ask learners to read their poems at assemblies and school events. / Encourage all languages.

Critical thinking**Possible responses**

Do you think writing poetry allows people to learn about themselves and heal? Why or why not?

Own answer with reason

Would you like to try and write poetry in the way that Toni does? Why or why not?

Own answer with reason

LEARNERS FORMULATE QUESTIONS

- Follow the core methodology to ask learners to generate questions related to the text.

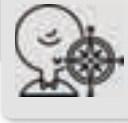
HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.



WEEK 3: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.



WEEK 4: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING:
(I do...)

1. Explain that this week, we have been working on **visualising**.
 - Explain that when we visualise, we try **to imagine what is happening in the text, like a movie inside our minds**.
 - This is a key comprehension skill.
 - We try see, hear, smell, taste and feel what is happening in the text.
 - 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.
2. Modal visualising. Tell learners to turn to page 20 in their Learner Books.

‘With her wild curly hair, observant eyes, and colourful clothes she looks like a poet.’

 - a. Close your eyes and explain what you visualise is happening in this part of the story:
 - I visualise a woman with dark curly hair that is messy and doesn’t stay down.
 - I visualise her eyes are bright and looking round, taking in everything around her. She has a curious expression on her face.
 - I can visualise she is wearing bright coloured clothes. She is wearing a long skirt and a bright scarf and lots of jewellery that is shiny and catches the sun’s light.

WORK WITH
LEARNERS:
(We do...)

1. Explain that now, we will visualise together!
2. Read: *‘From that day, that notebook was my best friend and I was always writing. Boys would ask me to write poetry for their mothers!’*
3. Instruct learners to close their eyes, and to visualise what is happening in the text. Ask learners: What did you visualise?
4. Listen to learners ideas, like:
 - a. *I visualise Toni as a teenager with her school bag on her back, holding her notebook close to her.*
 - b. *I can see a young woman sitting down on a bench writing in her notebook.*
 - c. *I visualise some boys coming to talk to her, asking her if she’ll write poems for their moms!*



PAIR WORK: (You do...)	1. Explain that now, learners will visualise the text on their own. 2. Read out loud while learners follow along: <i>'Often, we all work together to create a performance. The learners also include music, photography, and other art forms. I've done wonderful public performances with creative and talented learners.'</i> 3. Ask learners: What do you visualise? What do you see, hear, smell, taste and feel? 4. Explain that learners can use this frame to help them: <i>I can visualise...</i> 5. Instruct learners to turn and talk and discuss their ideas with a partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their visualisation, like: a. <i>I can visualise a group of young adults on a stage. They are wearing black clothes. The room is dark. There is a spotlight on the person who is reciting a poem. Behind him, the other people are moving in time to the music.</i> b. <i>I can hear the strange music. There are no words, just instruments playing and soft drumming.</i> c. <i>I can feel the heat in the hall. There are lots of people sitting and standing. Some are whispering to each other, some are moving to the music, some are just watching the performers on the stage.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: • Strategy: <u>Visualisation</u> Visualisation is to try to imagine what is happening in the text, like a movie inside our minds. • <u>To visualise I must:</u> <i>Close my eyes.</i> <i>Try see, hear, smell, taste and feel what is happening in the text.</i> <i>Connect the events in the text to each other.</i> <i>Think about the text as a whole.</i> 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 4: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	Interview with a poet
LEARNER BOOK	Page 20
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Visualise

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their K-W-L charts.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: VISUALISATION SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:

Interview with a poet

- Remind learners that this week we have been visualising a text.
2. Explain that today, learners will visualise a poetry workshop.
 - Instruct learners to close their eyes. Read the following passage aloud:

‘We don’t just sit down and start writing! We do a lot of physical activities and we play games. Writing is about taking risks, so we all need to feel safe. I need to create a feeling of trust and respect in the group before we can start.

We generally start with a free-write on a theme to get the ideas flowing. One of my big rules is: spelling, grammar, punctuation – none of that matters. First awaken creativity, then the rules make sense! Learners need to be given time and space to write and to trust their own voices. Next, we read and discuss poems on the theme. And there’re no right or wrong answers. We’re just reading and discussing together. Finally, the learners write and explore the theme and their own feelings and experiences. The poetry is a way for them to question and express themselves.’
 3. Instruct learners to visualise what the poetry workshop looks like. They must try picture where it’s happening, who the learners are, what they are doing.
 4. Instruct learners to open their books and to draw a picture of the poetry workshop.
 5. Learners must write 3–5 sentences about their visualisation. They can use the sentence starter: I can visualise...



6. Instruct learners to turn and talk with a partner and to discuss how they visualised the workshop described in the interview. Encourage learners to use the vocabulary they learnt in the cycle.



WEEK 4: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Poem	Write about emotions, observations and experiences • Human beings • Nature • Social issues • Technology, etc	Follow a structure: • Title • Stanzas	• Use poetic language, e.g. figures of speech/imagery, word choice (diction), sound devices, rhyme, rhythm, punctuation, repetition, alliteration • Allow poetic license, e.g. can ignore punctuations or language structures
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a poem, made up of stanzas. 2. This poem will give the learners a chance to explore their identity: where they come from, what's important to them, and what they want people to know about them. 3. The choice of words and images in poetry is very important. Each word and line is carefully created for its effect to enhance the meaning. 4. Poetic language can have a rhythm and/or rhyme scheme, or it can be free verse.		
READ THE SAMPLE TEXT	I am I come from the sea and the soil I come from generations before Generations who moved and escaped Ancestors who survived, thrived, lived and died I sing like my grandmother I am busy like my aunt Everyone says my mouth is wide and loud And when I laugh, they see my dad's eyes.		



	My books call to me every day ‘Come on, come in, there’s so much more for you!’ I can’t read enough My new jeans hang out next to my traditional beads in the cupboard – fighting for first place I am what came before I am what will be I am!
DISCUSS	1. What is the poem about? 2. How does the poet describe herself? • Where does she come from? • Whom does she look like? • What’s important to her? • What do the jeans and the beads tell you about her? 3. How does the poet use language to help convey her meaning/ message? 4. How do we know this is a poem?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Poem</u> 1. <i>Poetry is a type writing usually trying to appeal to the reader’s imagination or emotions.</i> 2. <i>The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm.</i> 3. <i>A poem is written in stanzas.</i> 4. <i>Some poems have a structure and a rhyme scheme, some are free verse.</i>



WEEK 4: TUESDAY / DAY 1: PLANNING (30 minutes)

TOPIC	Who I am	
GENRE	Poem	
PLANNING STRATEGY	Freewrite and guided plan	
INTRODUCTION	Freewrite 1. Introduce the writing topic. 2. Start by telling the learners to close their eyes and focus on their breathing. 3. Then, they must think about themselves: where they come from; their family; their ancestors; whom do they look like; what's important to them; what are they good at; what would they like people to know about them; what kind of person they are. 4. Slowly, they can open their eyes and start their freewrite. A freewrite is to write non-stop for a few minutes (3–5 mins) about whatever they were thinking. They can write individual words, or sentences. There are no right or wrong answers, they can move between their HL and EFAL. The aim is to get their ideas on the page and just to write! 5. Once they've had a few minutes, tell them to read what they've written on their page. They must now underline any words or groups of words that are important or that they like from their page.	
MODELLING: (I do...)	1. Show learners that you think before you write. 2. Orally share some of your ideas for your poem, like: 3. I live with my big extended family. I look like my mother's side of the family. I think what's most important to me are my family and my friends. 4. Draw the four blocks on the chalkboard. 5. Show learners how you fill in each block.	
Planning frame	<u>Family/Ancestors</u> • family from N.C. Province • live with extended family	<u>What kind of person you are</u> • shy, quiet • loyal
	<u>Physical Characteristics</u> • look like my mother's side of the family • tall and sporty	<u>What's important to you</u> • family • friends • honesty



LEARNER'S PLAN: (You do...)	1. Tell learners now to take their exercise books and divide a clean page into 4. 2. In the top left block, write <u>family/ancestors</u>. 3. In the bottom left block write <u>physical characteristics</u>. 4. In the top right block write what <u>kind of person you are</u>. 5. In the bottom right hand block, write <u>what is important to you</u>. 6. Now, the learners must start filling in information in each block. They can use the thoughts and words from their freewrite, or they can put in new ideas. 7. Tell learners they must then complete their own copy of the plan in their exercise books. 8. Tell learners they must write their own ideas – they must not copy your plan. 9. As learners work, walk around the room and hold mini-conferences, as per the core methodology.
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Sample Plan

<u>Family Ancestors</u> -family from N.C. Province -live with extended family	<u>What kind of person you are</u> -shy, quiet -loyal
<u>Physical Characteristics</u> -look like my mothers side of the family -tall and sporty	<u>Whats important to you</u> -family -friends -honesty -music



WEEK 4: WEDNESDAY / DAY 3: DRAFTING (30 minutes)

TOPIC	Who I am	
PLAN	Before class begins, rewrite the divided page on the board	
Planning frame	<u>Family/Ancestors</u> • family from N.C. Province • live with extended family	<u>What kind of person you are</u> • shy, quiet • loyal
	<u>Physical Characteristics</u> • look like my mother's side of the family • tall and sporty	<u>What's important to you</u> • family • friends • honesty
EXPLAIN DRAFTING FRAME	1. Tell learners that they must turn each block into a stanza. 2. They must think about the how best they can use language to explore and express their identity. 3. They must think very carefully about the words they choose to write about themselves. The sound of the words and the way they arrange them can help create more meaning. 4. Learners need to create one good example of personification. 5. Learners then need to follow this frame: • Stanza 1: ancestors/family • Stanza 2: physical characteristics • Stanza 3: what kind of person you are • Stanza 4: what's important to you	
DRAFTING	1. Follow the core methodology to help learners complete their drafts. 2. Specify the following points: • Poem length: 80–100 words and 4 stanzas. • Remind learners to write using expressive language and personification. 3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.	

HOMEWORK

If learners have not fully completed their draft, they must do so for homework.



**Sample Draft: Who I am**

My family have always come from
Nanagualand
I don't now were we were before then
My family stays close to what we know
and love

And were like the tall trees
Long and strong
We reach up to touch the clear, hot sky.
Like an old friend

I'm tall, but you won't hear me
I prefer to talk quietly away from the
crowds
With my special friends

I am fiercely loyal
And bluntly honest
and and my friends can depend on me
to be me
always

**WEEK 4: THURSDAY / DAY 4:
EDITING (30 minutes)**

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST

*(Write this on the board
before class begins)*

1. Does my poem have 4 stanzas?
2. Does my poem have 80–100 words?
3. Is my poem about my identity?
4. Have I included an example of personification?
5. Have I thought carefully about which words I've used to enhance the meaning?
6. Have I planned carefully how to arrange my words and lines?
7. Have I used punctuation in an effective way?
8. Are all my words spelt correctly?

HOMEWORK

If learners have not fully completed their final draft, they must do so for homework.

Edited Draft: Who I am

My family have always come from

Namaghaland

I don't ^{irk} now ^{ll} were we were before then

and love

And we're like the tall trees

Long and strong

We reach up to touch the clear, hot sky.

Like an old friend

I'm tall, but you won't hear me

I prefers to talk quietly away from the

crowds special

With my ~~speshial~~ friends

fiercely

I am ~~fersley~~ loyal

And bluntly honest

and and my friends can depend on me

to be me.

^A always

**WEEK 4: THURSDAY / DAY 4:
PUBLISHING AND PRESENTING (30 minutes)****PUBLISHING**

Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Give their poem a title of their own
2. Rewrite their poem, making sure they've used language expressively and correcting any mistakes
3. If they have time learners can illustrate their poem by drawing a picture with a caption.

PRESENTING

1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try to do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.
4. You may want to select a few learners to rewrite their pieces on blank paper, and display this writing in the classroom. Alternately, try to arrange for a few learners to read their writing aloud at assembly.

**Published Writing: Always me**

We've always come from Namaqualand
I don't know where we were before
then.

My family stays close to what we know
and love

We're all like the tall trees
Long and strong

We reach up and the clear, hot sky
greet us:

an old neighbour who's always happy to
see us

I'm tall, but you won't hear me
I prefer to talk quietly away from the
crowds.

With my special friends

I am fiercely loyal
and bluntly honest.

My friends can depend on me
to be me.

Always.





WEEK 4: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

PANEL DISCUSSION



Follow the core methodology to implement a panel discussion with the learners.

BRAINSTORM AND WRITE (15 minutes)	1. Explain that today, we will have a panel discussion to discuss our opinions on the purpose of poetry. 2. Explain that first, we will need to form our own ideas and opinions about the purpose of poetry. 3. Give learners 10 minutes to brainstorm and write their own opinions on these questions: a. What is poetry? b. Do we need poetry? c. What do you think about poetry? d. Can poetry help people deal with difficult emotions and experiences? e. Can poetry be used to heal people's pain?
PREPARE FOR PANEL DISCUSSION (5 minutes)	1. Call the class back together. 2. Appoint 5 teams of 2 learners to the panel. 3. Allocate one of the 5 questions to each team to answer. 4. Explain that today we will focus on: listening to others and changing our opinions if someone makes a good point. 5. Write the following sentence starters on the board: •said ... and I now feelbecause... • I used to feel ...,but ...said ... and now I feel.... • ... and I agree on... • I believe...had a good reason for his/her opinion on...and now I think... 6. Explain that today, learners must try to use the sentence starters as much as possible to change their points based on other learners' points. 7. Remind learners that you are the chairsperson for the panel discussion, and they may only talk if you call on them.
DISCUSSION (25 minutes)	1. Call on the first team to answer their question. 2. Give this team 2–3 minutes to answer, then stop them. 3. Allow other class members to raise their hands and comment on the answer using a logical link. Allocate 2–3 minutes for this. 4. Repeat this process for all 5 questions.



VOTE (15 minutes)	1. Explain that at the end of a panel discussion, we often take a vote on one important aspect of the discussion. 2. Today, we will vote on the question: • Can poetry help people deal with difficult emotions and experiences? 3. Call on one learner to tell us why they think poetry can help people deal with difficult emotions and experiences (i.e.: That poetry can heal.) 4. Call on one learner tell us why they think poetry cannot help people deal with difficult emotions and experiences (i.e.: That poetry cannot heal.) 5. Explain that learners must vote on whether they agree with learner a or learner b. 6. Ask learners to raise their hands if they believe that poetry can help people deal with difficult emotions and experiences. 7. Count the votes. 8. Ask learners to raise their hands if they believe poetry cannot help people deal with difficult emotions and experiences. 9. Count the votes. 10. Finally, announce how the class feels about poetry: The majority of learners thinks...
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CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE	Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task). For example: This cycle we: • Learnt new vocabulary words about poetry • Learnt about personification • Read different poems and texts about poems • Spoke about the texts • Answered questions about the texts • Learnt how to write a poem • Wrote our own poems • Had a forum discussion to decide if we think poetry can help people deal with difficult emotions and experiences or not
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REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!

THEME

The Golden Ruler

Term 1

Weeks 5 & 6 | Cycle 3



TERM 1: WEEK 5

OVERVIEW



THEME	The golden ruler
PHONIC DECODING	c, u, x, cat, cup, bus, sun, wax, mix
SIGHT WORDS	going, who, home, everyone, king, journey, proud, share, wealth, respect
THEME VOCABULARY	wealthy, Islam/Muslim, mosque, strategic, extravagance, legacy, diplomat, decade, culture, impressed, traditional, colonial, descendant, privilege
LSC	Idioms
COMPREHENSION STRATEGY	Making connections
WRITING GENRE	Dialogue
WRITING TOPIC	Two people excited about something that will happen or someone who is coming
GRAPHIC ORGANISER	K-W-L Chart
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: a story about Mansa Musa, information about the Muslim Haji (pilgrimage) to Mecca, a story about New York, a brochure about Timbaktu, etc. 3. Try to find some pictures, for example: a map of the Kingdom of Mali, a political map of Africa, pictures of the Djinguereber Mosque in Timbuktu, a picture of New York, a picture of Mansa Musa's procession going on the Haji, etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 3: **The golden ruler**
2. **Introduce the theme as follows:**
 - Explain to learners that in Social Sciences this term, they will learn about the ancient Kingdom of Mali and its famous ruler, Mansa Musa. This theme will equip them with some background knowledge.
 - This theme shows how Mansa Musa's wealth and power turned the Kingdom of Mali into a thriving, successful empire. He increased his religion, Islam, but also brought in laws about religious tolerance. He also encouraged and brought in learning.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a K-W-L chart.
2. Ask prompting questions to activate background knowledge:
 - a. **What kind of person do you think a good leader should be?**
 - b. **What do you know about Mansa Musa?**
 - c. **Why was he so successful?**
 - d. **What did he bring to the Kingdom of Mali? How did that affect life for the people living there at the time?**
3. Follow the core methodologies to:
 - Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



wealthy	Tell learners that wealthy means to have a lot of money and belongings.
	Say: Some people are so wealthy they have three cars and watches made out of gold!
Islam/Muslim	Tell learners that Islam is one of the world's biggest religions, and Muslim people believe in one God called Allah.
	Say: My friend Waleed follows the religion called Islam and he prays five times a day to his God, Allah.



mosque	Point to a picture of a mosque, or show a picture on your phone.
	Tell learners that a mosque is a holy building where Muslim people pray.
strategic	Act strategically – scratching your head and making a ‘hmmm’ sound as if you are thinking hard.
	Say: I am strategic when I play soccer. I think and carefully plan how I will have the best chances of scoring a goal.
extravagance	Tell learners that extravagance is when you spend a lot of money on something that you don’t really need, but that shows how wealthy you are.
	Say: There was so much extravagance at that party, we could have never eaten all that food! That family must be very rich to have bought it all.
legacy	Tell learners that a legacy is the story of your life that you leave behind you.
	Say: Nelson Mandela’s legacy will never be forgotten in South Africa, his life story is such an inspiration.

QUESTION OF THE DAY



QUESTION	What do you think a good leader should aim to do?
GRAPH	4 COLUMN GRAPH
OPTIONS	I think a good leader should aim to _____. <i>increase the size of the country / protect the people with an army / make the country wealthy / respect all people and religions</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	1. What do most learners think a good leader should aim to do? Most learners think a good leader should aim to _____.
	2. What do you think a good leader should aim to do? I think a good leader should aim to _____.

EXTENSION
QUESTIONS

1. **In your opinion, do you think it is a good thing for a country to be wealthy? Why?**
I think it is / is not a good thing for a country to be wealthy because _____.
2. **Do you think the natural resources of a country should benefit all the citizens? Why or why not?**
I think natural resources of a country should / should not benefit all the citizens because _____.

HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

WEEK 5: MONDAY / DAY 1:
LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using an information text: **Mansa Musa: a monumental leader**

Read 1: <i>Read and explain</i>	Read 2: <i>Read and think aloud</i>	Read 3: <i>Read and ask questions</i>
<u>Mansa Musa: a monumental leader</u> If someone asked you who the richest person in history was, who would you name? Maybe Bill Gates, the founder of Microsoft? Or some top sports star?	Oh, I think it's probably the person who invented Facebook.	What did Bill Gates create? (Microsoft) Who do you think the richest person in history was? (own answer)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Would you ever say it was an African king? Mansa (which means king) Musa ruled the Mali Kingdom in the 14 th century. He was possibly one of the wealthiest people who ever lived!	I can connect to a king being rich, because all the kings and royal people I've read about are always very rich.	What Kingdom did Mansa Musa rule? <i>(Kingdom of Mali)</i> When was he the king of the Mali Kingdom? <i>(14th century)</i>
When Mansa Musa came to power in 1312, many African and Islamic kingdoms were successful. Mansa Musa inherited a kingdom that was already wealthy, and he wanted to make it wealthier. There were a few things that helped him to make Mali even more successful.	This reminds me of other leaders who are strategic and plan carefully to grow their power. I can make a connection to King Shaka Zulu who expanded his territory from a small, local district to a massive, powerful kingdom. He trained and used his army to gain land and keep control. I wonder if Mansa Musa had a powerful army?	When did Mansa Musa come to power? <i>(1312)</i> Which kingdoms were successful at this time? <i>(many African and Islamic kingdoms)</i>
Firstly, Mansa Musa used the army to increase the territory of Mali. This gave the Kingdom of Mali access to even more natural resources, like gold, copper and salt.	Oh, I see that he did have a powerful army. He used the army to increase the wealth of the kingdom. It is interesting to me that many African countries have natural resources, but are still quite poor. I wonder if Mansa Musa just relied on the natural resources of his Kingdom for wealth?	What natural resources did the Kingdom of Mali have? <i>(gold, copper and salt)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Secondly, the Kingdom of Mali was well situated to trade with many people. Mansa Musa realised this, and he built a trading empire that increased Mali's wealth. He did this by taking control of the cities of Timbuktu and Gao, which were the main trading hubs. This also allowed him to control the important trade routes across the Sahara Desert.	Oh, I see! Mansa Musa didn't just use Mali's natural resources to build wealth, he traded those items to increase his kingdom's wealth! I think Mansa Musa was a very strategic thinker! I wonder if he was a good king? I wonder if the ordinary people benefitted from Mali's wealth?	Which cities did he take control of? Why were these cities important? <i>(Timbuktu and Gao. They were the main trading hubs and helped him to take control of the trade routes across the Sahara Desert.)</i>
Thirdly, many of the traders of West and North Africa were Muslims. They used their religious connections with other Muslims to help build their businesses. Mansa Musa was also a Muslim, and he copied the traders. He connected with the wealthy Islamic kingdoms in the North and the East, in order to strengthen and expand his trade routes. Mansa Musa's strategic work in expanding and strengthening his trade routes made Mali the wealthiest kingdom in Africa.	Oh, this sounds just like a businessperson that I know! When she first started her business, she used her connections from church. She got her first contracts through our church congregation.	What religion was Mansa Musa? <i>(Islam / Muslim)</i> What did the king use his religious connections to do? <i>(He connected with the wealthy Islamic kingdoms in the North and the East to strengthen and expand his trade routes.)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The world first witnessed the wealth of Mansa Musa in 1324, when he made the holy Islamic pilgrimage to Mecca.	I can connect to this. My Muslim friends have been saving for years to go on a pilgrimage or haji to Mecca. It's an important thing for religious Muslims to do if they can afford it. I can infer that Mansa Musa's religion was very important to him.	What is the Muslim holy journey called? (<i>pilgrimage or haji</i>) Where do Muslims go for their holy journey? (Mecca)
The king was not one to travel light! Different witnesses of his haji described what they saw. Many different details were noted, but they all spoke about the incredible extravagance! There were tens of thousands of slaves, soldiers, and civilians wearing fine silks. There were endless numbers of horses and camels carrying gold bars!	Oh, I can make a connection! I have a friend who says that she doesn't 'travel light', because she always packs so much luggage to go away! Often she packs things she doesn't really need. I think Mansa Musa was like this – he took many unnecessary things with him on his journey. I wonder why he did this?	What did Mansa Musa take with him on his pilgrimage? (<i>Tens of thousands of slaves, soldiers, and civilians. Many horses and camels carrying gold!</i>)
They stopped in various cities, where Mansa Musa gave money to the poor, bought souvenirs, and even built mosques. He spent so much money he changed the economies in some places!	Oh, I make the evaluation that the king took many things with him because he planned to give them away! I think he was a kind and generous leader. But I also wonder if he gave things away to make himself popular, or to show how powerful he was? I wonder if he gave money to the poor in his own kingdom?	How did Mansa Musa spend his money during his pilgrimage? (<i>He gave money to the poor, he bought souvenirs and he even built mosques.</i>) Why do you think someone rich and powerful like Mansa Musa gives things away? (<i>own answer</i>)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
This journey took over a year and by the time Mansa Musa returned home, people from places far away had heard of his great wealth. Mali and its king became a legend! These stories were strengthened when Mali and Mansa Musa were drawn on the 1375 Catalan Atlas in Spain. This was the most important world map of the time. On it, the Kingdom of Mali was shown with a picture of the king wearing a gold crown and holding a piece of gold. Mansa Musa had put his kingdom on the map!	I'm sure Mansa Musa felt really proud and honoured to be recognised like that when Mali had not even been on the map before!	How long did Mansa Musa's pilgrimage take? <i>(Over a year)</i> After Mansa Musa became famous, what was drawn on the 1375 Catalan Atlas map? <i>(The Kingdom of Mali and a picture of Mansa Musa with gold)</i>
The king's legacy continued for generations. To this day there are still libraries and mosques that Mansa Musa built. These show the wealth and magnificent leadership of the great King of Mali.	Oh, I see! I can infer that Mansa Musa did spend money on libraries and mosques for his people, if they are still standing today. I infer that he valued education and religion, and that he wanted to share these things with his people of his kingdom. I wonder if the libraries and mosques were used by ordinary people? I wonder how else the ordinary people of Mali benefitted from the country's wealth?	What can you see today that shows Mansa Musa's legacy lives on? <i>(There are mosques and libraries that he built that are still used today.)</i>



WEEK 5: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. In this lesson, learners will discuss the text that you read to them: **Mansa Musa: a monumental leader**
2. Use the following discussion frame:
Mansa Musa: a monumental leader
 - a. **In this text...**
 - b. **I learnt that...**
 - c. **I found this text...because...**
 - d. **I think this text was written to help me think about ...**

WEEK 5: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	From Dakar to New York
LEARNER BOOK	Page 36
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making connections

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: From Dakar to New York! 2. This text seems to be about someone or some people going from Dakar in Senegal, to New York in America! I wonder who is going? I wonder why they are travelling? Are they going on holiday or to live there? I wonder how they feel about going to New York? 3. Follow the core methodology to instruct learners to scan the text. 4. Suggestions of important words and how they connect to this text: • diplomat – a diplomat is someone who visits other countries and represents their country.



	• colonial – is when a country or a nation takes control of another lands or region and makes it a colony. Many African countries were colonised by European countries. • upper class – the wealthy, usually educated people in society. In the Mali Empire, there were upper class and working class people. • ancestors – the generations that came before. For many people who live in Senegal today, their ancestors were from there. But many people around the world do not live where their ancestors were from. 5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example: <i>‘Kadija and her sister, Yande, were reading online about New York: how it’s changed over the decades and what makes it such a popular, thriving city today.’ If the city is popular it means lots of people want to be there. So thriving might mean the city is successful, wealthy and doing very well.’</i>
ASK PREDICTIVE QUESTIONS	1. Ask learners predictive questions: • What do you think this text will be about? • Why do you think that? • What does the picture on the page help you understand? • What else gives you some ideas and clues about what the text is about?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



WEEK 5: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their K-W-L charts
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



diplomat	Point to a picture of a diplomat – someone dressed smartly, standing next to their country's flag.
	Tell learners that a diplomat is someone who represents their home country in international meetings.
decade	Tell learners that a decade means a period of ten years.
	Say: Wow, so much has happened this last decade from the year 2013 to 2023! I've grown up so much.
culture	Point to a picture of someone in traditional dress, or bring traditional dress to your classroom.
	Tell learners that culture means the language, dress, religion, food, music, stories and beliefs of a particular group of people.
impressed	Act impressed – have a smile, clap your hands, and say 'Well done'.
	Tell learners that impressed means to be impacted in a strong and positive way by someone.
traditional	Tell learners that traditional means when a belief or custom has been passed down from older generations to younger generations.
	Say: It is traditional for the young men in my family to go to initiation school, just like their fathers and grandfathers did before them.
colonial	Tell learners that when something is linked to colonisation – when an outside power comes into someone else's country to take over their wealth, culture, and use their land – it is called colonial.
	Say: South Africa has some big, square, white colonial buildings, which were built at the time of colonisation by the Dutch.



descendant	Point to a picture of a grandmother and grandchild; or draw this on the board.
	Tell learners that people who have the same ancestor are descendants of that ancestor.
privilege	Tell learners that privilege is when a person or group of people are given special rights and special treatment, just because they belong to that group.
	Say: Because I am in Grade 7, I have the privilege of being able to go to the front of the line at the tuckshop.

QUESTION OF THE DAY



QUESTION	What impresses you about your country?
GRAPH	4 COLUMN GRAPH
OPTIONS	I am impressed by _____ in my country. <i>the cultures and traditions / the natural beauty / the democracy / the artists</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	What are most learners impressed by in their country? Most learners are impressed by _____ in their country. What are you impressed by in your country? I am impressed by _____ in my country.
EXTENSION QUESTIONS	If you were going to visit another country, what would you like to know about it? Why? I would like to know ____ because ____. What aspect of your country would you like to change? Something about my country I would like to change is _____.

HOMEWORK



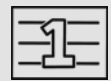
Learners must add any new words and explanations to their personal dictionaries.



WEEK 5: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	From Dakar to New York
LEARNER BOOK	Page 36
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making connections

FIRST READ



Follow the core methodology to complete the first read of the text.

Text: Read	First Read: Think Aloud
From Dakar to New York One Sunday morning, Kadija was sitting at the table finishing breakfast with her family. She was very excited because her mother, a Senegalese diplomat, was being sent to America. Kadija and her sister, Yande, were reading online about New York: how it's changed over the decades and what makes it such a popular, thriving city today. 'Wow, New York City! I can't believe we're actually going to live there!' Kadija said as they looked at pictures. 'I know,' said Yande, 'New York is the best place under the sun! I can't wait to see Central Park, to go to the top of the Empire State Building, and to visit the great museums.'	That is so exciting! They are so lucky that their mother is a diplomat and they are going to live in New York City. If I were in their shoes, I would also feel so excited. I can connect to the sisters finding out more by going online. When I need information, I always use Google.



Text: Read	First Read: Think Aloud
Their mom looked at them thoughtfully and picked up her phone. ‘Hey sister, my daughters have stars in their eyes about New York! Please can you come over this afternoon. I think we need your History teacher perspective to help us. Great, thanks. See you later.’ Her daughters looked up from the computer screen.	It seems their mom thinks that the sisters need to learn more about their home first. I can infer that she has called her sister to come and teach the girls about the history of Senegal. I can also infer that her sister is a History teacher.
After lunch, Auntie Fatou rang the doorbell. Kadija and Yande ran to let her in. ‘Hi girls,’ she said hugging them. ‘So, I hear you’re all excited about living in the <i>greatest</i> city! Before you get too excited, did you ever stop and think what’s great about your home and where you come from?’	I can infer that Kadija and Yande love their aunt very much. I have two aunties and I can connect to this as I love spending time with my aunties too!
‘We know that Senegal was part of the great Kingdom of Mali,’ sighed Kadija, rolling her eyes. ‘We learnt all about Mansa Musa, and how rich and powerful he was.’ ‘Indeed,’ said her aunt. ‘But there was much more to Mansa Musa. You have visited the great Mosque in Djenné? Well, Mansa Musa brought Islam to ancient Mali. It was mostly for the upper class people, because they had to learn Arabic. But, he also attracted many Islamic scholars, poets, artists and scientists. He made the kingdom a centre of great learning and culture.’ ‘That’s so interesting!’ said Kadija.	I can infer that Kadija feels frustrated as she thinks she knows all about the history of the Kingdom of Mali. I can make a connection to this because I remember grown-ups telling me things that I already knew!

**Text: Read**

‘And, even though Mansa Musa was a religious Muslim, he did not expect everyone to follow Islam,’ said Auntie Fatou. ‘He accepted and respected other religions. In fact, Islam blended some of the traditional religious practices of the ordinary people. This form of Islam also gave women more freedom.’

‘Wow,’ nodded Yande, impressed to hear this. ‘I guess our law today in Senegal about respecting all faiths started all those centuries ago.’

Kadija nodded, thoughtfully. ‘It’s also cool that an African ruler made the rules. And we still have some of them today. In so many other countries the colonial powers took control and said what was and wasn’t okay in society.’

‘You’re right,’ Auntie Fatou went on. ‘Take a look in my book. If you look at the New York area at the time of the 14th century, the Lenape people were living there. They were farmers, who also hunted and fished for food. When the Dutch colonists came, they lived together and traded with each other for a while. But then the Dutch bought their land, and all the Lenape people were forced to leave!’

‘Wow,’ said Kadija thoughtfully, ‘That really is food for thought. It’s terrible how a whole population can be removed! It’s like they were nothing!’

‘Yes!’ exclaimed Yande. ‘Unlike the people living in New York, at least we are the descendants of the Kingdom of Mali. Our ancestors are those same people from all those centuries ago!’

First Read: Think Aloud

I can infer that Kadija is learning things about Mansa Musa that she did not know before. It seems that she didn’t know that Mansa Musa practiced freedom of religion, or that he made some local adaptations to Islam.

I infer that Kadija and Yande had not thought about the history of New York before. **I wonder** if they were surprised and shocked to hear about the Lenape people?

I can connect to this. My mother’s family have lived in the same area in the North West Province for generations.



Text: Read	First Read: Think Aloud
'I still think New York is very cool, but this has given me a change of heart about how I feel about my country,' Yande said slowly and thoughtfully.	I infer that Yande is realising that the Kingdom of Mali really was special, and that she should be prouder of her own great heritage.
'Living in another country is a real privilege. You will do so much, and you will learn so much. And it's not a competition about which country is the best. But you must always remember where you come from. Know your heritage and be proud of it.'	I see that Auntie Fatou doesn't want to put the girls off America, but she wants them to appreciate their own home too.
Aunt Fatou looked at both of them. 'Now bring me some of your mother's famous ngalakh dessert. You won't be tasting any of that in New York City!'	

Recall questions	Responses
Where is Kadija's mom going to go for her diplomatic work?	New York City, America
What job does Auntie Fatou have?	She's a History teacher
What religion did Mansa Musa establish in the Kingdom of Mali?	Islam

Critical thinking	Possible responses
Why do you think is it important to accept and respect all religions?	No religion is better than another religion. / All people have a right to believe and practice as they choose. / No one has the right to force their views on anyone else.
Should religions change over time to fit the changing society? Why or why not?	Yes – religions must be relevant for the current time for the people practising them. No – if you change a religion, then you lose the original ideas and laws. You must keep them sacred and holy. <i>Learners' own responses with good reasons.</i>



INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **idioms**.
2. Explain this as follows:

Idioms

- Idioms are expressions/sayings where the words don't mean exactly what the words say.
 - There is an extra, hidden meaning.
 - We say this is the figurative meaning, not the literal (actual or real) meaning.
3. Point out the following examples of this in the text, making sure that learners can see that the meaning is different from what the actual words say:
 - a. **'New York is the best place under the sun!'**
under the sun – everything that exists on earth (not to do with the sun in the sky)
 - b. **'Hey sister, my daughters have stars in their eyes about New York!'**
stars in your eyes – to be very excited about something which you hope will happen in the future (not actual stars in their eyes!)
 - c. **'That really is food for thought.'**
food for thought – some new information that one needs to think about more (not about eating food)



WEEK 5: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their K-W-L charts.

TEACH THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **idioms**
2. Show the learners the LSC again in context. Here are some more examples:
 - a. 'I still think New York is very cool, but this has given me **a change of heart** about how I feel about my country.' (to change the way you feel about something)
 - b. If I were **in their shoes**, I would also feel so excited. (how you would feel or act if you were in the same situation as another person)
 - c. The king was not one **to travel light!** (to travel with very little luggage)
3. Tell learners to copy the following LSC note in their books:

Idioms

Idioms are expressions/sayings where the words don't mean exactly what the words say.

There is an extra, hidden meaning.

We say this is the figurative meaning, not the literal (actual or real) meaning.

4. Write the following idioms and their meanings on the board and explain the meanings to learners:
 - A. keep your chin up – be brave in a tough situation
 - B. all ears – keen to listen to the other person
 - C. hit the books – study very hard
 - D. feeling under the weather – to feel sick
 - E. find your feet – become confident or familiar in a new situation or experience
 - F. drive someone up the wall – to irritate or annoy someone very much
 - G. a piece of cake – something that's easily done, a simple task
 - H. pull someone's leg – to joke with someone, to trick someone
 - I. get your head around it – to understand something
 - J. costs an arm and a leg – very expensive
5. Next, write the following sentences on the board and ask learners to copy them into their books.
6. Tell learners to complete the sentences with the correct idiom.
 - a. I was so worried about the exam, but actually it was... (G)
 - b. Sometimes my little brother can... (F)
 - c. I didn't have enough money for the new phone. It cost... (J)



- d. When my aunt tells us her stories, we are... (B)
 - e. My uncle always...and makes me laugh! (H)
 - f. I had to...even though I was so scared. (A)
 - g. When I started my new job, it took me few weeks to... (E)
 - h. If you want to do well in Matric you have to... (C)
 - i. It took a long time to explain the situation, but finally he... (I)
 - j. I didn't want to miss school, but I was ... (D)
7. Give learners a few minutes to complete the LSC task, then ask individuals to share their answers and write the correct answers on the board.
 8. Next, write the following idioms on the board:
Learners need to choose two of these idioms and write two of their own sentences using these idioms:
 - *stars in their eyes*
 - *food for thought*
 - *in their shoes*
 - *travel light*
 - *change of heart*
 9. Ask a few learners to share their sentences and write them on the board.

HOMework



Find a suitable consolidation activity from the textbook in the Management Document.

- Tell learners to complete this for homework.

WEEK 5: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	From Dakar to New York
LEARNER BOOK	Page 36
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making connections



SECOND READ



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
 - a. What did Yande want to see in New York?
 - b. What rule still in Senegal today was started by Mansa Musa?
 - c. Who were the original people who lived where New York is today?
 - d. Why do you think colonials often had such a big, (usually damaging) effect on indigenous people's lives?
 - e. In your opinion, is it more important to know about your own country or about other countries? Why?

<i>Text: Read</i>	<i>Second Read: Think Aloud</i>
From Dakar to New York! One Sunday morning, Kadija was sitting at the table finishing breakfast with her family. She was very excited because her mother, a Senegalese diplomat, was being sent to America. Kadija and her sister, Yande, were reading online about New York: how it's changed over the decades and what makes it such a popular, thriving city today.	I can connect to this, because when I was a child my father had to go to Durban for a work conference. We all went too! We swam in the sea, and we hiked along the Oribi Gorge. We had the best time!
'Wow, New York City! I can't believe we're actually going to live there!' Kadija said as they looked at pictures. 'I know,' said Yande, 'New York is the best place under the sun! I can't wait to see Central Park, to go to the top of the Empire State Building, and to visit the great museums.'	
Their mom looked at them thoughtfully and picked up her phone. 'Hey sister, my daughters have stars in their eyes about New York! Please can you come over this afternoon. I think we need your History teacher perspective to help us. Great, thanks. See you later.'	



Text: Read	Second Read: Think Aloud
Her daughters looked up from the computer screen.	
After lunch, Auntie Fatou rang the doorbell. Kadija and Yande ran to let her in. 'Hi girls,' she said hugging them. 'So, I hear you're all excited about living in the <i>greatest</i> city! Before you get too excited, did you ever stop and think what's great about your home and where you come from?'	I can infer that Auntie Fatou doesn't believe that New York is the greatest city in the world, because of the way she says the word ' <i>greatest</i> '.
'We know that Senegal was part of the great Kingdom of Mali,' sighed Kadija, rolling her eyes. 'We learnt all about Mansa Musa, and how rich and powerful he was.'	Oh, so Mansa Musa used his wealth to make a huge impact on the Kingdom. This makes me think of leaders like Nelson Mandela, who had a huge impact on South Africa, and the way we live today.
'Indeed,' said her aunt. 'But there was much more to Mansa Musa. You have visited the great Mosque in Djenné? Well, Mansa Musa brought Islam to ancient Mali. It was mostly for the upper class people, because they had to learn Arabic. But, he also attracted many Islamic scholars, poets, artists and scientists. He made the kingdom a centre of great learning and culture.' 'That's so interesting!' said Kadija.	
'And, even though Mansa Musa was a religious Muslim, he did not expect everyone to follow Islam,' said Auntie Fatou. 'He accepted and respected other religions. In fact, Islam blended some of the traditional religious practices of the ordinary people. This form of Islam also gave women more freedom.' 'Wow,' nodded Yande, impressed to hear this. 'I guess our law today in Senegal about respecting all faiths started all those centuries ago.'	I find it very modern and progressive that Mansa Musa changed Islam to suit the people in his kingdom and didn't just keep it in its traditional form. I can make a connection to this. Not long ago, women could not be church ministers or pastors. Nowadays, some communities have women ministers or pastors.



Text: Read	Second Read: Think Aloud
Kadija nodded, thoughtfully. 'It's also cool that an African ruler made the rules. And we still have some of them today. In so many other countries the colonial powers took control and said what was and wasn't okay in society.'	
'You're right,' Auntie Fatou went on. 'Take a look in my book. If you look at the New York area at the time of the 14th century, the Lenape people were living there. They were farmers, who also hunted and fished for food. When the Dutch colonists came, they lived together and traded with each other for a while. But then the Dutch bought their land, and all the Lenape people were forced to leave!'	I can connect to this. It's like when the Dutch travellers came to the Cape and met the indigenous Khoi people. The Khoi people were also forced to leave their land.
'Wow,' said Kadija thoughtfully, 'That really is food for thought. It's terrible how a whole population can be removed! It's like they were nothing!'	I see that Yande makes a comparison between herself and modern day New Yorkers. I can infer that she is starting to realise that there are some good things about her heritage that she had never thought of before.
'Yes!' exclaimed Yande. 'Unlike the people living in New York, at least we are the descendants of the Kingdom of Mali. Our ancestors are those same people from all those centuries ago!'	
'I still think New York is very cool, but this has given me a change of heart about how I feel about my country,' Yande said slowly and thoughtfully.	
'Living in another country is a real privilege. You will do so much, and you will learn so much. And it's not a competition about which country is the best. But you must always remember where you come from. Know your heritage and be proud of it!'	I can connect to this. When I first visit other places, I think that people's lives are better or more interesting. But after a while, I remember the special things about my home too.
Aunt Fatou looked at both of them. 'Now bring me some of your mother's famous ngalakh dessert. You won't be tasting any of that in New York City!'	

**Follow up questions: Recall questions****Responses**

What did Yande want to see in New York?

The Empire State Building, and to visit the great museums

What rule still in Senegal today was started by Mansa Musa?

Respecting and accepting all religions

Who were the original people who lived where New York is today?

The Lenape

Critical Thinking**Possible responses**

- Why do you think colonials often had such a big, (usually damaging) effect on indigenous people's lives?
- In your opinion, is it more important to know about your own country or about other countries? Why?

- They usually brought weapons that overpowered indigenous people. / Their new food, clothes and ways of life may have seemed interesting and tempting. / They used systems of land ownership and written documents that the indigenous people did not have. They used these systems to buy land, to establish themselves and to force the indigenous people away.
- Learners' own responses with reasons

LEARNERS FORMULATE QUESTIONS

Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.



WEEK 5: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners not to write in the Learner Book – they must answer in their exercise books

WORKING WITH INDIVIDUAL LEARNERS



1. While the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.



WEEK 6: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING:
(I do...)

1. Explain that this week, we have been working on **making connections**.
 - Explain that sometimes when we make connections:
 - we think about how something from the text is like something from our own lives.
 - we think about how something from the text reminds us of things we know about the world.
 - we make connections between different texts we have read.
 - Making connections is a key thinking and comprehension skill.
2. Model making a connection.
 - a. *She was very excited because her mother, a Senegalese diplomat, was being sent to America. Kadija and her sister, Yande, were reading online about New York: how it's changed over the decades and what makes it such a popular, thriving city today.*
'Wow, New York City! I can't believe we're actually going to live there!' Kadija said as they looked at pictures.
 Explain that in this passage, the sister are very excited about going to live in New York.
 - Now, you think about a time when you felt excited about going somewhere new like the sisters.
 - **I connect** to this feeling by thinking back to when I was in Grade 8, at the start of the long summer holidays. We were planning a trip to visit my cousins in Gauteng. I had never been there before, but I had heard all about their home and what we could do in Soweto. This is like Kadija and Yande. They had never been to New York before but they had heard so much about it and all the things they could do and how wonderful it is.

WORK WITH
LEARNERS:
(We do...)

1. Explain that now, we will make a connection together!
2. Read out loud while learners follow along:
'And, even though Mansa Musa was a religious Muslim, he did not expect everyone to follow Islam,' said Auntie Fatou. 'He accepted and respected other religions. In fact, Islam blended some of the traditional religious practices of the ordinary people. This form of Islam also gave women more freedom.'
'Wow,' nodded Yande, impressed to hear this. 'I guess our law today in Senegal about respecting all faiths started all those centuries ago.'
3. Ask learners: How is Yande feeling? Why?



	4. Listen to learners' ideas, like: a. <i>Yande is impressed.</i> b. <i>She is happily surprised.</i> c. <i>She did not know this before.</i> d. <i>She likes what her aunt is telling her.</i> 5. Ask learners: Can you make a connection? When is a time in your own life where you were impressed and surprised by something you learnt? 6. Listen to learners' ideas, like: a. <i>I can connect to Yande being impressed because when I heard about how SA became a democratic country. I was also proud and happy with that information.</i> b. <i>That reminds me of the time my mother told me about her job she used to have. I was so interested and impressed with her work helping to raise money and organise feeding schemes.</i> c. <i>I can make a connection to Yande. When my cousin told me she was chosen as the captain of her soccer team, I was so impressed and proud of her!</i>
PAIR WORK: (You do...)	1. Explain that now, learners will make their own connection to the text. 2. Read out loud: 'I still think New York is very cool, but this has given me a change of heart about how I feel about my country,' Yande said slowly and thoughtfully. 3. Ask learners: Can you think of a time when you changed your mind about something like Yande? How can you connect to this? 4. Explain that learners can use this frame to help them: I can make a connection... 5. Instruct learners to turn and talk and discuss this with their partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their connections, like: a. <i>I can make a connection to changing my mind. This reminds me when I changed my mind about how I felt about the new learner in my class after I spoke to her.</i> b. <i>I can make a connection because I changed my mind about reading. I used to think reading was so boring, but then I read a great book, and now I love reading!</i>



NOTES

1. Make sure the learners write the following note in their exercise books:
 - Strategy: ***Make connections***
 - To make a connection, we:
 - Think about what a character does, thinks or feels.
 - Think about how this is like something from our own lives.
 - Say: I can make a connection... or That reminds me... or That's like when I...
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 6: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	From Dakar to New York
LEARNER BOOK	Page 36
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making connections

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their K-W-L charts.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: SUMMARY

1. Follow the core methodology to help learners complete a summary of the text: **From Dakar to New York!**

Remind learners that when we make connections, we see what a character does or feels and we think how we think how this is like something from our own life.

2. Use the following summary frame:

This text is about...

I can connect to the story because...

This reminds me....

Overall, I think the story is...

3. Once you have completed the activity, come up with a class summary, for example:



From Dakar to New York

This text is about two Senegalese sisters who are excited about going to live in New York City. Their mother wants them to know more about their own country. Their aunt comes to talk with them. She tells them some very interesting facts and the sisters realise that they come from a great country that they should be very proud of. I can connect to the story because I was so excited about going to stay with my cousins for the summer holidays as I had never stayed at their house before. And I couldn't wait to do all new activities with them! This reminds me that I have a wonderful aunt and I love spending time with her. She tells me lots of interesting things about how life was for her when she was growing up.

Overall, I think the story is interesting, because it made me think. I realise I don't always appreciate my country and heritage and the ancestors who came before me.

WEEK 6: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Dialogue	Reflect a conversation between two or more people.	• Sketch a scenario before writing • Advise characters (or readers) on how to speak or present the action given in brackets before the words are spoken • Write the names of the characters on the left side of the page • Use a new line to indicate each new speaker	• Use a colon after the name of the character who is speaking • Record exchanges as they occur, directly from the speaker's point of view • When the dialogue involves family or close friends the casual style is used. • When the conversation involves strangers, the style and register must be more formal and polite



INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a dialogue. 2. Explain that our dialogue is like a play, just like 'A busy day in Timbuktu' that we read last week. 3. Explain that a dialogue is a conversation between two or more people. When we write a dialogue, we write exactly what the people in the conversation say to each other. 4. Explain that when we write a dialogue, we can think of characters acting on a stage as we write. We must think of where they are, what they are doing, how they are feeling, and how they must say the lines (sentences) we write.	
READ THE SAMPLE TEXT	<i>Two friends walking down the road in Timbuktu on a hot Friday afternoon. They are holding prayer books in their hands.</i>	
	Adama:	I wonder where Mansa Musa is on his Haji now?
	Youssouf:	I've heard he is halfway to Mecca! I wonder where will they stay when they get there? He is travelling with so many people! What a journey!
	Adama:	<i>(Stopping and turning to his friend.)</i> Do you know that, every Friday on his travels, wherever he is, he builds a mosque for the town?
	Youssouf:	<i>(Speaking in a surprised voice.)</i> No! That's incredible!
	Adama:	I know. He is so wealthy, he can just build a mosque. He's also giving valuable things away to the people he meets.
	Youssouf:	We are so lucky to have such a generous leader. His religion is very important to him, isn't it?
	Adama:	<i>(Nodding his head.)</i> Definitely! He wants everyone to be able to learn and pray. He has done so much for our city.
	Youssouf:	I love that so many scholars and writers come from far away to share their thoughts and teach us.
	Adama:	I'm looking forward to today's lesson.
	Youssouf:	Yes, we always learn so much at the Great Mosque. Come, let's hurry, we don't want to be late.
DISCUSS	1. What is the setting? (When and where did this take place?) 2. Who are the characters? 3. What are the characters talking about in the dialogue? 4. How can we know that this is a dialogue?	



NOTES

Tell learners to open their exercise books, and write down the following heading and notes:

Dialogue

1. *Set the scene in brackets at the top of the page. In a couple of sentences, explain where the characters are and what they are doing.*
2. *Write the characters' names on the left side of the page.*
3. *Use a colon after the name of the character who is speaking.*
4. *Use a new line to indicate each new speaker.*
5. *Use stage directions to show how characters should speak and act. Stage directions should be in brackets before whatever the character says.*



WEEK 6: TUESDAY / DAY 1: PLANNING (30 minutes)

TOPIC	Two people excited about something that will happen or someone who is coming	
GENRE	Dialogue	
PLANNING STRATEGY	Write a list	
MODELLING: (I do...)	1. Show learners that you think before you write. 2. Orally share some of your ideas about your story, like: Hmm, I think I will be a religious Muslim in a small town talking to my neighbour. I am very excited because I have heard of the legendary Mali king and how wealthy and generous he is. 3. Have the writing frame written on one side of the chalkboard. 4. Explain that we will plan the conversation. 5. Show learners how you make a list by answering the questions. 6. Do this on the other side of the chalkboard.	
	Planning frame Waiting for Mansa Musa 1. Who are the characters in your dialogue? (There should be two!) 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these characters feeling?	My plan Waiting for Mansa Musa 1. Imane, a religious Muslim talking her neighbour, Maisah 2. Mansa Musa and his huge procession coming through their small village 3. In 1324, when the famous pilgrimage happened 4. In a small desert village on a hot windy morning 5. They are discussing what Mansa Musa might give them when he comes through their village 6. They are feeling excited, but also quite anxious
LEARNER'S PLAN: (You do...)	1. Tell learners to close their eyes and think of the characters who will be talking in their dialogue. What are the different ideas and opinions you will include in your dialogue? 2. Next, tell learners to turn and talk with a partner, to share their ideas.	



	3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their dialogue, just like you did. 4. Hand out exercise books. 5. Tell learners they must write their own ideas – they must not copy your plan. 6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.
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Sample Plan: Waiting for Mansa Musa

1. Imane, a religious Muslim woman talking her neighbour, Maisah
2. Mansa Musa and his huge procession coming through their small village
3. In 1324, when the famous pilgrimage happened
4. In a small desert village on a hot windy morning
5. They are discussing what Mansa Musa might give them when he comes through their village
6. They are feeling excited, but also quite anxious



WEEK 6: WEDNESDAY / DAY 3: DRAFTING (30 minutes)

TOPIC	Two people excited about something that will happen or someone who is coming	
Plan	Before class begins, rewrite the planning frames on the board:	
	Planning frame	My plan
	Waiting for Mansa Musa 1. Who are the characters in your dialogue? (There should be two!) 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these characters feeling?	Waiting for Mansa Musa 1. Imane, a religious Muslim talking her neighbour, Maisah 2. Mansa Musa and his huge procession coming through their small village 3. In 1324, when the famous pilgrimage happened 4. In a small desert village on a hot windy morning 5. They are discussing what Mansa Musa might give them when he comes through their village 6. They are feeling excited, but also quite anxious
EXPLAIN DRAFTING FRAME	1. Next, tell learners they must use the information in their frame to help them decide what will happen in the dialogue and what the characters really think and say. 2. They must write the words like people are talking to each other! 3. Write the following frame on the chalkboard, and explain it to learners: Waiting in the desert... (Set the scene:Where are the character? What is happening?) Character 1: (Stage directions:What is the character feeling or doing?) What does the character say? Character 2: (Stage directions:What is the character feeling or doing?) What does the character say? (REPEAT. Each character should speak 5 times!)	



DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - **Dialogue length: 2 characters, each character must speak 5 times**
 - **Write as though these are real people having a conversation**
 - **Include stage directions**
3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMEWORK



If learners have not fully completed their draft, they must do so for homework.



Sample Draft: Waiting for Mansa Musa

Its a hot windy morning. Imane and Maisah are standing in the sandy street. They are looking into the desert, waiting for something.

Imane: (protecting her eyes from the sun. She looks nervis)
Where is he. Where are they. When are they coming.

Maisah: looking into the desert

I heard there are so many horses and camels all carrying gold and salt and silk! Is it truy that he gives all these things away?

Imane: turning to her frend. Talks excitedly

Yes, thats what I heard. But I also heard he blds mosques. I think it would be wonderful if he bilt a new mosque for us.

Maisah: (speeking excitedly)

What! I want some silk! I need to make some new beutiful cloth's and you cannot by silk here.

Imane: (shocked)

How can you be so selfish and think only of youself? Don't you think his riches should be sharred for everyone?

Maisah: (puts her hands on her hips)

why? If he's so wealthy and giving things away, why cant I get some things for myself.

Imane Well, I suppos he is giving things away...

Maisah (nodding her head)

Thats whayt the peepole are saying. Is it selfish to accept a gift?

Imane I'm not sure, but if it's truy that hes so wealthy, maybe he can bild us a mosque and give us silk

Maisah (jumping up and down, very excited)

Ooh, I think I can see them comming! Look over there!



WEEK 6: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



*(Write this on the board
before class begins)*

1. Do I set the scene in brackets? Do I explain where the dialogue is taking place and what is happening?
2. Do I include stage directions in brackets? Do these explain how each line must be read?
3. Does each character speak at least 5 times?
4. Do I write the characters names' left side of the page?
5. Do I use a colon after the name of the character who is speaking?
6. Do I use a new line to indicate each new speaker?
7. Do all of the characters' names line up?
8. Do all of the words the characters say line up?
9. Does the dialogue sound like people could really be having a conversation?
10. Do I use proper punctuation?

HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.

**Edited Draft: Waiting for Mansa Musa**

(It's a hot windy morning. Imane and Maisah are standing in the sandy street. They are looking into the desert, waiting for something.)

Imane: ^p(^{protecting} her eyes from the sun. She looks ^{nervous} ~~nervous~~)
Where is he? Where are they? When are they coming?

Maisah: ^L(^{looking} into the desert)

I heard there are so many horses and camels all carrying gold and salt and silk! Is it ^etruy that he gives all these things away?

Imane: ^T(^{turning} to her friend. ^{Talking} ~~Fatks~~ excitedly)

Yes, that's what I heard. But I also heard he ^u[^]bilds mosques. I think it would be wonderful if he ^u[^]bilt a new mosque for us.

Maisah: ^S^a(^{speaking} excitedly)

What! I want some silk! I need to make some new beutiful cloth's and you cannot by silk here.

Imane: ^S(^{shocked})

How can you be so selfish and think only of yourself? Don't you think his riches should be shared ^{between} ~~for~~ everyone?

Maisah: ^p(^{puts} her hands on her hips)

^W(^{Why}? If he's so wealthy and giving things away, why can't I get some things for myself.

Imane: Well, I suppos he is giving things away. . .

Maisah: [^](^{nodding} her head)

That's whaxt the peöple are saying. Is it selfish to accept a gift?

Imane: ^e(^I'm not sure, but if it's ^etruy that hes so wealthy, maybe he can ^u[^]bild us a mosque and give us silk.

Maisah: ^J(^{jumping} up and down, very excited)

Ooh, I think I can see them coming! Look over there!



WEEK 6: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING

Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Give their writing a title of their own
2. Rewrite their dialogue, correcting any mistakes
3. If they have time – illustrate their dialogue by drawing a picture with a caption

PRESENTING

1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.
4. You may want to select a few learners to rewrite their pieces on blank paper, and display this writing in the classroom.
5. Alternately, try to arrange for a few pairs of learners to read their writing aloud at assembly.

**Published Writing: Conversation in the desert**

(It's a hot windy morning. Imane and Maisah are standing in the sandy street. They are looking into the desert, waiting for something.)

Imane: (Protecting her eyes from the sun. She looks nervous.)
Where is he? Where are they? When are they coming?

Maisah: (Looking into the distance.)
I heard there are so many horses and camels all carrying gold and salt and silk! Is it true that he gives all these things away?

Imane: (Turning to her friend. Talking excitedly.)
Yes, that's what I heard. But I also heard he builds mosques. I think it would be wonderful if he built a new mosque for us.

Maisah: (Speaking excitedly.)
What! I want some silk! I need to make some new beautiful clothes and you cannot buy silk here.

Imane: (Shocked.)
How can you be so selfish and think only of yourself? Don't you think his riches should be shared between everyone?

Maisah: (Puts her hands on her hips.)
Why? If he's so wealthy and giving things away, why can't I get some things for myself?

Imane: Well, I suppose he is giving things away...

Maisah: (Nodding her head.)
That's what the people are saying. Is it selfish to accept a gift?

Imane: I'm not sure. But if it's true that he's so wealthy, maybe he can build us a mosque and give us silk.

Maisah: (Jumping up and down, very excited.)
Ooh, I think I can see them coming! Look over there!



WEEK 6: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

PANEL DISCUSSION



Follow the core methodology to implement a panel discussion with the learners

BRAINSTORM AND WRITE (15 minutes)

1. Explain that today, we will have a class panel to discuss our different opinions on the ancient Kingdom of Mali and its king.
2. Explain that first, we will need to form our own ideas and opinions about the Mansa Musa, his actions and his legacy.
3. Give learners 10 minutes to brainstorm and write their own opinions on these questions:
 - a. **Should the wealth of a nation be shared equally between all the people?**
 - b. **Mansa Musa spent fortunes on building mosques and universities as centres of learning. Do you think that this was the best use for his money? Why? If not, what do you think he should have spent his fortunes on?**
 - c. **Is it important to accept different religions and cultures in a society? Why or why not?**
 - d. **Why do so many people believe the grass is greener on the other side (things are always better somewhere else)?**

PREPARE FOR PANEL DISCUSSION (5 minutes)

1. Call the class back together.
2. Appoint 5 teams of 2 learners to the panel.
3. Allocate one of the 5 questions to each team to answer.
4. Explain that today, we will focus on **changing our opinions if someone makes a good point**. We will focus on listening to others and thinking about our opinions. If someone is making a convincing point, we should rethink our response.
5. Write the following sentence starters on the board:
 - **When...said...it made me think...**
 - **I used to think..., but then...said...and now I feel...**
 - **I believe...had a good reason for his/her opinion on...and now I think...**
 - **I liked what...said. Her/His point and now made me think...**
6. Explain that today, learners must try to use the sentence starters as much as possible to change their points based on other learners' points.



	7. Remind learners that you are the chairperson for the panel discussion, and they may only talk if you call on them.
DISCUSSION (25 minutes)	1. Call on the first team to answer their question. 2. Give this team 2–3 minutes to answer, then stop them. 3. Allow other class members to raise their hands and comment on the answer using a logical link. Allocate 2–3 minutes for this. 4. Repeat this process for all 5 questions.
VOTE (15 minutes)	1. Explain that at the end of a panel discussion, we often take a vote on one important aspect of the discussion. 2. Today, we will vote on the question: Should the wealth of a nation should benefit all citizens? 3. Call on one learner who was not on the panel to tell us why they think all citizens should benefit from a country's wealth. 4. Call on one learner who was not on the panel tell us why not all citizens should benefit from a country's wealth. 5. Explain that learners must vote on whether they agree with learner a or learner b. 6. Ask learners to raise their hands if they believe all citizens should benefit from a country's wealth. 7. Count the votes. 8. Ask learners to raise their hands if they believe not all citizens should benefir from a country's wealth. 9. Count the votes. 10. Finally, announce how the class feels about the national distribution of wealth: The majority of learners thinks...



CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE	• Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task). For example: This cycle we: • Learnt new vocabulary words about the Kingdom of Mali and its ruler, Mansa Musa • Listened to an information text on Mansa Musa and his great wealth • Learnt about idioms • Read different texts about the ancient Kingdom of Mali and its ruler, Mansa Musa and his legacy • Spoke about the texts • Answered questions about the texts • Learnt how to write a dialogue • Wrote our own dialogues • Had a panel discussion to decide whether or not all citizens should benefit from a country's wealth.
REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible. 6. Ask learners to think about the connections between this theme and what they have been learning about in Social Sciences. Ask learners to share any connections that they can think of. (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skills that should be developed using any or all languages.)
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!

THEME

Caretakers of The Earth

Term 1

Weeks 7 & 8 | Cycle 4



TERM 1: WEEK 7

OVERVIEW



THEME	Caretakers of the Earth
PHONIC DECODING	-ck, sh-, – sh, o back, pack, wish, ship, job, rob
SIGHT WORDS	water, work, us, only, dream, earth, protect, hero, danger, save
THEME VOCABULARY	Aboriginal, indigenous, caretaker, confusing, recognise, sacred, interviewer, climate, disastrous, flood, drought, crisis, emitters, solar
LSC	Adjectives, degrees of comparison, superlatives
COMPREHENSION STRATEGY	Making evaluations
WRITING GENRE	Formal letter
WRITING TOPIC	As a climate warrior, write a letter about a change you would like to introduce to help protect the environment.
GRAPHIC ORGANISER	K-W-L Chart
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: folktales about nature, stories about conservation and nature, information about climate change, Vanessa Nakate, Greta Thunberg, reports about floods and droughts, information on alternate, clean sources of energy, etc. 3. Try to find some pictures and visuals, for example: pictures of natural disasters, pictures and diagrams of solar, wind energy, pictures of Vanessa Nakate and Greta Thunberg, news reports of Fridays for Future in SA and around the world, diagrams of the greenhouse effect, etc. 4. Look at the additional textbook activities listed in the Management 5. Document. Decide which activities are suitable for your learners.



WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 4: **Caretakers of the Earth**
2. **Introduce the theme as follows:**
 - Explain to learners that in Natural Science this term, they will look at the biosphere and the zone of life of earth. This theme will equip them with some knowledge on humans' role in preserving life on Earth.
 - This theme will also make them aware of some of the dangers facing life on Earth and some ways humans can try to reduce these threats.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a K-W-L chart
2. Prompting questions to activate background knowledge:
 - a. **Why is our planet precious?**
 - b. **Why is it important that all the eco-systems (animal, plant, weather) are kept in balance?**
 - c. **What harmful things are humans doing to Earth?**
 - d. **What happens when humans damage the Earth?**
 - e. **Why is it important to protect our natural environment?**
 - f. **What can you, people in your community and governments do to protect your environment?**
3. Follow the core methodologies to:
 - Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, and follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



Aboriginal

Tell learners we use the word Aboriginal to describe someone who is the first of a kind in a particular place.

Say: The Khoi and the San are the Aboriginal people of South Africa, because they were the first people who lived here.

Say: This term is used to talk about the first people to live in Australia.

indigenous

Tell learners that indigenous means something that is naturally and originally from a particular place.



	Say: Fynbos are indigenous plants naturally from the Western Cape – you don't find them growing naturally anywhere else in the world.
caretaker	Act out a caretaker – give yourself a hug, say 'Shh, I'll take care of you, I'll make sure you are alright.'
	Tell learners that a caretaker is someone who takes care of someone or something, making sure this person or thing is safe and protected, and has everything they need.
confusing	Act out being confused – frown, scratch your head and say 'Huh!?'
	Say: Thobeka was so confused, she had no idea what was going on or what she should do.
recognise	Act out recognising someone – look at a learner as if you don't know them, then break into a smile and say, 'Ah it is you! I almost didn't recognise you with your new haircut.'
	Tell learners that recognise means to know or remember something or someone when you see them.
sacred	Tell learners that sacred means special, holy, or having something to do with religion.
	Say: My mom says that this water is sacred. We can't drink it, we can only use it at religious times.

QUESTION OF THE DAY



QUESTION	Why should humans be the caretakers of the Earth?
GRAPH	3 COLUMN GRAPH
OPTIONS	Humans should take care of the Earth because _____. <i>we are connected to the Earth / it is our responsibility / the Earth is sacred</i>



FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

- Why do most learners think humans should be the caretakers of the Earth?**
Most learners think humans should be the caretakers of the Earth because_____.
- Why do you think humans should be the caretakers of the Earth?**
I think humans should be the caretakers of the Earth because_____.

EXTENSION QUESTIONS

- Why is it so important that each animal has its own environment?**
Each animal must have its own environment because_____.
- Should humans be punished for doing things that damage the Earth? Why or why not?**
Humans should/should not be punished for doing things that damage the Earth because_____.

HOMEWORK



- Learners must complete their dictionary entries.
- Learners must learn the theme vocabulary.
- If possible, learners must try to find out more about the theme from their families or own research.

WEEK 7 MONDAY / DAY 1: LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using a folktale:

The Dream of the Spirit



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Today you will listen to an Aboriginal folktale. The Aboriginals are the indigenous people of Australia. They think of themselves as part of nature and as the caretakers of the Earth. This folktale, 'The Dream of the Spirit', shows the importance of the relationship between humans and nature. Without nature there would be no humans. But without humans, who looks after the Earth?	I have read folktales from Africa. There are often animals in them, like Anansi, the clever, tricky spider. I wonder if there will be animals in this folktale?	Who are the indigenous people of Australia? (<i>The Aboriginals</i>)
The Dream of the Spirit For a long time, there was nothing but the Spirit of All Life. Then the Spirit of All Life began to dream. The Spirit dreamed of a powerful fire, of wind and rain. The fire, wind and rain became real, and danced and fought together.	I wonder what the Spirit is? I think the Spirit's dream is creating all the forces, weather and energy in the universe!	Who or what began to dream? (<i>the Spirit of All Life</i>) What were the first things the Spirit dreamt of? (<i>fire, rain and wind</i>)
Then, the Spirit dreamt of land, sea and sky – and so Earth was born. The Spirit began to feel tired but didn't want the dreaming to end. So, the Spirit sent the dream down to Earth for other spirits to continue dreaming.	Oh, so the Spirit's dream is creating the world! I think that the Aboriginals call the creator of the world the Spirit. And they believe the Spirit's dream made the earth and everything around it. I wonder what the other spirits will create on earth?	How was the earth created? (<i>the Spirit dreamt of the land, sea and sky</i>)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The dream first went to the Great Fish in the sea. The Great Fish swam in the deep waters. It dreamed of waves and wet sand, but it did not understand these things. So, the Great Fish passed the dream to the Turtle.	Oh, I see. Because the Great Fish didn't understand the dream, it passed the dream on to Turtle. I wonder if this is how the beach was created?	Which was the first animal to get the dream? (the Great Fish) Who did the Great Fish pass the dream to? (the Turtle)
The Turtle came out of the waves and walked on the wet sand. But she dreamed of the rocks and warm sun. This was confusing for the Turtle because she only knew the waves and wet sand. So, she gave the dream to the lively Lizard.	Ah, Turtle passed on the dream of rocks and the sun to Lizard. I think that each dream creates a different kind of environment for different animals.	Where did the Turtle live? Which place did she know? (the waves and the wet sand)
The Lizard climbed onto a rock and felt the warm sun on his back. But he began to dream of the wind and the open sky. Lizard did not recognise these things. So, he offered the dream to the Eagle. The Eagle flew up into the open sky. He felt the wind in his wings, and he dreamed of the high trees and the night sky. But Eagle was confused. He passed the dream to the furry Possum.	I think I can see a pattern. It seems like every dream created a place of happiness for different animals. The Lizard was happy on the sunny rock, and the Eagle was happy in the open sky.	What did the Lizard dream about? (the wind and the open sky) What did Eagle do with the dream of the high trees and the night sky? (he passed it to Possum)
Possum climbed into a high tree. She began to dream of wide, yellow grasslands. But she did not know about life on the grasslands. So, she gave the dream to the Kangaroo.	We don't get possums in South Africa. They belong to a class of animals called marsupials that live in Australia. I think they are similar to the bushbabies.	Why did Possum pass on the dream of the wide, yellow grasslands?



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
	They also like being in trees and they are nocturnal, awake at night. I can see that every animal is happy in a certain environment.	<i>(She didn't live on the grasslands / she lived in high trees / she didn't know about this kind of place)</i>
Kangaroo knew about the yellow grasslands, but she dreamed of music and laughter.	Oh wow! This is a different dream. Up until now, the dreams have all been about different environments for different animals. I wonder what Kangaroo will do with this dream?	What does Kangaroo dream of? <i>(music and laughter)</i>
So, Kangaroo passed the dream to the Spirit of Humans.	Oh, this makes sense! I think humans can live in many different environments, but we need things like music and laughter to make us happy.	Who did Kangaroo pass her dream on to? <i>(the Spirit of Humans)</i>
Now the humans walked across the land and they began to dream. They dreamed of sharing the music of the birds. And dancing at sunset. They dreamed of children laughing. The humans understood the dream. They dreamed of all the things that had been dreamed before.	I see that the dream changes and grows as it is passed from animal to animal. When the humans get the dream, they can see all the dreams from before. I think we are so lucky to see and understand all these dreams.	What did the humans dream? <i>(they dreamt of sharing the music of the birds. And dancing at sunset. They dreamt of children laughing.)</i>

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.



WEEK 7: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:
The Dream of the Spirit
2. Use the following discussion frame:
The Dream of the Spirit
 - a. **In this text...**
 - b. **I learnt that...**
 - c. **I found this text...because...**
 - d. **I think this text was written to help me think about ...**

WEEK 7: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	Climate Warriors
LEARNER BOOK	Page 56
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making evaluations

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Climate Warriors 2. This text seems to be about people fighting for the climate. I wonder why people need to fight for the climate? I wonder if we need climate warriors in South Africa and in Africa? I wonder if young people also do this? Should I be fighting for the climate? I wonder what you need to be a climate warrior? I wonder what people think of climate warriors? 3. Follow the core methodology to instruct learners to scan the text.



	4. Suggestions of important words and how they connect to this text: hero – a hero is someone you admire because of what they have done or what they stand for. Maybe the climate warrior is a hero. climate change – these are dangerous changes happening in the world because of the damage humans are doing. I think the climate warrior is fighting climate change. emitters – emit is to produce something. An emitter is something that produces something. The emitters are producing harmful things. The climate warriors might be making people aware of these emitters. 5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example: <i>‘And with us today is our own Ugandan climate warrior, Vanessa Nakate. Vanessa, is climate change really something we need to worry about? How will it affect us here in Uganda?’</i> <i>This story happens in the country of Uganda, so Ugandan is someone or something from Uganda. (Like South African is used to describe someone or something from South Africa.)</i>
ASK PREDICTIVE QUESTIONS	1. Ask learners predictive questions: - What do you think this text will be about? - Why do you think that? - What does the picture on the page help you understand? - What else gives you some ideas and clues about what the text is about?

HOMEWORK



- Learners must add any new words and explanations to their personal dictionaries.
- Learners must read the text on their own if possible.



WEEK 7: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their K-W-L charts
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



interviewer	Act out being an interviewer – pretend to hold a microphone and ask someone questions.
	Tell learners that an interviewer is someone who interviews someone (asks questions) to get more information about a topic.
climate	Tell learners that the climate is like the weather, but it is the weather over a long period of time in a region.
	Say: Durban has a tropical climate: for hundreds of years in that region the weather has been warm, rainy and hardly ever gets cold.
disastrous	Act out disastrous – have a scared and shocked expression on your face, shake your hands in the air and say, 'Oh no! How could this happen?'
	Tell learners that disastrous means when something unexpected has caused lots of difficulty, suffering or loss.
flood	Tell learners that a flood is when it rains so much that the water level rises and land is covered by water.
	Say: I remember once there was a flood in my house and I had to keep all my schoolbooks on top of my cupboard so they would not get wet.
drought	Tell learners that a drought is when there is no rain and not enough water for people, plants, animals or the land.
	Say: Many areas in South Africa suffer from drought. People have to rely on water trucks coming to distribute water.



crisis	Tell learners that a crisis is a difficult or dangerous situation that has to be dealt with immediately.
	Say: Covid-19 caused a worldwide crisis. It was a difficult and dangerous situation, as people were dying, hospitals were full, and there was no vaccine. It had to be dealt with immediately, so many countries had lockdowns.
emitters	Tell learners that emitters are people, objects or machines that emit (produce and send out) something from within itself.
	Say: Cars are emitters – whenever they drive, they send out or emit carbon dioxide from the exhaust pipes.
solar	Point to a picture of the sun that you have drawn on the board.
	Tell learners that solar means the light, heat or energy from the sun. Tell learners that solar energy is one of the cleanest, best forms of energy to produce electricity.

QUESTION OF THE DAY



QUESTION	What is most disastrous effect of climate change?
GRAPH	4 COLUMN GRAPH
OPTIONS	I think the most disastrous effect of climate change is _____ <i>the planet getting hotter / floods and droughts / food shortages / destruction of animals' homes</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	1. What do most learners think is the most disastrous effect of climate change? Most learners think the most disastrous effect of climate change is _____.
	2. What do you think is the most disastrous effect of climate change? I think the most disastrous effect of climate change is_____.
EXTENSION QUESTIONS	1. Are we all responsible to fight climate change or is it the job of governments? Why? I think we are all responsible / I think it is the job of governments to fight climate change because_____.



HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

WEEK 7: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Climate Warriors
LEARNER BOOK	Page 56
ACTIVITY	First Read
COMPREHENSION STRATEGY	Make evaluations

FIRST READ



Follow the core methodology to complete the first read of the text.

Text: Read	First Read: Think Aloud
Climate Warriors It was a warm Thursday evening. Nantongo and her brother Mukasa were hanging out with their best friends Namutebi and Hashaan. They were playing cards outside as the sun was setting. As it got darker it became harder and harder to see the cards. ‘Hey, no cheating, Mukasa! Keep your eyes on your own cards!’ exclaimed Hashaan. ‘Ah, I hate not having electricity! We can’t even keep playing. And I know I’m winning!’ ‘Stop moaning, Hashaan,’ said Nantongo. ‘Let’s just move closer to the shop. We can use their light to keep playing.’ ‘Oh, look, the shop’s TV is on.’ Namutebi looked through the window.	I think that these friends have known each other for a long time, and they enjoy spending time together. I make this evaluation because they are comfortable with each other and can joke around with each other.

**Text: Read**

‘Hey! It’s Vanessa Nakate!’ exclaimed Nantongo. ‘She’s my hero!’

‘Your hero?’ said Mukasa. ‘Then we need to hear what she’s saying. Let’s get closer.’

The four friends quietly moved to the entrance of the shop, so that they could watch TV without the shopkeeper chasing them away.

On the screen an interviewer was talking to a young woman with a strong voice and fire in her eyes. The friends listened intently as the interviewer spoke.

‘And with us today is our own Ugandan climate warrior, Vanessa Nakate. Vanessa, is climate change really something we need to worry about? How will it affect us here in Uganda?’

‘It is already affecting us, and it will continue to affect us with disastrous results! Many Ugandans depend on agriculture for their jobs and food. If our farms are destroyed by flood or droughts, the crops won’t produce as much. And the cost of our food will increase. Then, it will only be the most privileged and wealthiest who will be able to buy food. The people who will be able to afford food and survive the crisis are the biggest emitters... Climate change in our country means starvation for the less privileged. And it’s the same for many African countries!’

Just then the shopkeeper spotted the friends and shooed them away.

The four friends walked slowly in the direction of their homes. Each one was thinking about Vanessa’s words.

‘Guys, I still don’t get it. What exactly is climate change? What is an emitter?’ Hashaan asked.

First Read: Think Aloud

I can make the evaluation that Nantongo knows who Vanessa Nakate is, because she admires and respects her. **I wonder** why Vanessa Nakate is Nantongo’s hero?

I infer that the friends were all affected by Vanessa Nakate’s words, because as they walk away, they are all still thinking about what she said.



Text: Read	First Read: Think Aloud
Nantongo, who clearly knew a lot about this, spoke up. 'The way I understand it, the earth is surrounded by a layer of gas called the atmosphere. In the daytime the sun shines and warms the earth's surface. When the Earth cools at night, it releases heat back into the air. But some of that heat stays trapped by gasses in the atmosphere. The gasses that trap the heat are called greenhouse gasses. They are carbon dioxide, water vapour and methane. The problem is that we are emitting too many greenhouse gasses.'	I can make an evaluation that Nantongo has read and learnt a lot about this. I think that she is interested in science and in this topic.
'Then things get bad,' said Nantongo seriously. 'The weather goes out of control! Do you remember those terrible floods last year? People died and all those farms and houses were destroyed. That's what happens! The way some people live is producing too much carbon dioxide.'	I make an evaluation that Nantongo doesn't think they are guilty of producing too much carbon dioxide, because she says 'some people' are guilty of this.
'Well it's clearly not us!' declared Nantongo. 'Carbon dioxide comes from things like factories, power plants, cars and aeroplanes. Look around...we don't have electricity, let alone nice cars or aeroplanes! Richer, more developed countries are the worst emitters. Africa only emits 4% of the world's greenhouse gasses.'	
'But I want to be an emitter! I want a car and I definitely want to go on an aeroplane!' demanded Hashaan.	
'We all want those things, but we need to educate ourselves so that when we are in charge, we can do things right. My dream is for everyone to have clean energy from solar or wind power. I want to be an engineer so I can design these things,' said Nantongo.	I make the evaluation that Nantongo really cares about the planet and about human rights. It seems she wants to work in this field so that she can provide good solutions for everyone.

**Text: Read**

‘Oh, that makes sense,’ said Hashaan. ‘I saw a TV show about hydroponics, which is farming with very little soil and water. I would like to do that.’

‘That sounds cool,’ commented Mukasa. ‘I want to plant many trees – I know that trees absorb carbon dioxide. I would love to plant a huge forest.’

The friends continued to walk home in silence, each dreaming of different ways to save the Earth, and to make their own lives better.

First Read: Think Aloud

I can evaluate that the friends did have some information, they just didn’t know how it connected to climate change.

Recall questions**Responses**

Who was being interviewed on the TV?

Vanessa Nakate

What percentage (%) of the world’s greenhouse gasses does Africa emit (produce)?

4%

Critical thinking**Possible responses**

Why is it important to know about climate change?

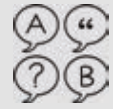
We need to know how our choices are affecting the planet.
Our actions have an impact on the environment.
Everyone should take responsibility for reducing climate change.

Is it only the countries, who are the big emitters of carbon emissions, who should take action? Why or why not?

Yes, only those responsible for producing lots of carbon emissions should change their ways of doing things. The poor countries can stay the way they are.
Or
No, all people in all countries should be changing their lifestyles and making an effort to protect the planet and save people’s lives.



INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **adjectives, degrees of comparison, superlatives.**
2. Explain this as follows:
Adjectives
 - Adjectives describe nouns
 - We can use adjectives to **compare** objects, animals, people or ideas. These are called **degrees of comparison.**
 - **Positive** adjectives describe one thing.
 - **Comparative** adjectives compare two things.
 - **Superlative** adjectives compare three or more things.
3. Point out the following examples of this in the text, making sure that learners can see that sometimes adjectives can be used to compare more two or more things:
 - a. It was a **warm** Thursday evening. (positive adjective warm – describing the evening)
 - b. As it got **darker** it became harder and harder to see the cards. (comparative adjective darker – comparing how dark is it to how it was before)
 - c. Nantongo and her brother Mukasa were hanging out with their **best** friends Namutebi and Hashaan. (superlative adjective best – out of all their friends, these are their favourite/best)



WEEK 7: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their K-W-L charts.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **adjectives, degrees of comparison, superlatives.**
2. Show the learners the LSC again in context. Here are some more examples:
 - a. Look around...we don't have electricity, let alone **nice** cars or aeroplanes! (positive)
 - b. **Richer, more developed** countries are **the worst** emitters. (richer – comparative; more developed – comparative; the worst – superlative)
3. Tell learners to copy the following **LSC note** in their books:

Adjectives

Adjectives describe nouns

*We can use adjectives to compare objects, animals, people or ideas. These are called **degrees of comparison**.*

Positive *adjectives describe one thing.*

Comparative *adjectives compare two things*

Superlative *adjectives compare three or more things*

There are important spelling rules to remember when you use the comparative and superlative degrees:

- If the adjective has a short vowel (hot, big), double the last letter and add er (comparative) or est (superlative). For example:
 - hot hotter hottest
 - big bigger biggest
- If the adjective has double vowels or double consonants (black, sweet, young), add er (comparative) or est (superlative). For example:
 - black blacker blackest
 - sweet sweeter sweetest
 - young younger youngest
- If the adjective ends in e (wise, brave), add r (comparative) or st (superlative). For example:
 - wise wiser wisest
 - brave braver bravest



- If the adjective ends in y (lazy, wealthy), change the 'y' to 'i' and add er (comparative) or est (superlative). For example:
 - lazy lazier laziest
 - wealthy wealthier wealthiest
- If the adjective ends in ful (colourful), ive (active) or ous (famous) OR if the adjective has more than two syllables (diff/i/cult), add 'more' (comparative) or 'most' (superlative). For example:
 - colourful more colourful most colourful
 - active more active most active
 - famous more famous most famous
 - difficult more difficult most difficult

There are exceptions to these rules:

- good better the best
- bad worse the worst
- little less the least
- many/much more the most
- far further/farther the furthest/farther

4. Next, tell learners to change the adjective to the correct degree (positive, comparative, or superlative).
 - a. Our world is (valuable) than money. (*more valuable*)
 - b. I am not doing enough. I will be (happy) if I could do something more to help the planet. (*happier*)
 - c. The planet is (hot) than it used to be. (*hotter*)
 - d. Vanessa is (brave) than her sister because she is a climate warrior. (*braver*)
 - e. The world is (bad) than it was twenty years ago. (*worse*)
 - f. It is the (wealthy) countries who do the (much) damage. They are the (big) emitters. (*wealthiest, most, biggest*)
 - g. My country is (poor) than America, but it emits (little) greenhouse gasses. (*poorer, less*)
 - h. Climate change is the (important) thing for us to focus on. (*most important*)
 - i. Even if we are (young) than politicians, we can still make a difference. (*younger*)
5. Tell learners who finish quickly to write 4 sentences using the comparative and superlative forms of the following adjectives: **safe, good**
6. Correct this activity together with learners.

**HOMEWORK**

Find a suitable consolidation activity from the textbook in the Management Document.

Tell learners to complete this for homework.

**WEEK 7: THURSDAY / DAY 4:
SECOND READ (30 minutes)**

TITLE	Climate Warriors
LEARNER BOOK	Page 56
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Make evaluations

SECOND READ

Follow the core methodology to complete the second read.

Use these **follow-up questions**:

- What are the 3 main greenhouse gasses?
- What happened in Uganda in 2019 as a result of climate change?
- List two sources of alternate clean energy.
- Do you think young people who speak out can make a difference to this global problem? Why or why not?
- What can governments do to help stop climate change?

Text: Read	Second Read: Think Aloud
Climate Warriors It was a warm Thursday evening. Nantongo and her brother Mukasa were hanging out with their best friends Namutebi and Hashaan. They were playing cards outside as the sun was setting. As it got darker it became harder and harder to see the cards.	I can make an evaluation that since they do not have electricity at home, these friends live in an under-resourced community, or their parents cannot afford electricity.



Text: Read	Second Read: Think Aloud
‘Hey, no cheating, Mukasa! Keep your eyes on your own cards!’ exclaimed Hashaan. ‘Ah, I hate not having electricity! We can’t even keep playing. And I know I’m winning!’ ‘Stop moaning, Hashaan,’ said Nantongo. ‘Let’s just move closer to the shop. We can use their light to keep playing.’ ‘Oh, look, the shop’s TV is on.’ Namutebi looked through the window.	
‘Hey! It’s Vanessa Nakate!’ exclaimed Nantongo. ‘She’s my hero!’ ‘Your hero?’ said Mukasa. ‘Then we need to hear what she’s saying. Let’s get closer.’ The four friends quietly moved to the entrance of the shop, so that they could watch TV without the shopkeeper chasing them away. On the screen an interviewer was talking to a young woman with a strong voice and fire in her eyes. The friends listened intently as the interviewer spoke.	I make the evaluation that Vanessa Nakate is very passionate about the topic of climate change from the way she’s described with fire in her eyes.
‘And with us today is our own Ugandan climate warrior, Vanessa Nakate. Vanessa, is climate change really something we need to worry about? How will it affect us here in Uganda?’	I can make an evaluation that climate change is something very real and it’s affecting many people’s lives, especially African people.

**Text: Read**

'It is *already* affecting us, and it will continue to affect us with disastrous results! Many Ugandans depend on agriculture for their jobs and food. If our farms are destroyed by flood or droughts, the crops won't produce as much. And the cost of our food will increase. Then, it will only be the most privileged and wealthiest who will be able to buy food. The people who will be able to afford food and survive the crisis are the biggest emitters... Climate change in our country means starvation for the less privileged. And it's the same for many African countries!'

Just then the shopkeeper spotted the friends and shooed them away.

The four friends walked slowly in the direction of their homes. Each one was thinking about Vanessa's words.

'Guys, I still don't get it. What exactly is climate change? What is an emitter?' Hashaan asked.

Nantongo, who clearly knew a lot about this, spoke up. 'The way I understand it, the earth is surrounded by a layer of gas called the atmosphere. In the daytime the sun shines and warms the earth's surface. When the Earth cools at night, it releases heat back into the air. But some of that heat stays trapped by gasses in the atmosphere. The gasses that trap the heat are called greenhouse gasses. They are carbon dioxide, water vapour and methane. The problem is that we are emitting too many greenhouse gasses.'

'What happens then?' asked Namutebi, looking worried.

Second Read: Think Aloud

Again, **I make the evaluation** that the four friends are very comfortable with each other, because Hashaan is not embarrassed to admit that he doesn't know about this topic.

I can evaluate that Nantongo is telling Hashaan facts and not just her opinion.

I can see she uses the scientific terms to explain this topic.



Text: Read	Second Read: Think Aloud
‘Then things get bad,’ said Nantongo seriously. ‘The weather goes out of control! Do you remember those terrible floods last year? People died and all those farms and houses were destroyed. That’s what happens! The way some people live is producing too much carbon dioxide.’ ‘Which people?’ asked Hashaan, looking around. ‘Let’s get them!’ The friends laughed.	
‘Well it’s clearly not us!’ declared Nantongo. ‘Carbon dioxide comes from things like factories, power plants, cars and aeroplanes. Look around...we don’t have electricity, let alone nice cars or aeroplanes! Richer, more developed countries are the worst emitters. Africa only emits 4% of the world’s greenhouse gasses.’ ‘But I want to be an emitter! I want a car and I definitely want to go on an aeroplane!’ demanded Hashaan.	It is so unfair that the people who are causing the least damage are the ones who are suffering the most. I wonder if the governments of the high emitting countries are doing to bring emissions down?
‘We all want those things, but we need to educate ourselves so that when we are in charge, we can do things right. My dream is for everyone to have clean energy from solar or wind power. I want to be an engineer so I can design these things,’ said Nantongo.	
‘Oh, that makes sense,’ said Hashaan. ‘I saw a TV show about hydroponics, which is farming with very little soil and water. I would like to do that.’ ‘That sounds cool,’ commented Mukasa. ‘I want to plant many trees – I know that trees absorb carbon dioxide. I would love to plant a huge forest.’	I can make the evaluation that there are so many things we can do and careers we can choose to help our planet.

**Text: Read**

The friends continued to walk home in silence, each dreaming of different ways to save the Earth, and to make their own lives better.

Second Read: Think Aloud**Recall questions****Responses**

What are the 3 main greenhouse gasses?

Carbon dioxide, water vapour and methane

What happened in Uganda in 2019 as a result of climate change?

Terrible floods where people died, and homes and farms were destroyed.

List two sources of alternate clean energy.

Wind and solar

Critical thinking**Possible responses**

Do you think young people who speak out can make a difference to this global problem? Why or why not?

Yes / No – own answers with good reasons

What can governments do to help stop climate change?

- Have rules about pollution
- Reduce carbon emissions in factories and power plants
- Fund and implement alternate sources of power, wind, solar, etc.
- Find and fund different ways of farming
- Stop production of plastic
- Plant more trees
- Learners' own good answers

LEARNERS FORMULATE QUESTIONS

Follow the core methodology to ask learners to generate questions related to the text.

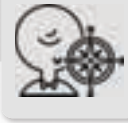
HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.



WEEK 7: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners not to write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment Task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

**WEEK 8: MONDAY / DAY 1:
TEACH THE COMPREHENSION STRATEGY (30 minutes)**

MODELLING:
(I do...)

1. Explain that this week, we have been working on **making evaluations**.
 - Explain that when we make an evaluation, we **make a judgement**.
 - This is a key comprehension skill.
 - This can be about the **characters**, or the **events** in the text.
 - We can also **evaluate the text itself**: is it interesting, did you like it and so on?
 - When we make an evaluation, we always need to have a **reason or evidence to justify our judgement**.
2. Model making an evaluation.
 - a. **Character:** *I make the evaluation that Nantongo has the right attitude towards climate change. I also believe it's important to know the facts, to understand the dangers and to do what we can to protect the Earth.*
 - b. **Event:** *I can make the evaluation that Uganda does not have as many factories, power plants or use as many cars, trucks and aeroplanes as countries like America or China. I can make this evaluation because it hardly produces any carbon emissions, whereas America and China are responsible for most of the carbon emissions in the world.*

WORK WITH LEARNERS:
(We do...)

1. Explain that now, we will make an evaluation together!
2. Say: *This story is trying to show us it's unfair that African countries are the worst affected by climate change. Do we agree with this statement? Why or why not?*
3. Explain that we can use this frame to help us:
Yes, I think this story is trying to show us that because...
No, I think this story is rather trying to show us that ...because...
4. Listen to learners' ideas, like:
 - a. *I think this story is trying to show us that African countries are the worst affected because the story happens in Uganda, an African country. In the story, the characters have seen the terrible floods and damage to their country, and they discuss how their country is not to blame for climate change as much as richer countries.*
 - b. *No, I think this story is rather trying to show us that climate change is affecting the whole world because Vanessa Nakate talks about how the actions of the whole world affect climate change in Africa.*



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>'But I want to be an emitter! I want a car and I definitely want to go on an aeroplane!' demanded Hashaan.</i> 3. Ask learners: <i>Make an evaluation about Hashaan. Is he a selfish, bad person? Why or why not?</i> 4. Explain that learners can use this frame to help them: <i>I think Hashaan is selfish because...</i> <i>I think Hashaan is not selfish because...</i> 5. Instruct learners to turn and talk and discuss this with a partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their evaluations, like: a. <i>I think that Hashaan is a selfish person. He shouldn't only think of what he wants.</i> b. <i>I think that Hashaan is not selfish. He is just a teenager and he is allowed to want these things for himself when he is older.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: Making evaluations <i>Making evaluations is about making judgements and forming opinions based on what is happening in the text.</i> <u>To make an evaluation I must:</u> • <i>Think about what a character does or says.</i> • <i>Think about the purpose of the text.</i> • <i>Decide what I think about this and form my own opinion.</i> • <i>Think about the text as I read and look for evidence that my judgement is correct or incorrect.</i> 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 8: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	Climate Warriors
LEARNER BOOK	Page 56
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making evaluations

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their K-W-L charts.
Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:

Climate Warriors

Remind learners that when we make evaluations, we make judgements and form opinions based on what is happening in the text. We must be able to support our evaluations with evidence from the text.

2. Use the following summary frame:

This text is about...

The characters in this text are... They are discussing...

In their discussion I learnt... Overall, I think the story is...

From this text, I can evaluate that the author wanted me to...so that I can...



3. Once you have completed the activity, come up with a class summary, for example:

Climate Warriors

This text is about how climate change is destroying the Earth. ***The characters in this text are*** Nantongo, Mukasa, Namutebi and Hashaan (and Vanessa Nakate). ***They are discussing*** how Uganda has suffered because of climate change. They also talk about what humans do that is adding to climate change. And they discuss some solutions to help prevent climate change and global warming. ***In their discussion I learnt*** that African countries are the most affected but contribute the least to climate change. ***Overall, I think this story is*** interesting as I've heard of climate change, but I never really understood what it meant. ***From this text, I can evaluate that the author wanted me to*** have some facts about what causes climate change ***so that I can*** make good decisions and help protect the Earth.

**WEEK 8: TUESDAY / DAY 2:
TEACH THE GENRE (30 minutes)**

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Formal letter	• Learners should write genuine formal letters, and, where possible, send them off and await a reply. • Letters requesting information about products, universities, travel, professions, if sent to appropriate concerns will almost certainly be replied to. The value of the formal letter will then become obvious.	• Adhere to different requirements of formal letters such as style and structure • Contain an introduction, a body and a conclusion • Contain two addresses, the writer's and the recipient's • Contains a formal salutation/greeting following the recipient's address • Contain a title or subject line following the salutation and be underlined • Reflect a formal conclusion followed by the writer's surname and initial	• Reflect a formal language register • Writing should be clear and straightforward, concise and logical (Remember that the intended audience should understand what is communicated for the results / response to be positive)
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a formal letter. 2. Remind learners that a formal letter is to someone you do not necessarily know. 3. The letter can be to obtain information, apply for a job or a bursary, lodge a complaint or share an opinion or information with the editor of a newspaper. 4. The writing must be in a formal register and must be clear and logical. 5. The formal letter has a specific structure.		



	6. Make sure that learners understand the format of a formal letter: - A formal letter has two addresses: the sender's address and the receiver's address. - The sender's address is in the top right hand corner. No punctuation is used. - These days it is a good idea to include the sender's email address and cellphone number if available. - The date is written underneath the sender's address. - The receiver's address is underneath the sender's address, aligned to the left. The title, not the name of the receiver is written. No punctuation is used. - A formal greeting or salutation (Dear ...) is written on the left hand side. - The subject of the letter is written under the greeting in capitals. - The letter is written in paragraphs with lines left in between. - The letter ends with a formal salutation (e.g. Yours faithfully, Yours sincerely, Yours truly, Regards). - Under the salutation is the sender's signature and under that is the sender's initial and surname.
READ THE SAMPLE TEXT	26 Bellevue Heights 6 Smart Street Yeoville Johannesburg 2098 sara.nk@gmail.com Cell: 085 555 5555 25 March 2023 Councillor Dube Ward S2 P O Box 722 Johannesburg 2000 Dear Councillor Dube SUGGESTIONS FOR NEIGHBOURHOOD WASTE MANAGEMENT My name is Sara Nkobeni. I am a Grade 7 learner from a primary school in your Ward. I also live in your Ward with my family and friends.



	Our neighbourhood is the dirtiest one for miles, because many people live here. There are not enough dustbins, and many people cannot afford to buy rubbish bags. We do not like living with the rubbish and we would like to do something about it. Councillor Dube, my friends and I have been asking around, and many people have good ideas for better waste management. One person said we should have one open lot where we can all dump our garden and food waste. This can be turned into compost for people who have gardens. Another person said that we should collect things that can be recycled into other products, like fabric, old clothing, plastics and wood or cardboard. The point is, many people have good ideas and want to get involved in cleaning up our neighbourhood. We were wondering if this is something you would be prepared to help us with? If you are willing, could we please set up a meeting to discuss this further? I represent a group of 22 scholars, students and adults who all live in the same area. I look forward to hearing from you. Yours sincerely <i>S Nkobení</i> Sara Nkobení
DISCUSS	1. Who is writing the letter? 2. Who is the letter addressed to? 3. Where is the writer's address? 4. Which is the receiver's address? 5. What is the letter about? 6. What are some examples of formal language? 7. How does the letter end?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Formal Letter</u> <i>How to write a formal letter</i> 1. <i>I use formal, direct language</i> 2. <i>I use the following format:</i>



	Address line 1 Address line 2 Town or city Postal code Email address (if available) Cellphone number (if available) Date (skip a line) Person's position, e.g.: The Principal Organisation / Company Name / School Name Address line 1 Town or city Postal code (skip a line) Dear Mr/Ms X (greeting / salutation, recipient's name) (skip a line) REQUESTING PERMISSION TO STOP USING PLASTIC AT SCHOOL (use capitals or underlining to emphasise the subject line) (skip a line) Paragraph 1 (skip a line) Paragraph 2 (skip a line) Paragraph 3 (skip a line) Yours sincerely (greeting / salutation) Signature (sender's signature) Name (sender's name)
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**WEEK 8: TUESDAY / DAY 1:
PLANNING (30 minutes)**

TOPIC	As a climate warrior, write a letter to someone about a change you would like to introduce to help protect the environment.
GENRE	Formal letter
PLANNING STRATEGY	Work with a partner to complete this writing task Write a list
INTRODUCTION	1. Introduce the writing topic. 2. Tell learners that for this project, they will work in pairs. 3. Explain that learners must think and plan together with a partner, but they must each write their own copy of the plan, draft and final letter in their books. 4. They will then write one copy of the letter onto paper in order to post it. 5. Tell learners that you will provide the blank paper, envelopes and stamps for the letters. 6. Tell learners that you will post their letters for them. 7. Then, it is very important for learners to understand these points about transactional texts: a. Firstly, a transaction is an exchange between people. This means that they should expect a reply from their letter. If they do not get a reply, they should follow up. b. Secondly, if learners really want to achieve something by writing to people, they have to be determined and persistent. They may have to write many letters to different people, or they may have to have multiple transactions with one person or organisation. c. Thirdly, if they do manage to get some help through this exchange, they must remember to write a letter of thanks.
MODELLING: (I do...)	1. Show learners that you think before you write. 2. Orally share some of your ideas for your letter, like: <i>I want to start a campaign at my school to make the learners aware of the dangers of climate change. I think plastic is a big problem at our school. I'd like to ask the principal if I can start an 'End Plastic' campaign at our school.</i> 3. Have the writing frame written on one side of the chalkboard. 4. Show learners how you make a list by answering the questions. 5. Do this on the other side of the chalkboard.



	Planning frame	My plan
	Formal letter 1. Who are you writing this letter to? 2. Why do you want to write this letter? 3. What is your idea / request that you want to talk about? 4. What are your reasons for making this suggestion/asking for permission/asking for help? How will your idea help the planet? 5. How will you implement your idea? (Who will help you? What do you need?) 6. How will you convince the person you are writing to that this is an important idea?	Formal letter 1. The School Principal 2. I am worried about all the plastic we are using. 3. I want the school to ban plastic. I want to make learners aware of this problem. 4. Plastic never breaks down and it stays in the rubbish dumps forever harming the environment. We use so many bottles. 5. I want to make posters and talk to learners about this problem. I will ask other learners and maybe some teachers to help me. I need paper and paint to make the posters. I will ask the principal to ban the use of plastic for tuckshop / snack sales at school. 6. I will tell the principal that this is a small but important effort that the school can do to make a difference.
LEARNERS PLAN: (You do...)	1. Inspire learners by sharing some ideas about who they could write to, and what they could write about. 2. For inspiration, see the list below – you could write this list on the board, or make copies for learners. It is a good idea to do your own research and add local organisations or individuals to this list. 3. Once you have shared these ideas with learners, tell them to brainstorm with their partner. 4. Tell learners they must then complete their own copy of the plan in their exercise books. 5. Tell learners they must write their own ideas – they must not copy your plan. 6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.	

**IDEAS TO SHARE
WITH LEARNERS****Write to your school principal, the chairperson of the school SGB, or a teacher with an idea:**

Think about an idea to improve the environment of your school that your principal, the SGB chair or a teacher could help with. You may want to ask them for permission to run a campaign, and help to implement the campaign. You may want to ask them to introduce or change a school rule to improve the environment.

Write to your local councillor with an idea:

Think about an idea to improve the environment of your community that your local councillor could help with. You may want to ask your councillor for permission to use some land, or to hold a meeting. You could even ask your councillor if they could help you with a donation of goods or a budget to help you get started.

There are different ways of finding out the name and postal address of your local councillor.

1. Visit the Electoral Commission of South Africa website: <https://www.elections.org.za/content/default.aspx>
2. Search for your province, then your municipality and finally your ward to get to the details of your local councillor
3. Visit the local council offices to get the details of your local councillor

Write to your provincial MEC for environmental affairs with an idea:

Think of an idea that your provincial MEC may be interested in supporting. Maybe you want to bring the MEC's attention to an environmental crisis in your area. Maybe you have a special environmental feature in your area, that you want to tell the MEC about. Remember that the MEC deals with the whole province, so this should be an issue or a feature that will be important to the province.

Limpopo

The MEC for Economic Development Tourism and Environmental Affairs
Private Bag X9489
POLOKWANE
0700



Write to a gardening or environmental NGO (non governmental organisation) with an idea:

NGOs are organisations that try to support government – they do work for the good of the people, that governments may not be able to do. You can share your ideas with an NGO and ask for advice, for information, for skills development, or even for help with equipment, products or money. Do not ever just ask for money – many NGOs are more likely to help with advice, information, skills or resources other than money.

Siyakhana Garden

Erf 144

Observatory Avenue

Bezuidenhout Park

Johannesburg

2094

(This organisation started an urban food garden business)

The Food Gardens Foundation

P.O. Box 41250

Craighall Park

Johannesburg

2024

(This organisation teaches people how to farm food using organic sustainable principles)

Food & Trees for Africa

94 Bessemer St

Wendywood

Sandton

2090

(This organisation helps with community and school food and tree gardens)

WESSA

1 Karkloof Rd

Howick

3290

(This organisation does many things including bringing environmental education to schools)



Environmental Monitoring Group

10 Nuttal Rd

Observatory

Cape Town

7925

(This organisation works with community farmers and fishermen to help them deal with climate change)

Earthlife Africa

seccp@earthlife.org.za

(This organisation works with communities or organisations to reduce pollution and eliminate waste)

Global Citizen South Africa

Office 102H3 1st Floor

3 Melrose Square

Melrose Arch

Johannesburg

2196

(This organisation works to address social and environmental injustice)

Sample Plan: Letter to the principal

1. I am worried about all the plastic we are using.
2. I want the school to ban plastic. I want to make learners aware of this problem.
3. Plastic never breaks down and it stays in the rubbish dumps forever harming the environment. We use so many bottles.
4. I want to make posters and talk to learners about this problem. I will ask other learners and maybe some teachers to help me. I need paper and paint to make the posters.
5. I will tell the principal that this is a small but important effort that the school can do to make a difference.



WEEK 8: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC	As a climate warrior, write a letter to someone about a change you would like to introduce to help protect the environment.	
PLAN	Before class begins, rewrite the planning frames on the board	
	Planning frame Formal letter 1. Who are you writing this letter to? 2. Why do you want to write this letter? 3. What is your idea / request that you want to talk about? 4. What are your reasons for making this suggestion/asking for permission/asking for help? How will your idea help the planet? 5. How will you implement your idea? (Who will help you? What do you need?) 6. How will you convince the person you are writing to that this is an important idea?	My plan Formal letter 1. The School Principal 2. I am worried about all the plastic we are using. 3. I want the school to ban plastic. I want to make learners aware of this problem. 4. Plastic never breaks down and it stays in the rubbish dumps forever harming the environment. We use so many bottles. 5. I want to make posters and talk to learners about this problem. I will ask other learners and maybe some teachers to help me. I need paper and paint to make the posters. I will ask the principal to ban the use of plastic for tuckshop / snack sales at school. 6. I will tell the principal that this is a small but important effort that the school can do to make a difference.
EXPLAIN DRAFTING FRAME	1. Remind learners that even though they are working in pairs, they must each write their own copy of the draft in their exercise books. 2. Next, tell learners that they must turn each point in their plan into a good sentence. 3. They must use formal language. They must write clearly. 4. They must write so that the recipient will be convinced that this is a good idea.	



	5. They must also arrange the sentences into paragraphs. 6. They must use a positive, comparative or superlative adjective. 7. Write the following frame on the chalkboard, and explain it to learners: Paragraph 1: introduce yourself and why you are writing <i>Point 1–2:</i> <i>I am.... I am writing to</i> Paragraph 2: What is your idea and how you'll make it work <i>Points 3–4</i> <i>I would like to...</i> <i>I will ask / need / use...</i> Paragraph 3: Conclude the letter <i>Point 5</i> <i>This matter is I feel / believe...</i>
DRAFTING	1. Follow the core methodology to help learners complete their drafts. 2. Specify the following points: • Letter length: 110–120 words and 3 paragraphs. • Remind learners to write using clear, formal language. 3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMework

If learners have not fully completed their draft, they must do so for homework.





Sample Draft: Letter to the Principal

21 Kotane Street
Mmabatho
Mahikeng
2745
gobal@hotmail.com
085 555 5555
20 February 2023

The Principal Mr Kagiso
Leteane High School
Tloung
Mahikeng
2745

Hi Sir, Mr Kagiso
REKWESTING PERMISSION TO STOP USING PLASTIC AT
SCHOOL

I am in Grade 7. I am riting you this letter becoz I am very worried about all the plastic bottles at our scool. I would like to make all the learners aware of the dangers of using plastic. I would like our learners to try and stop using all plastic.

Plastic will never break down and it is very bad for all the animals, plants and the nature. I want to make posters and talk to learners about this problem. I will ask other learners and maybe some teachers to help me. I need paper and paint to make the posters.

It dosnt seem like a big deal or the most important, but it is important and can make a big difference to the environment.

I hope you will support me.

L. Goba

**WEEK 8: THURSDAY / DAY 4:
EDITING (30 minutes)**

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST

*(Write this on the board
before class begins)*

1. Does our letter have 110–120 words?
2. Does our letter have: the sender's address, the date, the receiver's address, and the heading?
3. Does our letter have 3 paragraphs?
4. Have we used a formal greeting at the beginning and at the end?
5. Does our paragraph explain our idea?
6. Do we explain how we will implement the idea?
7. Do we explain why this is important?
8. Is our language formal and clear?
9. Have we included a positive, comparative or superlative adjective?
10. Did we spell all words correctly?
11. Does every sentence start with a capital letter?
12. Does every sentence end with a full stop or exclamation mark?

HOMEWORK

If learners have not fully completed their final draft, they must do so for homework.





WEEK 8: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING

Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Rewrite a copy of their letter in their exercise books, correcting any mistakes
2. Write one copy of the letter on blank paper, and address an envelope to post the letter.

(Please provide paper, envelopes and stamps for learners.)

Please note: It is important to show learners that there is a real purpose to writing letters. Because of this, these letters should be posted or emailed. (If you decide to email, these letters will have to be typed.)

PRESENTING

1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' letters to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try to do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.
4. Try to arrange for a few learners to read their writing aloud at assembly, especially learners who get a response to their letters – they could read both the letter they wrote and the reply.

**Published Writing: Letter to the Principal – Please no plastic!**

24 Kotane Street
Mmabatho
Mahikeng
2745
goba@hotmail.com
085 555 5555
20 February 2023

The Principal
Leteane High School
Tloung
Mahikeng
2745

Dear Mr Kagiso

REQUESTING PERMISSION TO BAN PLASTIC AT SCHOOL

I am in Grade 7. I am very worried about all the single use plastic bottles at our school. I would like to make the learners aware of the dangers of using plastic. I would like our learners to try and stop using all plastic.

Plastic will never break down and it is dangerous for the environment. I want to make posters and talk to learners about this problem. I will ask other learners and maybe some teachers to help me. I need paper and paint to make the posters.

It does not seem like the most important thing, but not using plastic can make a big difference to the environment. I hope you will support me.

Yours sincerely

L. Goba



WEEK 8: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

PANEL DISCUSSION



Follow the core methodology to implement a panel discussion with the learners.

BRAINSTORM AND WRITE (15 minutes)

1. Explain that today, we will hold a panel discussion to discuss our opinions on the caretakers of the Earth.
2. Explain that first, we will need to form our own ideas and opinions about the caretakers of the Earth.
3. Give learners 10 minutes to brainstorm and write their own opinions on these questions:
 - a. **How are humans and countries damaging the Earth?**
 - b. **Should humans and countries who are big emitters be punished?**
 - c. **Whose job is it to protect the world?**
 - d. **What can individuals and governments do to protect the environment?**
 - e. **Are climate warriors making a difference?**

PREPARE FOR PANEL DISCUSSION (5 minutes)

1. Call the class back together.
2. Appoint 5 teams of 2 learners to the panel.
3. Allocate one of the 5 questions to each team to answer.
4. Explain that today we will focus on: **expressing opinions and supporting reasons**. Like we did when we were evaluating, we will express our opinion or judgement, but we must always justify and explain our opinions with evidence.
5. Write the following sentence starters on the board:
 - **I feel ...because...**
 - **I believe...to be true because...**
 - **In my opinion, I think this because I read / saw / heard ...**
 - **I think... because in the story...**
6. Explain that today, learners must try to use the sentence starters as much as possible **to justify and give evidence for their ideas**.
7. Remind learners that you are the chairperson for the panel discussion, and they may only talk if you call on them.



DISCUSSION (25 minutes)	1. Call on the first team to answer their question. 2. Give this team 2–3 minutes to answer, then stop them. 3. Allow other class members to raise their hands and comment on the answer using a logical link. Allocate 2–3 minutes for this. 4. Repeat this process for all 5 questions.
VOTE (15 minutes)	1. Explain that at the end of a panel discussion, we often take a vote on one important aspect of the discussion. 2. Today, we will vote on the question: Do you think climate warriors are making a difference or not? 3. Call on one learner to tell us why they think climate warriors are making a difference (i.e.: They are influencing the way people live and they are helping to protect the planet.) 4. Call on one learner tell us why they think climate warriors are not making a difference (i.e.: They are not changing how the big emitters are doing things and they are not helping to save the planet.) 5. Explain that learners must vote on whether they agree with learner a or learner b. 6. Ask learners to raise their hands if they believe that climate warriors are making a difference. 7. Count the votes. 8. Ask learners to raise their hands if they believe climate warriors are not making a difference. 9. Count the votes. 10. Finally, announce how the class feels about climate warriors: The majority of learners thinks...



CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE	Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task). For example: This cycle we: • Learnt new vocabulary words about climate change • Listened to a folktale about the relationship between humans and the earth • Learnt about adjectives and degrees of comparison • Read different texts about protecting the Earth and climate change • Spoke about the texts • Answered questions about the texts • Learnt about how to write a formal letter • Wrote our own formal letters • Had a panel discussion to decide if we think climate warriors are making a difference or not
REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible. 6. Ask learners to think about the connections between this theme and what they have been learning about in Natural Sciences. Ask learners to share any connections that they can think of. (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!

THEME

Thirteen

Term 1

Weeks 9 & 10 | Cycle 5

TERM 1: WEEK 9

OVERVIEW



THEME	Thirteen
PHONIC DECODING	bl-, -ar black, bless, bliss, far, car, jar
SIGHT WORDS	gave, objects, treat, must, know, teenagers, laugh, bully, kindness, accept
THEME VOCABULARY	intimidating, brag, explicit, respect, speak my mind, acknowledge, stabbing, clutch, confide, incident, stigma, taboo, remorseful, apology
LSC	Subject verb agreement
COMPREHENSION STRATEGY	I wonder Making connections
WRITING GENRE	Narrative essay
WRITING TOPIC	Someone gets into a bad situation and they get help from an unexpected person.
GRAPHIC ORGANISER	K-W-L Chart
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: stories about teenagers, stories about relationships, information brochures about teenage physical and mental health and well-being, diaries of young people, etc. 3. Try to find some pictures and visual texts, for example: diagrams of puberty and changing bodies, the menstrual cycle, different body types, sanitary products, young people's sport and recreation activities, etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.

WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 5: **Thirteen**
2. **Introduce the theme as follows:**
 - Explain to learners that in Life Orientation this term, they will look at: self-image, changes in boys and girls: puberty, menstruation and peer pressure.
 - Explain this theme will equip them with some background knowledge that will help them to better understand these concepts and issues.
 - This theme focuses on how our bodies change through puberty and how we deal with these changes. It focuses on the stigma of menstruation and the negative results this has on young women. It also teaches us to think about how we treat and talk about others who are going through these changes and how we respond to peer pressure.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a K-W-L chart.
2. Ask prompting questions to activate background knowledge:
 - a. **Who should young people speak to about the changes they experience as part of puberty?**
 - b. **What are some things that people don't like to talk about (they are taboo) in society?**
 - c. **Why is puberty a difficult time for many young people?**
 - d. **What is peer pressure?**
3. Follow the core methodologies to:
 - Teach learners new vocabulary using PATS (and add to personal dictionaries)
 - Ask learners to answer the question of the day, the follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



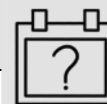
intimidating

Act out being intimidating – stand up tall, wag your finger and shout and make threats.

Tell learners that intimidating describes someone or something that is frightening or threatening.

brag	Tell learners that brag means to boast, to show off and speak about all the good and successful things you have.
	Say: I don't want to brag or anything, but I just got a new phone <i>and</i> a new computer for my birthday!
explicit	Tell learners that explicit means when something is said or written in a clear and direct way.
	Say: Girls, I gave explicit, direct instructions not to stay out after 10pm! My instructions were so clear, how could you misunderstand me?
respect	Tell learners that respect means to care and consider how your words and actions effect others.
	Say: Because Sandile had respect and care for his mom, he turned the radio volume down when his mom had a headache and asked for quiet.
speak my mind	Tell learners that when you 'speak your mind' you say out loud exactly what you think.
	Say: When Jabu starts talking about soccer, I can't help but speak my mind and tell him that rugby is so much better!
acknowledge	Tell learners that to acknowledge means to admit or accept the truth.
	Say: I acknowledge I was wrong when I took an extra piece of chicken without asking.

QUESTION OF THE DAY



QUESTION	Why can it be difficult to speak your mind?
GRAPH	3 COLUMN GRAPH
OPTIONS	It can be difficult to speak my mind because _____. <i>I feel intimidated / I'm worried about being laughed at / I'm not sure I'm right</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

1. **Why do most learners think it can be difficult to speak one's mind?**
Most learners think it can be difficult to speak one's mind because they _____.
2. **Why do you think it can be difficult to speak your mind?**
I think it can be difficult to speak my mind because _____.

EXTENSION QUESTION

1. **Should we always speak our mind? Why or why not?**
We should / should not always speak our mind because _____.
2. **What is a good way to handle peer pressure?**
A good way to handle peer pressure is _____.

HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

WEEK 9: MONDAY / DAY 1: LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using a diary entry:

Speaking out

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Speaking out Dear Diary, A new girl came to our class today. Her name is Liyana. She was quiet and shy the whole day, but that is probably because she doesn't know anyone. I remember how hard it was for me on my first day at a new school. It's intimidating to be around other students who all know one another so well. Her day was hard enough, but I think Zenzele made it much worse.	I can connect to this. I started at a new school in Grade 7 and I was terrified! I didn't speak to anyone for days. I wonder what Zenzele did to Liyana?	Who is 'talking'? (the person writing in their diary) What was the new girl's name? (Liyana)
During break time I was sitting with Zenzele and the boys when Liyana walked past us. Zenzele stood up and whistled at Zenzele. Then, he shouted, 'I can't wait to tap that.' Liyana put her head down and quickly walked past our group of friends. I looked at her face, and I could see that she was about to cry. My friends laughed and whistled at her. Zenzele bragged about how he was going to take her on a date and do stuff with her – he said really rude and explicit things.	I can connect to this. I've heard men talk like this before, and it can be really scary for women and girls. I think this makes girls feel like objects to be owned and be used with no consideration for their thoughts or feelings. I wonder how the person writing the diary feels: does he support his friend, or will he go help Liyana?	Who did the writer sit with at break? (Zenzele and all his friends) Why did Liyana look like she was about to cry? (Zenzele insulted and intimidated her and all the boys laughed at her.)

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
It did not cross Zenzele's mind that Liyana probably doesn't want to go on a date with him. It was like Zenzele doesn't think Liyana has a choice in the matter. He spoke like he could do what he wants to her. The other boys patted Zenzele on the back like he had won an award. I felt sick. I should have said something to them. But, I just kept quiet.	Oh, I can see the writer definitely does <i>not</i> support Zenzele and his friends. I wonder why he did not say anything to them?	How did Zenzele treat Liyana? (He treated her as though she was nothing, an object. He acted as though she has to do whatever he wants.) Why did the writer feel sick? (He felt bad because did not agree with the boys and knew what they were doing was wrong.)
When I got home from school, I felt very upset. My older sister, Thili, could see that something was wrong, so we spoke about what happened. She has known Zenzele since he was born, and she is friends with Zenzele's sisters. Our older sisters have always spoken to us about treating girls with respect, so Thili was really angry. She wanted to call Zenzele's sister, but I asked Thili for a chance to speak to Zenzele first.	I can connect to this. I am very close to my older sister and I often discuss problems with her. I can infer that the writer is really concerned about this and sees it as important to sort it out himself. He doesn't want his sister to solve this problem for him.	Who did the writer speak to at home? (his older sister, Thili) How long has Thili known Zenzele? (since he was born!)

Read 1:**Read and explain**

Today I had a choice, but I made the wrong choice. I was too afraid to speak my mind and tell Zenzele that he was wrong. I was too afraid of what the other boys might say, and I was too afraid that they would stop being my friends. But I am not afraid anymore. Tomorrow I am going to speak to Zenzele. If he doesn't acknowledge that what he did was wrong, and if he doesn't apologise to Liyana, I don't want to be his friend anymore. I don't want to be friends with guys who don't respect girls and women. I hope Zenzele thinks about his own sisters and makes the right choice.

Read 2:**Read and think aloud**

Wow, **I can infer that** the writer has decided his morals and values are more important than his friends. This is such a difficult situation, **but I can connect** to this. I think you should always stand up for what you believe in, especially if people are being hurt.

Read 3:**Read and ask questions**

Why did the writer not speak out?

(He was afraid to confront the other boys as he was worried that they would stop being his friends.)

What kind of people does the writer want to be friends with?

(He wants to be friends with people who respect girls and women.)

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.



WEEK 9: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

Speaking out

2. Use the following discussion frame:

Speaking out

- a. **In this text...**
- b. **I learnt that...**
- c. **I found this text...because...**
- d. **I think this text was written to help me think about ...**

WEEK 9: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	Help from an unexpected place
LEARNER BOOK	Page 74
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	I wonder Making connections

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Help from an unexpected place 2. This text seems to be a story about someone who was in trouble. Somebody helped her, but it was not who she thought would help her. I wonder what the trouble was? I wonder if she was in danger? I wonder who helped her and why she was surprised? I wonder how the story ends? 3. Follow the core methodology to instruct learners to scan the text.

	4. Suggestions of important words and how they connect to this text: • sharp pains – the character is experiencing very strong pain. I wonder if she's sick and if this is why she needs help. • period – part of puberty for a girl is when she starts menstruating, (monthly bleeding when the lining of the uterus is shed). Maybe the character gets her period in the story. 5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example: 'Most boys think periods are taboo and would never speak about them.' If most boys don't want to speak about having your period, then taboo might be a topic that is not spoken about. If something is taboo, people feel it is not suitable for polite social conversation.
ASK PREDICTIVE QUESTIONS	1. Ask learners predictive questions: • What do you think this text will be about? • Why do you think that? • What does the picture on the page help you understand? • What else gives you some ideas and clues about what the text is about?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.

WEEK 9: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their K-W-L charts
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

LSC: DEVELOP THEME VOCABULARY



stabbing	Tell learners that stabbing describes when you feel like you are being hurt by a pointed weapon, like a knife.
	Say: If I have not drunk enough water in the day, I always get a stabbing pain in my head.
clutch	Act out clutching your stomach – hold onto it tightly like it is hurting.
	Tell learners that clutch means to hold tightly with your hands.
confide	Act out confiding in someone – whisper in someone's ear, and after you whisper, breathe out like you are relieved.
	Tell learners that confide means to tell someone you trust how you are feeling, or about something that you are finding difficult. Often when you confide in someone, you feel better afterwards.
incident	Tell learners that an incident is something that happens, like an event.
	Say: There was an incident at school yesterday – someone stole food from the tuckshop.
stigma	Act out stigmatising someone – ignore them, whisper about them and look disapproving.
	Tell learners that stigma is when you ignore, speak badly or are ashamed of something or someone just because this person or thing has a particular challenge (like being sick, is different or needs extra help).
taboo	Tell learners that taboo means that something that is not allowed or forbidden.
	Say: Eating pork in my house is taboo because I am Muslim.

remorseful	Act out being remorseful – wring your hands, say sorry and ask for forgiveness.
	Tell learners that remorseful means feeling bad about something you did, and feeling sorry.
apology	Tell learners that an apology is when you think about what you have done and say sorry to the person you've hurt.
	Say: Uncle, I owe you an apology. I broke your bicycle and I feel so bad! I am so sorry.

QUESTION OF THE DAY



QUESTION	What topics are taboo to talk about in society?
GRAPH	3 COLUMN GRAPH
OPTIONS	I think talking about _____ is taboo in society. <i>politics / periods / religion</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	1. What do most learners think is taboo in society? Most learners think _____ is taboo in society.
	2. What do you think is taboo in society? I think _____ is taboo in society.
EXTENSION QUESTIONS	1. Why does society think some topics should not be spoken about? Society thinks that some topics should not be spoken about because _____.
	2. Do you think it is wrong that some things are taboo? Why or why not? I think it is/is not wrong that some things are taboo, because _____.

HOMEWORK

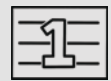


Learners must add any new words and explanations to their personal dictionaries.

WEEK 9: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Help from an unexpected place
LEARNER BOOK	Page 74
ACTIVITY	First Read
COMPREHENSION STRATEGY	I wonder Making connections

FIRST READ



Follow the core methodology to complete the first read of the text.

Text: Read	First Read: Think Aloud
Help from an unexpected place Kholosani woke up excited to go to her friend, Thembi's thirteenth birthday party. The whole Grade 7 class was coming!	I can connect with Kholosani! I love hanging out with my friends! This party seems to be something she's been looking forward to.
As Kholosani dressed in her favourite yellow dress, she felt sharp pains in her stomach. She had never experienced such a stabbing pain, but she didn't want to miss out on Thembi's birthday party, so she decided to try and ignore the pain.	
Kholosani's mom, a Grade 11 teacher, was marking essays when Kholosani entered the kitchen. 'Wow, you look beautiful, Kholosani,' said her mother. Kholosani was about to respond when a wave of pain hit her again. She clutched the kitchen counter and tried to control her breathing. 'Are you okay, Kholosani?' exclaimed her mother.	I can infer that if her mother knew she had stomach pains, Kholosani's mother would not let her go to the party.

Text: Read	First Read: Think Aloud
Kholosani knew that if she confided in her mother, she would miss the party. 'No Mama, I am fine, promise.' 'Hmm, okay, if you say so,' responded her mother. 'Walk safely and use Thembi's mother's phone to call me if you need anything, okay?' Kholosani smiled, 'Okay Mama, see you later!'	
Kholosani was having a good time at Thembi's party. Luckily, the pain in her stomach was intermittent. As she chatted and laughed with her friends, she noticed other girls were laughing and pointing at her. Her cheeks burnt with embarrassment and she felt tears welling in her eyes. Suddenly, one of Thembi's older cousins, a boy named Kagiso, was standing beside her. 'Here, take my jersey and tie it around your waist,' said Kagiso quietly. Kholosani did as said, and then felt him guiding her towards the house.	Oh no! I wonder what those girls are laughing at? I can connect because I know at that age, young people can be so mean! I wonder why Kagiso is giving her his jersey?
As they walked past the group of girls laughing at her, Kagiso kept his hand on her shoulder. He stopped in front of the girls. 'You should be kinder,' he said calmly. 'You know that this is going to happen to each of you at some stage. It's completely natural – just imagine how you would feel if people laughed at you.' The girls immediately stop laughing and looked down, embarrassed.	Oh, I see. Kagiso is protecting Kholosani from these other girls. I wonder what has happened to Kholosani that is going to happen to them too?
When Kagiso and Kholosani entered the house, tears ran down her face. 'Why are they laughing at me? I don't understand,' she sobbed.	It is so awful when people laugh at you. I can connect with Kholosani crying and feeling so embarrassed.

Text: Read	First Read: Think Aloud
Kagiso gently patted Kholosani's shoulder, 'Um, your period has started and there is some blood on the back of your dress. It's nothing to feel embarrassed about.' 'I want to go home to my mom,' cried Kholosani. 'Of course,' answered Kagiso kindly, 'I will ask Thembi's mom to give you a lift.'	Oh, she got her period for the first time! That's why her stomach was sore! And that's what the other girls were laughing at. Wow, Kagiso was really great handling it the way he did!
Later that evening, Kholosani and her mother sat together at the kitchen table, sipping hot tea. 'I wish you told me about your stomach pains,' said Kholosani's mom. 'That happens to most girls just before their periods. Think of that pain as a warning sign.' Kholosani felt better after her mother gave her a pain pill and a hot water bottle. 'I was so ashamed Mama. That was the worst incident of my life. I am so grateful that Kagiso was there to help me,' she said.	I think many parents aren't as helpful and caring as Kholosani's mom! I think many parents are quite embarrassed to talk to their kids about all those things. I think Kholosani is so lucky to have someone she can confide in and talk to about growing up.
Kholosani's mother nodded her head, 'You certainly were lucky. The stigma around having your period is so unhelpful. Most boys think periods are taboo and would never speak about them. He is very mature and understanding. I'm also grateful he was there.' 'Mama, I don't know how I am going to go back to school. Those girls were so mean to me,' Kholosani went on. 'Kholosani, you will survive this! Honestly, it is hard that you were the first girl in your class to have this experience, but believe me, you won't be the last! Periods are natural and normal. When it happens to those girls, I hope you treat them with kindness.'	

Text: Read

The next morning, the phone rang. Kholosani was surprised to hear Ntsiki's voice. Ntsiki was one of the 'mean' girls from the party.

'Kholosani, I am so sorry we laughed at you. It was mean and nasty. My period started this morning and I know just how you feel. I am just grateful that mine happened at home and not in front of our class,' Ntsiki really did sound remorseful.

Kholosani immediately felt better. She was grateful for Ntsiki's apology.

'Thanks for calling, Ntsiki. And maybe now we can help other girls deal with this experience,' Kholosani replied.

'Definitely. After yesterday, Thembi and Kagiso spoke to their mothers, who run a business. They have agreed to sponsor pads for all the girls in our school who can't afford them. How cool is that?'

'So cool,' replied Kholosani. She smiled to herself, feeling grateful and proud that something so amazing had happened as a result of her painful experience.

First Read: Think Aloud

Oh, now **Ntsiki can connect** to how Kholosani felt! She can understand what this feels like.

I wonder if these two will become friends now?

Recall questions**Responses**

Where was Kholosani going that day?

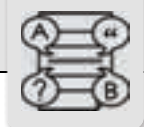
She was going to Thembi's party.

What happened to her for the first time?

She got her period for the first time.

Critical thinking	Possible responses
Can you make a connection? Have you ever felt embarrassed like Kholosani?	I can make a connection. I felt embarrassed when...
Why was Kholosani's mother surprised that Kagiso helped Kholosani so kindly at the party?	Kholosani's mother was surprised because she thought most boys would never be helpful about this taboo topic / most boys wouldn't know what to do.

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **subject verb agreement**.
2. Explain this as follows:
Subjects and verbs must AGREE with one another in number (singular or plural).
The subject is who or what is doing the action in the sentence.
 - If a subject is singular, its verb must also be singular.
 - If a subject is plural, its verb must also be plural.
 - In the past tense, there is no difference between singular and plural verbs.
3. Point out the following examples of this in the text, making sure that learners can see that a singular subject has a singular verb and a plural subject has a plural verb.
 - a. **'No Mama, I am fine.'** (I – singular subject – am – singular verb)
 - b. **'I have three sisters and a mother, so I know all about this.'** (I – singular subject – have – singular verb)
 - c. **Most boys think periods are taboo and would never speak about them.** (boys – plural subject – think – plural verb)

WEEK 9: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their K-W-L charts.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **subject verb agreement**
2. Show the learners the LSC again in context. Here are some more examples:
 - a. 'Why are they laughing at me?' (they – plural – are laughing – plural)
 - b. The whole class was coming.' (class – singular – was coming – singular)
 - c. Periods are natural and normal. (Periods – plural – are – plural)
3. Tell learners to copy the following **LSC note** in their books:

Subjects and verbs must AGREE with one another in number (singular or plural). The subject is who or what is doing the action in the sentence.

If a subject is singular, its verb must also be singular.

If a subject is plural, its verb must also be plural.

4. Write the following sentences on the board and ask learners to copy them into their books.
5. Next, tell learners to choose the correct verb and complete the sentences.
 - a. The whole class _____ coming to the party. (is/are)
 - b. The girls _____ mean things. (say/says)
 - c. Every girl _____ her period at some point. (get/gets)
 - d. Kholosani's mother _____ very caring and understanding. (was/were)
 - e. Kagiso _____ the incident with kindness. (treat/treats)
 - f. First Ntsiki _____ mean, but when it happened to her, she _____ more thoughtful. (was/were)
 - g. It _____ hard to be the first girl to go through this in the class. (is/are)
 - h. You _____ to think about other people and should not _____ their feelings. (have/has) (hurt/hurts)
 - i. Most boys _____ joking about it, but Kagosi _____ not. (were/was) (was/is)
 - j. Menstruation is a topic that everybody should _____ about and _____ comfortable talking about. (knows/know) (feel/feels)
6. Correct this activity together with the learners.

7. Next, tell learners to write 4 sentences using following words:
 - a. All girls are....
 - b. Kholosani was...
 - c. It is important that all people have...
 - d. I think...
8. Ask a few learners to share their sentences and write them on the board. Correct where necessary.

HOMEWORK

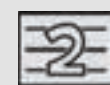


- Find a suitable consolidation activity from the textbook in the Management Document.
- Tell learners to complete this for homework.

WEEK 9: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	Help from an unexpected place
LEARNER BOOK	Page 74
ACTIVITY	Second Read
COMPREHENSION STRATEGY	I wonder Making connections

SECOND READ



1. Follow the core methodology to complete the second read.
2. Use these **follow-up questions**:
 - a. Why didn't Kholosani tell her mother she had stomach pain?
 - b. Why did Kagiso give Kholosani his jersey?
 - c. What were some good things that happened because of the incident at the party?
 - d. Do you think Kagiso said the right thing to the mean group of girls? Why or why not?
 - e. Why do you think there is such a stigma around girls having their period?

Text: Read**Second Read: Think Aloud****Help from an unexpected place**

Kholosani woke up excited to go to her friend's Thembi's thirteenth birthday party. The whole Grade 7 class was coming!

I can connect to Kholosani. I remember once I really wanted to visit my cousins, but I felt sick, but I didn't tell anyone, because then I'd have to stay home. When I got there, I felt really bad and had to lie down until my mother could fetch me.

As Kholosani dressed in her favourite yellow dress, she felt sharp pains in her stomach. She had never experienced such a stabbing pain, but she didn't want to miss out on Thembi's birthday party, so she decided to try and ignore the pain.

Kholosani's mom, a Grade 11 teacher, was marking essays when Kholosani entered the kitchen.

'Wow, you look beautiful, Kholosani,' said her mother.

Kholosani was about to respond when a wave of pain hit her again. She clutched the kitchen counter and tried to control her breathing.

'Are you okay, Kholosani?' exclaimed her mother.

Kholosani knew that if she confided in her mother, she would miss the party. 'No Mama, I am fine, promise.'

Oh no! The pain seems really bad! **I think** her mother would be worried if she knew that Kholosani was having these pains.

I wonder if they'll get better or worse at the party?

'Hmm, okay, if you say so,' responded her mother. 'Walk safely and use Thembi's mother's phone to call me if you need anything, okay?'

Kholosani smiled, 'Okay Mama, see you later!'

Text: Read	Second Read: Think Aloud
Kholosani was having a good time at Thembi's party. Luckily, the pain in her stomach was intermittent. As she chatted and laughed with her friends, she noticed other girls were laughing and pointing at her. Her cheeks burnt with embarrassment and she felt tears welling in her eyes. Suddenly, one of Thembi's older cousins, a boy named Kagiso, was standing beside her. 'Here, take my jersey and tie it around your waist,' said Kagiso quietly. Kholosani did as he asked, and then felt him guiding her towards the house.	I can infer that Kagiso is a kind and thoughtful person. I can make a connection because if I see someone being teased or hurt, I would also try and help them.
As they walked past the group of girls laughing at her, Kagiso kept his hand on her shoulder. He stopped in front of the girls. 'You should be kinder,' he said calmly. 'You know that this is going to happen to each of you at some stage. It's completely natural – just imagine how you would feel if people laughed at you.' The girls immediately stop laughing and looked down, embarrassed.	I think Kagiso is not only trying to protect Kholosani, but he wants to tell the other girls that what they are doing is wrong. He is obviously not afraid to speak his mind. I wonder how he knows what to do in this situation?
When Kagiso and Kholosani entered the house, tears ran down her face. 'Why are they laughing at me? I don't understand,' she sobbed. Kagiso gently patted Kholosani's shoulder, 'Um, your period has started and there is some blood on the back of your dress. It's nothing to feel embarrassed about.'	I think lots of boys would be completely embarrassed talking about this. And I think a lot of boys don't really understand what having your period means. But Kagiso makes it normal and is so kind and understanding.
'I want to go home to my mom,' cried Kholosani. 'Of course,' answered Kagiso kindly, 'I will ask Thembi's mom to give you a lift.'	

Text: Read

Later that evening, Kholosani and her mother sat together at the kitchen table, sipping hot tea. 'I wish you told me about your stomach pains,' said Kholosani's mom. 'That happens to most girls just before their periods. Think of that pain as a warning sign.'

Kholosani felt better after her mother gave her a pain pill and a hot water bottle. 'I was so ashamed Mama. That was the worst incident of my life. I am so grateful that Kagiso was there to help me,' she said.

Kholosani's mother nodded her head, 'You certainly were lucky. The stigma around having your period is so unhelpful. Most boys think periods are taboo and would never speak about them. He is very mature and understanding. I'm also grateful he was there.'

'Mama, I don't know how I am going to go back to school. Those girls were so mean to me,' Kholosani went on.

'Kholosani, you will survive this! Honestly, it is hard that you were the first girl in your class to have this experience, but believe me, you won't be the last! Periods are natural and normal. When it happens to those girls, I hope you treat them with kindness.'

The next morning, the phone rang. Kholosani was surprised to hear Ntsiki's voice. Ntsiki was one of the 'mean' girls from the party.

Second Read: Think Aloud

I can evaluate that in society, people don't think we should talk about this. It's a taboo topic.

I wonder why this is? Half the population of the world gets her period every month! There should be no shame in something so biological and natural!

I think that Kagiso made the girls reflect on their mean behaviour and they continued to talk about it with their parents.

Text: Read	Second Read: Think Aloud
‘Kholosani, I am so sorry we laughed at you. It was mean and nasty. My period started this morning and I know just how you feel. I am just grateful that mine happened at home and not in front of our class,’ Ntsiki really did sound remorseful. Kholosani immediately felt better. She was grateful for Ntsiki’s apology. ‘Thanks for calling, Ntsiki. And maybe now we can help other girls deal with this experience,’ Kholosani replied. ‘Definitely. After yesterday, Thembi and Kagiso spoke to their mothers, who run a business. They have agreed to sponsor pads for all the girls in our school who can’t afford them. How cool is that?’ ‘So cool,’ replied Kholosani. She smiled to herself, feeling grateful and proud that something so amazing had happened as a result of her painful experience.	It seems that these parents connected with Kholosani’s experience. They understand how this is hard for so many girls and they wanted to make a difference.

Recall questions	Responses
Why didn’t Kholosani tell her mother she had stomach pain?	She was worried her mother wouldn’t let her go to the party if she said she wasn’t feeling well.
Why did Kagiso give Kholosani his jersey?	Kagiso saw the blood at the back of her dress and he didn’t want her to be embarrassed.
What were some good things that happened because of the incident at the party?	Kagiso made the girls think about their mean actions towards Kholosani. They realised they’d acted in a cruel way. / Kagiso showed everyone that boys can be kind and understanding when girls have their periods. / Kholosani spoke to her mom about getting her period. / The parents wanted to sponsor pads for other girls in the school. /

Critical thinking**Possible responses**

Do you think Kagiso said the right thing to the mean group of girls? Why or why not?

I think he said the right thing because he made them realise that they wouldn't like it if someone treated them in that way / ...
I think he said the wrong thing because he shouldn't tell others how to behave / ...
Learners' own responses with reasons.

Why do you think there is such a stigma around girls having their period?

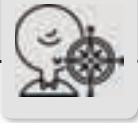
I think there is a stigma because...

LEARNERS FORMULATE QUESTIONS

Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.

**WEEK 9: FRIDAY / DAY 5:
INDEPENDENT READING & COMPREHENSION (60 minutes)****ORIENTATION TO INDIVIDUAL WORK**

1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Use the introduction at the front of the Learner Book, 'How to use this Book' for the general orientation.
3. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
4. Demonstrate the phonic sounds, sound out and read the phonic words and read the sight words. (You may choose to do this only with learners who require this kind of support.)
5. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS

1. While the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to assess learners using the Oral Formal Assessment Task that can be found in the Management Document.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

WEEK 10: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING:
(I do...)

1. Explain that this week, we have been working on **making connections**.
 - Explain that sometimes when we make connections:
 - we think about how something from the text is like something from our own lives.
 - we think about how something from the text reminds us of things we know about the world.
 - we make connections between different texts we have read.
 - Making connections is a key thinking and comprehension skill.

2. Model making a connection:
 - As she chatted and laughed with her friends, she noticed other girls were laughing and pointing at her. Her cheeks burnt with embarrassment and she felt tears welling in her eyes.
 - Explain that in this passage, Kholosani is feeling uncomfortable and self-conscious. She wants to cry because they are making her feel so uncomfortable.
 - Now, you think of a time when you felt embarrassed like Kholosani.
 - I **connect** to this feeling. When I started at my new school, I didn't have the right uniform. I looked so different from all the other learners. My face felt hot, I wanted to cry and I didn't want anyone in the class to look at me. I think this is how Kholosani felt when those girls were laughing and pointing at her.

WORK WITH
LEARNERS:
(We do...)

1. Explain that now, we will make a connection together!
2. Read out loud while learners follow along:
'Mama, I don't know how I am going to go back to school. Those girls were so mean to me,' Kholosani went on.
3. Ask learners: How is Kholosani feeling? Why?
4. Listen to learners' ideas, like:
 - a. *Kholosani is worried / nervous / scared / embarrassed.*
 - b. *The girls made her feel terrible and she does not want to face them again.*
5. Ask learners: Can you make a connection? Has there been a time in your life where you were scared or nervous and didn't want to go somewhere or see some people or do something?
6. Listen to learners' ideas, like:
 - a. *I can connect to Kholosani being scared because when I started at my new school I was very scared that I wouldn't make friends.*

	b. <i>That reminds me of the time I fell and had bruises and cuts all over my face. I was so embarrassed for people to see me looking like that!</i> c. <i>I can make a connection to Kholosani. I had a big argument with my friend and I shouted at her. Afterwards I realised I was wrong! I was so nervous to see her and apologise.</i>
PAIR WORK: (You do...)	1. Explain that now, learners will make their own connection to the text. 2. Read out loud: 'Kholosani, I am so sorry we laughed at you. It was mean and nasty. My period started this morning and I know just how you feel. I am just grateful that mine happened at home and not in front of our class,' Ntsiki really did sound remorseful. 3. Ask learners: Can you think of a time when you had to apologise for something you'd done or a time when you hurt someone? 4. Explain that learners can use this frame to help them: <i>I can make a connection... or This reminds me of...</i> 5. Instruct learners to turn and talk and discuss this with their partner. 6. After 3–5 minutes, call learners back together. 7. Call on a few learners to share their connections, like: 8. <i>I can make a connection to Ntsiki when she had to apologise. Once, I was jealous of my friend's new clothes, so I said they were ugly and I made her feel bad. They were actually lovely! Afterwards I felt so remorseful, I messaged her to say sorry and to tell her that I actually loved her new outfit.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: • Strategy: <u>Make connections</u> • <i>To make a connection, we:</i> • <i>Think about what a character does, thinks or feels.</i> • <i>Think about how this is like something from our own lives.</i> • <i>Say: I can make a connection... or That reminds me... or That's like when I...</i> 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 10: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	Help from an unexpected place
LEARNER BOOK	Page 74
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	I wonder Making connections

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their K-W-L charts.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: COMPREHENSION



1. Follow the core methodology to help learners complete a written comprehension summary of the text: **Help from an unexpected place**
2. Write the following questions and sentence starters on the board.

Written Comprehension

- a. Where was Kholosani going that day?
She was going...
- b. Why didn't Kholosani tell her mother she had stomach pain?
She didn't tell her mother because...
- c. Why did Kagiso give Kholosani his jersey?
He gave her his jersey because...
- d. What happened to her for the first time?
Kholosani got...
- e. What evaluation can you make about the girls who laughed at Kholosani?
I can make an evaluation that those girls were...because...
- f. Have you ever felt embarrassed like Kholosani?
I can make a connection. I felt embarrassed when...

- g. Do you think Kagiso said the right thing to the mean group of girls? Why or why not?
I think he said the right thing because...I think he said the wrong thing because...
- h. Why was Kholosani's mother surprised that Kagiso helped Kholosani so kindly at the party?
Kholosani's mother was surprised because...
- i. What were some good things that happened because of the incident at the party?
Some good things that happened were...
- j. Why do you think there is such a stigma around girls having their period?
I think there is a stigma because...
- k. Do you think this is a good title for the story? Why or why not?

Suggested answers:

- a. She was going to Thembi's party.
- b. She was worried her mother wouldn't let her go to the party if she said she wasn't feeling well.
- c. Kagiso saw the blood at the back of her dress and he didn't want her to be embarrassed.
- d. She got her period for the first time.
- e. I can make an evaluation that those girls were mean / they wanted to make Kholosani feel ashamed / they didn't know how to handle the incident / ...
- f. I can make a connection. I felt embarrassed when...
- g. I think he said the right thing because he made them realise that they wouldn't like it if someone treated them in that way / OR
I think he said the wrong thing because he shouldn't tell others how to behave.
- h. Kholosani's mother was surprised because she thought most boys would never be helpful about this taboo topic / most boys wouldn't know what to do.
- i. Kagiso made the girls think about their mean actions towards Kholosani. They realised they had acted in a cruel way. / Kagiso showed everyone that boys can be kind and understanding when girls have their period. / The parents wanted to sponsor pads for other girls in the school.
- j. I think there is a stigma because...
- k. I think this is/is not a good title because...

WEEK 10: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Narrative Essay	Narrative writing is largely the presentation of a series of event in some meaningful order.	The following are possible features of a narrative essay: • Write a story/a past event/fiction • Use a story line that is convincing • Use a captivating introductory paragraph • Use unusually interesting ending	The following are possible features of a narrative essay: • Usually use the past tense • Ensure sustained interest with style, rhetorical device and action • Highlight sensory details • Use descriptive elements • Use dialogue to make characters more convincing
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a story (also called a narrative essay). 2. Explain that our narrative essay is just like 'Help from a surprising place' that we read last week. 3. A story entertains people! It is meant to be interesting and fun to read. 4. Explain that when we write a story, there have to be some important elements: a. Characters: A story always has characters. They can be people or animals. b. Setting: This is when and where the story takes place. c. Conflict / complication: A story has a problem that needs to be solved. d. Resolution: This is how the problem gets solved in a story.		

READ THE SAMPLE
TEXT**People can surprise you**

Thandi and Busi had been in the same class since Grade 1. They were both clever and strong and they always competed to see who did better at school and at sport.

Two weeks before Grade 7 exams started, the class wrote a Maths test. Thandi was having a hard time at home. Her parents were fighting. She tried to study but she couldn't concentrate. When Ms Khubisa handed back their tests, Thandi was devastated to see she got 18/40. She covered up her paper so no one could see, but Busi was looking right at her terrible mark! She looked at Busi's test and saw 36/40 in big red numbers on the front.

Thandi ran out, hoping to avoid Busi, but Busi was right behind her.

'Hey, what's going on? You're usually so good at Maths? Why did you do so badly?' Busi asked.

Thandi wasn't sure she wanted to tell Busi, but she started crying and the words all came out. 'I couldn't study. My parents are fighting and I'm so worried!'

'That's terrible,' said Busi, putting her arm around Thandi's shoulders. 'I'm really sorry. Why don't you come to my house and we can study for the exams together?'

'You mean it? I always thought you wanted to do better than me!'

'Well, what's the point of me doing well if you're failing? Where's the fun?' she winked. 'Come on, I think there might be some cake at my house.'

'Oh Busi! You are full of surprises! Thank you!' sighed Thandi.

DISCUSS

1. Who are the characters in this story?
2. What is the setting of this story? (When and where does it take place?)
3. What is the problem in this story?
4. How is the problem in the story solved?

NOTES	Tell learners to open their exercise books, and write down the following heading and notes: <u>Narrative essay</u> 1. Beginning: Tells about character and setting. 2. Middle: A problem! 3. Ending: How the problem gets solved. 4. <i>It entertains people!</i>
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WEEK 10: TUESDAY / DAY 1: PLANNING (30 minutes)

TOPIC	Help from an unexpected place	
GENRE	Narrative essay	
PLANNING STRATEGY	Write a list	
MODELLING: (I do...)	1. Show learners that you think before you write. 2. Orally share some of your ideas about your story, like: <i>I think I will write a story about a character who gets irritated with her brother. But then when she gets into trouble, her brother helps her!</i> 3. Have the writing frame written on one side of the chalkboard. 4. Explain that we will plan the conversation. 5. Show learners how you make a list by answering the questions. 6. Do this on the other side of the chalkboard.	
	Planning frame	My plan
	Help from an unexpected place 1. Who is the main character? 2. What do we need to know about this character? 3. Who are the other characters in the story? 4. What is the setting of the story? (Where does the story happen?) 5. What trouble does the main character get into? What happens?	Help from an unexpected place 1. Thulisiwe 2. She is in Grade 7. She is quiet and does not have many friends. She fights with her older brother. 3. Her older brother, Abongile. The popular girls, Zipho and Mbali. 4. At school and at Thulisiwe and Abongile's home.

	6. Who helps the main character? 7. How does the other character help the main character? 8. What happens as a result of the incident?	5. She wants to have friends. The popular girls ask her to lie for them. She doesn't want to, but she does so that they will be friends with her. 6. Her brother 7. He tells the teacher what really happened. He stands up for her and protects her. 8. She is grateful and she learns an important lesson.
LEARNER'S PLAN: (You do...)	1. Tell learners to close their eyes and visualise their characters and the setting of their story. Instruct learners to think about what happens in their story. Think about your character? What happens to that person? What trouble does she/he get into? Who comes to help? Learners should try to visualise their story like a movie in their mind! 2. Next, tell learners to turn and talk with a partner, to share their ideas. 3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their dialogue, just like you did. 4. Hand out exercise books. 5. Tell learners they must write their own ideas – they must not copy your plan. 6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.	

Sample Plan: Help from an unexpected place

1. Thulisiwe
2. She is in Grade 7 and does not have many friends. She fights with her older brother.
3. Her older brother, Abongile. The popular girls, Zipho and Mbali.
4. At school and at Thulisiwe and Abongile's home.
5. She wants to have friends. The popular girls ask her to lie for them. She doesn't want to, but she does so that they will be friends with her.
6. Her brother
7. He tells the teacher what really happened. He stands up for her and protects her.
8. She is grateful and she learns an important lesson.

WEEK 10: WEDNESDAY / DAY 3: DRAFTING (30 minutes)

TOPIC	Help from an unexpected place	
PLAN	Before class begins, rewrite the planning frames on the board:	
	Planning frame Help from an unexpected place 1. Who is the main character? 2. What do we need to know about this character? 3. Who are the other characters in the story? 4. What is the setting of the story? (Where does the story happen?) 5. What trouble does the main character get into? Why? What happens? 6. Who helps the main character? 7. How does the other character help the main character? 8. What happens as a result of the incident?	My plan Help from an unexpected place 1. Thulisiwe 2. She is in Grade 7 and does not have many friends. She fights with her older brother. 3. Her older brother, Abongile. The popular girls, Zipho and Mbali. 4. At school and at Thulisiwe and Abongile's home. 5. She wants to have friends. The popular girls ask her to lie for them. She doesn't want to, but she does so that they will be friends with her. 6. Her brother 7. He tells the teacher what really happened. He stands up for her and protects her. 8. She is grateful and she learns an important lesson.
EXPLAIN DRAFTING FRAME	1. Next, tell learners that they must turn each point in their plan into a good sentence. 2. They must try to use lots of descriptive adjectives to make the reader picture the characters and the story. They must try make their characters talk and behave like real people. Sometimes dialogue makes characters more real. You want the reader to want to read your story and to know what happens to the characters! 3. Remind learners that they must try to use past tense correctly in their sentences. 4. They must also arrange the sentences into paragraphs. 5. Write the following frame on the chalkboard, and explain it to learners:	

	<u>Paragraph 1: introduce the characters and the setting</u> • Points 1–4 • Who is the main character? • What is this person like? • Where does the story happen? • Who are the other characters in the story? <u>Paragraph 2 and 3: What happened?</u> • Points 5–7 • What happened to the main character? Why? <u>Paragraph 4: Who came to help?</u> • Who helped save the character in this incident? Why was it surprising that this person helped? • How did the champion save the main character? <u>Paragraph 5: Conclude the story</u> • Point 8 • What happened at the end?
DRAFTING	1. Follow the core methodology to help learners complete their drafts. 2. Specify the following points: • Essay length: 130–180 words • Write an entertaining story with a problem that needs to be resolved. 3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMework

If learners have not fully completed their draft, they must do so for homework.



Sample Draft: Help from an unexpected place

Thulisiwe was a shy girl. She wished she had friends, like the popular girls Zipho and Mbali. Her mother said she must be friends with her brother, Abongile, but he was irritating!

One day at school, Zipho and Mbali approached her. 'Come hangout with us at break, Thuli Zipho said. They actually new her name! 'Id love that! she replied. At break, she sat with Mbali and they ate their lunch. 'Where's Zipho' she asked.

'Actually, we need you,' Mbali said, winking. 'Mr bakone always leeves his cell phone on his desk and Zipho's going to take it! You just stay here with me and you can help! Thulisiwe's heart was beating and she knew it was rong. But she didn't want her new frends to leeve her

After break, the principl came into their class. 'Does anyone now where Mr Bakone's phone is. Zipho stood up quickly I saw Thulisiwe in the classroom at brake.

'Come with me, please Thulisiwe. Said the principl. As they were walking to the office, she saw Abongile. 'I didn't know you were friends with Mbali now? He sed. I saw you sitting with her at break. I didn't see her best friend, Zipho.'

The principl looked at Thulisiwe. He looked at Abongile. He turned around and marched strate back to the classroom. 'Abs! Thank you! I nearly got myself into terrible trouble! Thank you for standing up fo me!'

WEEK 10: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



*(Write this on the board
before class begins)*

1. Does my essay have 130–180 words?
2. Does my essay have 5 paragraphs?
3. Does my essay tell the story of an incident when someone was helped by someone else?
4. Do I have characters?
5. Does one character get into trouble?
6. How is the incident resolved?
7. Does my story happen in the past tense?
8. Did I spell all words correctly?
9. Have I used the correct punctuation for dialogue.
10. Does every sentence start with a capital letter?
11. Does every sentence end with a full stop or exclamation mark?

HOMEWORK



If learners have not fully completed their final draft, they must do so for homework.

Edited Draft: Help from an unexpected place

Thulisiwe was a shy girl. She wished she had friends, like the popular girls Zipho and Mbali. Her mother said she must be friends with her brother, Abongile, but he was irritating!

One day at school, Zipho and Mbali ^{approached} ~~approached~~ her. 'Come hangout with us at ^{break} ~~brake~~, Thuli,' Zipho said. They actually ^k ~~new~~ her name! 'I'd love that!' she replied. At break, she sat with Mbali and they ate their lunch. 'Where's Zipho?' she asked.

'Actually, we need you,' Mbali said, winking. 'Mr bakone always leeves his cell phone on his desk and Zipho's going to take it! You just stay here with me and you can help!' Thulisiwe's heart was beating and she knew it was ^w ~~rong~~. But she didn't want her new friends to leave her.

After break, the ^a ~~principl~~ came into their class. 'Does anyone now where Mr Bakone's phone is?' Zipho stood up quickly. 'I saw Thulisiwe in the classroom at ^{break} ~~brake~~, sir!

'Come with me, please, Thulisiwe,' Said the principl. As they were walking to the office, she saw Abongile. 'I ~~didn't know~~ ^{Are} you were ^{best} friends with Mbali now?' He ^{said} ~~sed~~. 'I saw you sitting with her at break. ^{But} I didn't see her best friend, Zipho.'

The principl looked at Thulisiwe. He looked at Abongile. He turned around and marched ^{straight} ~~strate~~ back to the classroom. 'Abs! Thank you! I nearly got myself into terrible trouble! Thank you for standing up fo me!'

**WEEK 10: THURSDAY / DAY 4:
PUBLISHING AND PRESENTING (30 minutes)****PUBLISHING**

Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Give their writing a title of their own
2. Rewrite their story, correcting any mistakes
 - If they have time – illustrate their story by drawing a picture with a caption.

PRESENTING

1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.
4. You may want to select a few learners to rewrite their pieces on blank paper, and display this writing in the classroom.
5. Alternately, try to arrange for a few learners to read their writing aloud at assembly.

Published Writing: Brother to the rescue!

Thulisiwe was a shy girl. She wished she had friends, like the popular girls Zipho and Mbali. Her mother said she must be friends with her brother, Abongile, but he was irritating!

One day at school, Zipho and Mbali approached her. 'Come hang out with us at break, Thuli,' Zipho said. They actually knew her name!

'I'd love that!' she replied. At break, she sat with Mbali and they ate their lunch.

'Where's Zipho?' she asked.

'Actually, we need you,' Mbali said, winking. 'Mr Bakone always leaves his cell phone on his desk and Zipho's going to take it!'

'You just stay here –with me and you can help!'

Thulisiwe's heart was beating and she knew it was wrong. But she didn't want her new friends to leave her.

After break, the principal came into their class. 'Does anyone now where Mr Bakone's phone is?'

Zipho stood up quickly. 'I saw Thulisiwe in the classroom at break, sir!'

'Come with me please, Thulisiwe,' said the principal. As they were walking to his office, she saw Abongile.

'Are you best friends with Mbali now?' he said. 'I saw you sitting with her at break. But I didn't see her best friend, Zipho.'

The principal looked at Thulisiwe. He looked at Abongile. He turned around and marched straight back to the classroom.

'Abs! Thank you! I nearly got myself into terrible trouble! Thank you for standing up for me!'

WEEK 10: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

PANEL DISCUSSION



Follow the core methodology to implement a panel discussion with the learners

BRAINSTORM AND WRITE (15 minutes)

1. Explain that today, we will have a class panel to discuss our different opinions on the stigma around periods.
2. Explain that first, we will need to form our own ideas and opinions about the stigma of having periods.
3. Give learners 10 minutes to brainstorm and write their own opinions on these questions:
 - a. **Should boys know about the changes that happen to girls' bodies? Why or why not?**
 - b. **Should girls know about the changes that happen to boys' bodies? Why or why not?**
 - c. **Who is the best person to speak to about these changes?**
 - d. **Why is puberty a difficult time for many young people?**
 - e. **Why is it hard to fight peer pressure?**
 - f. **Should there be a stigma around girls getting their periods?**

PREPARE FOR PANEL DISCUSSION (5 minutes)

1. Call the class back together.
2. Appoint 5 teams of 2 learners to the panel.
3. Allocate one of the 5 questions to each team to answer.
4. Explain that today, we will focus on **listening to others and keeping to the topic**.
5. Write the following sentence starters on the board:
 - _____ said I also think ...because...
 - Following on from _____, I believe...
 - To continue _____'s point, I feel...
 - I have another reason that continues from _____. I think...
6. Explain that today, learners must try to use the sentence starters as much as possible to listen to others and to stay on the topic.
7. Remind learners that you are the chairperson for the panel discussion, and they may only talk if you call on them.

DISCUSSION (25 minutes)	1. Call on the first team to answer their question. 2. Give this team 2–3 minutes to answer, then stop them. 3. Allow other class members to raise their hands and comment on the answer using a logical link. Allocate 2–3 minutes for this. 4. Repeat this process for all 5 questions.
VOTE (15 minutes)	1. Explain that at the end of a panel discussion, we often take a vote on one important aspect of the discussion. 2. Today, we will vote on our overall opinion • Should there be a stigma when girls get their period? 3. Call on one learner who was not on the panel to tell us if they think there should be a stigma around girls getting their period. 4. Call on one learner who was not on the panel to tell us if they think there should not be a stigma around girls getting their period. 5. Explain that learners must vote on whether they agree with learner a or learner b. 6. Ask learners to raise their hands if they believe there should be a stigma around girls getting their period. 7. Count the votes. 8. Ask learners to raise their hands if they believe there should not be a stigma around girls getting their periods. 9. Count the votes. 10. Finally, announce how the class feels about the stigma around getting periods: The majority of learners thinks...

CONCLUSION

Find 10 minutes at the end of the cycle to do the following:

SUMMARISE	Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task). For example: This cycle we: • Learnt new vocabulary words about puberty and peer pressure • Listened to a diary entry about peer pressure • Learnt about subject and verb agreement • Read different texts about how we talk about girls and periods • Spoke about the texts • Answered questions about the texts • Learnt how to write a narrative essay • Wrote our own narrative essays • Had a forum discussion to decide if we think there should be a stigma around girls getting their period
REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible. 6. Ask learners to think about the connections between this theme and what they have been learning about in Life Orientation. Ask learners to share any connections that they can think of. (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skills that should be developed using any or all languages.)
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!