

GRADE 6

**FIRST ADDITIONAL
LANGUAGE
LESSON PLAN
ENGLISH**

TERM 2 2020

FOREWARD

Dear Intermediate Phase Teachers,

Welcome to Term 2 of the PSRIP!

We do hope that by now, the routine and core methodologies are more familiar to you, and that you are enjoying the programme.

Please remember that the focus of this programme is to ensure that all learners can read, and that they can read with understanding. Because of this, remember to focus on:

- Technical decoding – revising English phonics, blending and segmenting with learners
- Improving fluency – always model fluent reading for your learners; read with the correct pace, intonation and expression
- Building vocabulary and general knowledge – this helps learners to anticipate and recognise words, but it also helps them to understand what they are reading
- Building comprehension skills – model and explicitly teach the skills of prediction, searching the text, making comparisons, making evaluations, making inferences and of summarising.

We wish you all a happy and successful term, and we thank you most sincerely for your commitment to this programme!

Best wishes

The PSRIP Team

| | |
|---|-----|
| MANAGEMENT NOTES | 4 |
| Materials and Resources Provided | 4 |
| Cycle Routine..... | 5 |
| Cycle Preparation..... | 7 |
| Themes and Reading Schedule | 8 |
| Term 2 Programme of Assessment | 10 |
| EFAL Theme Display | 10 |
| CORE METHODOLOGIES | 11 |
| Phonics Review..... | 11 |
| Listening Lessons | 12 |
| Speaking Lessons..... | 13 |
| Oral Activities..... | 13 |
| 1. Oral Activities: Song / Rhyme / Poem..... | 14 |
| 2. Oral Activities: Theme Vocabulary..... | 14 |
| 3. Oral Activities: The Question of the Day..... | 14 |
| Shared Reading & Teaching the Comprehension Skill | 17 |
| Pre-Read..... | 18 |
| First Read..... | 18 |
| Second Read..... | 19 |
| Teach the Comprehension Skill..... | 20 |
| Post-Read..... | 28 |
| Group Guided Reading..... | 30 |
| What to do with the rest of the class:..... | 30 |
| Structure of the Group Guided Reading Worksheets..... | 30 |
| Assigning groups and text selection:..... | 32 |
| What to do with each group during Group Guided Reading..... | 33 |
| Writing..... | 34 |
| Teach the Genre..... | 34 |
| Plan the writing..... | 34 |
| LSC and Drafting..... | 34 |
| Editing and Presenting | 35 |
| Writing Strategies | 36 |
| LESSONS | 37 |
| Week 1 - Exploring New places..... | 37 |
| Week 2 - Exploring New places..... | 60 |
| Week 3 - Music | 77 |
| Week 4 - Music | 102 |
| Week 5 - Urban & Rural | 119 |
| Week 6 - Urban & Rural & Assessment | 141 |
| Week 7 - Researching | 162 |
| Week 8 - Researching & Assessment..... | 184 |
| Week 9 - Assessment Week | 196 |
| Week 10 - Assessment Week | 196 |

LEARNING OUTCOMES

Term 2 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

| Listening & Speaking | | | | | |
|--|-----------------|-------------|-------------|---------------|----------------|
| <ol style="list-style-type: none"> Learners should be able to say or sing 4 new rhymes or songs Learners should be able to discuss the listening text using a conversation frame Learners should be able to orally summarise the text that has been read Learners should be able to talk about their writing Learners should understand and be able to use some of the following vocabulary | | | | | |
| adventure | adventurous | contrast | homesick | similar | familiar |
| unfamiliar | beyond | nonsense | explore | overseas | roller coaster |
| theme park | gallery | capital | landscape | coastline | desert |
| forest | swamp | musician | composer | career | concert |
| fan | interview | interviewer | prestigious | passionate | perform |
| guitar | idol | pamphlet | rhythm | beat | decrease |
| increase | release | depression | crowd | urban | rural |
| country | city | comfortable | shocked | construction | struck |
| used to | peace | subsistence | exchange | grocery store | purpose |
| daily | vending machine | modern | fashion | wealthy | bustling |
| Internet | knowledge | fall behind | research | resource | information |
| basic | detailed | section | useful | questionnaire | frequently |
| frequency | overweight | chemicals | healthy | unhealthy | reason |
| fizzy | sugary | | | | |

Reading: Learners should be able to decode the following words, or other words that use the phonic sounds revised

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| chain | chop | chat | chip | chick | chart |
| rain | pain | mail | sail | train | trip |
| trust | trail | trick | bird | shirt | skirt |
| girl | thin | thick | think | with | third |
| thank | tray | pray | stay | pay | say |
| bring | brick | brat | brush | sing | ring |
| sung | song | long | wing | fling | space |

Reading: Learners should be able to read the following words by sight

| | | | | | |
|------------|--------|-----------|----------|------------|---------|
| their | where | language | building | whole | largest |
| passengers | famous | favourite | coast | mountain | natural |
| music | bought | watched | occasion | definitely | success |

| | | | | | |
|-----------|-------------|-----------|----------|------------|------------|
| against | difficult | allowed | practice | release | exercise |
| sound | exchanged | imagine | explain | experience | early |
| different | afraid | unusual | various | busiest | restaurant |
| places | interesting | questions | weight | healthy | lose |
| amount | contain | higher | idea | answer | reason |
| please | | | | | |

Reading: Learners should be able to read a connected text at an appropriate level, for example:

Tseko's Dream

Tseko had a dream. His dream was to learn to play the guitar, and to win South African Idols. Tseko was only in Grade 6, so he was not old enough to enter the competition. However, he wanted to practice as much as possible, so that when he turned 16, he could enter the competition and win.

One day, Tseko was walking home from school, when he noticed a pamphlet stuck on the church door. The pamphlet was advertising a Church Talent Show. Tseko decided that he was going to enter the competition and prove to everyone that he could win a big competition. More importantly, Tseko wanted to prove to himself that he could win a big competition.

On the day of the talent show, Tseko felt very nervous. However, he went onto the stage and sang his heart out. When Tseko finished singing, the crowd stood up and cheered. They loved his performance. He felt very proud. Tseko came second in the competition, but he felt very proud of himself, and he knew that if he kept working hard, he could one day win Idols.

Reading: Comprehension

1. Learners should be able to make predictions about a story by skimming and scanning a text and identifying key words
2. Learners should be able to recall details about a story
3. Learners should be able to sequence events in a story
4. Learners should know what it means to visualise, make connections, make inferences, make evaluations and wonder about the text
5. Learners should be able to summarise and retell the story
6. Learners should be able to use sentence starters to answer comprehension questions in writing

Writing

1. Learners should be able to plan, draft, edit, publish and present their writing
2. Learners should be able to use their plans to complete 2 paragraphs
3. Learners should know the format to write a newspaper article, a descriptive essay, instructions and a haiku poem.

Materials and Resources Provided

Please note that all resources provided belong to the school.

In Term 2, the PSRIP provides you with the following resources:

| ITEM | QUANTITY | NOTES |
|---------------------------|----------|---|
| Term 1 Lesson Plan | 1 | Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson. |
| Term 1 Tracker | 1 | Use this document to complete your ATP and Term Planner. Tick off and date each lesson and assessment activity as it is done. Reflect on your teaching. |
| Term 1 Resource Pack | 1 | The resource pack includes all the flashcard words and theme vocabulary illustrations required. Cut them up and store them in an orderly fashion. Display these words and illustrations for the two weeks that you teach the theme. |
| Term 1 Reading Worksheets | 4 | Use these worksheets with all learners during group guided reading. |

Cycle Routine

COMMON ROUTINE: GRADE 4-6

| MONDAY / DAY 1 | TUESDAY / DAY 2 | WEDNESDAY / DAY 3 | THURSDAY / DAY 4 | FRIDAY / DAY 5 |
|--|---|---|--|--|
| L&S / LSC THEME INTRO ORAL ACTIVITIES | L&S SPEAKING ACTIVITY | L&S / LSC ORAL ACTIVITIES | R&V SHARED READING: SECOND READ | R&V SHARED READING: POST-READ |
| L&S LISTENING ACTIVITY | R&V PHONICS REVIEW SHARED READING: PRE-READ | R&V / LSC SHARED READING: FIRST READ LSC IN CONTEXT | R&V TEACH COMPREHENSION STRATEGY | W&P TEACH THE GENRE |
| MONDAY / DAY 1 | TUESDAY / DAY 2 | WEDNESDAY / DAY 3 | THURSDAY / DAY 4 | FRIDAY / DAY 5 |
| W&P PLAN WRITING | L&S ORAL ACTIVITIES | W&P / LSC TEACH LSC DRAFT WRITING | L&S ORAL ACTIVITIES | W&P EDIT & PRESENT WRITING |
| R&V GROUP GUIDED READING & COMPREHENSION | R&V GROUP GUIDED READING & COMPREHENSION | R&V GROUP GUIDED READING & COMPREHENSION | R&V GROUP GUIDED READING & COMPREHENSION | R&V GROUP GUIDED READING & COMPREHENSION |

L&S: 2 HOURS; LSC: 1 HOUR, R&V: 5 HOURS; W&P: 2 HOURS

GRADE 6 ALTERNATIVE ROUTINE

Should districts or schools prefer to have more writing time for Grade 6 as per CAPS, an alternate routine is suggested below, and schools may adjust the programme accordingly.

| MONDAY / DAY 1 | TUESDAY / DAY 2 | WEDNESDAY / DAY 3 | THURSDAY / DAY 4 | FRIDAY / DAY 5 |
|--|--|--|--|--|
| L&S / LSC THEME INTRO ORAL ACTIVITIES | L&S SPEAKING ACTIVITY | L&S / LSC ORAL ACTIVITIES | R&V SHARED READING: SECOND READ | R&V SHARED READING: POST-READ |
| L&S LISTENING ACTIVITY | R&V SHARED READING: PRE-READ | R&V / LSC SHARED READING: FIRST READ LSC IN CONTEXT | R&V TEACH COMPREHENSION STRATEGY | W&P TEACH THE GENRE |
| MONDAY / DAY 1 | TUESDAY / DAY 2 | WEDNESDAY / DAY 3 | THURSDAY / DAY 4 | FRIDAY / DAY 5 |
| W&P PLAN WRITING | L&S ORAL ACTIVITIES | W&P / LSC TEACH LSC DRAFT WRITING | L&S ORAL ACTIVITIES | W&P PUBLISH AND SHARE WRITING |
| R&V GROUP GUIDED READING & COMPREHENSION GROUP 1: 15 MINS GROUP 2: 15 MINS | LSC / W&P TEACH LSC DRAFT WRITING | R&V GROUP GUIDED READING & COMPREHENSION GROUP 3: 15 MINS GROUP 4: 15 MINS | W&P EDIT WRITING | R&V GROUP GUIDED READING & COMPREHENSION GROUP 5: 15 MINS GROUP 6: 15 MINS |

L&S: 2 HOURS; LSC: 1 HOUR; R&V: 4 HOURS; W&P: 3 HOURS

Cycle Preparation

- It is important to remember that the PSRIP programme has reduced the need for teachers to PLAN, but that PREPARATION is still required!
- One afternoon per week, get together with your colleagues (all Intermediate Phase EFAL teachers), and do your preparation together.
- When doing your preparation, remember to:
 1. **Read through the lesson plan** for the cycle.
 2. Make sure that you **know and understand the methodologies** that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly, or watch the training videos provided.
 3. Next, check which **flashcards** and **illustrations** are needed for theme vocabulary and the writing frame. Get these flashcards and illustrations ready as follows:
 - Cut the flashcards or illustrations out
 - Try to stick them onto cardboard or paper
 - If possible, laminate or cover in plastic
 - Store theme flashcards together in an envelope, or with a rubber band around them
 4. **Prepare your Worksheets for the cycle.** Slip a Worksheet into a plastic sleeve for each learner / pair of learners. Have these ready to use in the second week of each cycle. Remember that you may want to use the Phonic Worksheets with groups who are really struggling to read.
 5. **Collect any other resources** that you may need, including pictures or real objects.
 6. Read through any the activities in the **DBE Workbook** that you will complete. Pay attention to the text that will be read for the SHARED READING lessons.
 7. **Practice** doing the **writing lessons**.
- It is also a good idea to see that your **Tracker** is up-to-date from the previous week, and that you have completed all activities and ticked them off in the Tracker.
- Keep your **Group Guided Reading Groups** up to date.
- Finally, if you are doing any **formal assessments** that week, read through the rubrics and make sure that you know what to do.

Themes and Reading Schedule

| WEEK NUMBER | THEME | SHARED READING TEXT | LISTENING TEXT | INDEPENDENT READING TEXT |
|-------------|--------------------------|---|---|--------------------------|
| 1 | Exploring New places | DBE Workbook 1 page 70: The brave little fish | Visiting the City of Gold | Week 2 Worksheet |
| 2 | | | | |
| 3 | Music | DBE Workbook 1 page 94: A radio interview | Litha's First Concert | Week 4 Worksheet |
| 4 | | | | |
| 5 | Urban & Rural | DBE Workbook 1 page 112: Country mouse and city mouse | A personal letter to Unathi from Simphiwe | Week 6 Worksheet |
| 6 | | | | |
| 7 | Researching & Assessment | DBE Workbook 1 page 118: Workbookpedia | What are 21st Century skills? | Week 8 Worksheet |
| 8 | | | | |
| 9 | ASSESSMENT WEEKS | | | |
| 10 | | | | |

Term 2 Programme of Assessment

1. There are three formal assessment tasks for Grade 6 Term 2.
2. Please complete these tasks in Weeks 6, 8 and 9 as detailed below.
3. You will find the rubrics and memoranda either in the lesson plan, or in the tracker, with the Worksheet Memoranda.

| GRADE 6 TERM 2 PROGRAMME OF FORMAL ASSESSMENT | | | | | | |
|---|--|------------|------|-----------------|---------|----------------|
| TASK | ACTIVITY | MARKS | WEEK | DAY | LESSON | DATE COMPLETED |
| 1 | Paper 1 Listening comprehension & Conversation | 20 | 9 | ASSESSMENT WEEK | | |
| 2 | Writes a transactional text | 10 | 8 | Mon, Wed, Fri | Writing | |
| | Writes an essay | 20 | 6 | Mon, Wed, Fri | Writing | |
| 3 | Paper 2 Literary / non-literary text comprehension | 20 | 9 | ASSESSMENT WEEK | | |
| | Visual text comprehension | 10 | | | | |
| | Summary writing | 5 | | | | |
| | Language Structures and Conventions in Context | 15 | | | | |
| Total | | 100 | | | | |

EFAL Theme Display

1. Every two weeks, a different theme is implemented.
2. Try to select a wall in the classroom for **EFAL theme displays**.
 - Every two weeks, please stick up the theme heading, the theme vocabulary words, and the theme vocabulary illustrations.
 - You can also stick up pictures and magazine or newspaper articles that relate to the theme.
 - You may also want to create a theme table with real objects or items that relate to the theme.
 - Once you have taken down a set of words, file them carefully for the next year.
3. Also select a wall in the classroom for the **phonic words** and **sight words**.
 - If possible, try to create a 'word wall' where you display these words in alphabetical order as a reference for learners.
4. Look after these words so that you can use them again the following year.

Phonics Review

1. A phonics review programme has been designed to cover most of the 44 English graphemes over the course of the year.
2. This is a short activity where teachers can explicitly teach English Phonics to learners who are struggling to read. It will also improve the spelling of all learners.
3. Phonics, knowing the sound of each letter or group of letters, and blending the sounds together to form words, is the key building block of reading and writing.
4. Implement the activity as follows:
 - a. **Show learners the flashcard of each sound.**
 - b. Point to each sound and say it, get learners to repeat after you. Do this three times.
 - c. **Show learners the flashcards of the example words.**
 - d. Point to the letters and sound out the word. Get learners to repeat this after you. Do this with each example word.
 - e. **Write the word find table on the chalkboard.**
 - f. Review each sound in the table. Show learners how to build words using sounds from the table.
 - g. **Tell learners to copy down the table, and to build as many words as possible over the two week cycle.**
5. On the Friday (Day 5) at the end of the cycle, review the word find with learners. Ask learners to say the words that they have built from the table, and write these from the chalkboard. Show learners how to build one or two of the more complex words, by sounding them out.

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

Oral Activities

Oral activities are done four times per cycle. In the first week, they take place on the Monday (Day 1) and Wednesday (Day 3). In the second week, they take place on the Tuesday (Day 2) and Thursday (Day 4). These lessons form part of the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak. They also address some of the Language Structures & Conventions (LSC) requirements, as they explicitly develop learners' vocabulary.

1. **Oral Activities: Song / Rhyme / Poem**
 - a. The specific song, rhyme or poem which you are to do with the learners is listed in the lesson plan.
 - b. Over time, the learners will get to know these songs, rhymes and poems, and they will sing or say them automatically.
 - c. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
 - d. On the first Tuesday teach the song, rhyme or poem to the learners, line-by-line as follows:

- Sing or say the song, rhyme or poem, and then explain the meaning of it to learners, using code-switching if necessary.
 - Sing or say the first line, and then let learners repeat after you.
 - Sing or say the second line, and then let learners repeat after you.
 - Sing or say the first two lines together, and then let learners repeat after you.
 - Continue on in this manner until you have taught learners the whole song or rhyme.
- e. For the rest of the cycle, repeat the song, rhyme or poem with the learners.
- f. Always include appropriate actions with the song, rhyme or poem. Many learners are kinesthetic learners, which means that the physical movements added help them to retain what they are learning.

2. Oral Activities: Theme Vocabulary

- a. Every time you do Oral Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
- b. Use the methodology 'PATS' to teach new vocabulary.
- c. PATS is an acronym for Point, Act, Tell and Say.
- d. It is not always possible to do all four actions for each theme word – just do what is appropriate.
- **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.
- e. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.
- f. At the end of the Oral Activities, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition and sentence.

3. Oral Activities: The Question of the Day

Once the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

The purpose of the Question of the Day:

- a. The question of the day reinforces new theme vocabulary for learners.
- b. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
- c. It creates regular opportunities for learners to hear and speak simple English in a real context.
- d. It requires listening, thinking, doing, speaking and seeing, which activates learners'

total physical response.

- e. The question of the day asks learners an opinion-based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

Getting ready for the Question of the Day:

- a. Divide your learners into groups for the Question of the Day. Then, call only one group per lesson to answer the question.
- b. Divide learners into 4 groups. This will allow all learners in the class to answer the Question of the Day at least once per cycle.
 - On Week 1 Mondays (Day 1), Group 1 will answer
 - On Week 1 Wednesdays (Day 3), Group 2 will answer
 - On Week 2 Tuesdays (Day 2), Group 3 will answer
 - On Week 2 Thursdays (Day 4), Group 4 will answer
- c. Write the Question of the Day on the chalkboard before the lesson begins.
- d. Draw a two or three column graph below the question of the day and fill in the options.
- e. Write the answer frame on the chalkboard for learners to see.
- f. For example:
 Question of the day: **Where would you like to travel to?**
 Answer frame: **I would like to travel to...**

| | | |
|--------------|----------------|-----------------|
| | | |
| India | the USA | Ethiopia |

Filling out the graph:

- a. Modelling:
 - Read the question out loud to the learners.
 - 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.
- b. Learners:
 - Give learners a few seconds to think about which option they will choose.
 - Call a group to come up to the chalkboard to write their answers onto the graph. It is important that you choose a system for this, and that it is always the same so

that the learners get used to the routine.

- Learners line up at the chalkboard.
- Learners draw their cross on the graph.
- Once learners have added their response, they return quietly to their seats.
- As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, where would **you** like to travel to?*

*Pretty: **I** would like to travel to the USA.*

*Teacher: **She** would like to travel to the USA.*

(For African language speakers learning English, pronouns are a particularly difficult language feature to learn. For this reason, it is important to model the correct use of pronouns for learners, whenever possible. The question of the day gives teachers an opportunity to do this authentically and in context.)

- Once learners have added their response, they return quietly to their seats.

Discussing the Question of the Day:

- a. Count the number of crosses in each column.
- b. Write the total number at the bottom of each column.
- c. Ask learners to identify where most learners would like to travel to.
- d. Ask individual learners the follow-up questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example, if the question is "Where would you like to travel to?" You could say:
 - I would like to travel to Ethiopia.
 - I see that 6 learners would like to travel to Ethiopia.
 - If you would like to travel to Ethiopia, raise your hand. *(Instruct learners to raise their hands)*
 - Peter, where would you like to travel to? *(Ask individual learners)*

Shared Reading & Teaching the Comprehension Skill

1. In Grades 4-6, Shared Reading & Teaching the Comprehension Skill all happen in the first week of the cycle as follows:
 - Week 1 Tuesday (Day 2): **Pre-Read**
 - Week 1 Wednesday (Day 3): **First Read**
 - Week 1 Thursday (Day 4): **Second Read**
 - Week 1 Thursday (Day 4): **Teach the Comprehension Strategy**
 - Week 1 Friday (Day 5): **Post-Read**
2. For these Shared Reading sessions, make sure all learners are settled with their DBE Workbooks.
3. Explain to learners that they must listen carefully and think about the text as you read it.
4. Also explain that you will share your own thoughts about the text as you read.
5. **The main purposes of the Shared Reading lessons in this programme are as follows:**
 - a. The learners experience what it is like to read an entire story as a fluent reader. Because learners are not worried about the technical part of reading, they can focus on elements of the text, like the storyline and the characters. The learners can also enjoy the text, and develop a love for reading.
 - b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads fluently and at a good pace; and she reads with expression; she uses the correct intonation; and she follows punctuation marks, which all adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
 - c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language.
 - d. Then, very importantly, the teacher models how to think about a text, by explicitly sharing her thoughts about the text. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies.
 - e. The programme focusses on the following comprehension strategies:
 1. Predict
 2. Visualise
 3. Search the text
 4. Summarise
 5. Think about the text (wonder)
 6. Make connections
 7. Make inferences
 8. Make evaluations

Below 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.

Pre-Read

In the Pre-Read, we build comprehension and story-telling skills through prediction. We get learners to think about the text before it is read to them.

1. Instruct learners to look at the pictures and any headings on the page. Ask learners what clues the pictures and heading give them about the topic of the text.
2. **Ask a learner to read the title of the text. Explain the meaning of the title.**
3. **Next, instruct the learners to skim or scan the text.**
 - a. Explain that skimming is to read the text quickly, to get a general idea of the meaning.
 - b. Explain that scanning is allowing your eyes to quickly run over the text to find a certain word or piece of information.
 - c. Instruct learners to underline any words they might think are important to telling us what the text is about.
 - d. Also instruct learners to circle words that they do not understand.
 - e. Give learners a few minutes to skim the text and underline important words, and circle words they do not understand.
 - f. Ask learners: Which words did you underline? Why?
 - g. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
 - h. Ask learners: Which words did you circle?
 - i. Write these words on the chalkboard. Then, identify words that will help learners to understand the text, and explain the meanings in context.
 - j. Finally, instruct learners to think about the heading and the words listed on the board.
4. **Ask learners predictive questions, like:**
 - a. What do you think we will learn from this text?
 - b. Why? (What evidence do you have?)
 - c. What do you think the text will tell us first?
 - d. What do you think the text will tell us next?
 - e. Do you think this text is fiction or non-fiction? Why?

First Read

1. **In the First Read, we first build comprehension skills by reading and explaining the text to learners.**
 - a. Read each paragraph or section fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
 - b. 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 story.

2. **At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.**
 - a. In the lesson plan, the text is written in columns. In the second column, you will see additional text that is there to help us teach and model the comprehension strategy.
 - b. 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 thinking. Learners must clearly be able to see when you are reading and when you are thinking aloud.
 - c. The think aloud in the First Read is focused on using the comprehension strategy to understand the text in a deeper way.

3. **Finally, we give learners the opportunity to answer questions.**
 - a. Ask different learners to answer the questions that follow the text, at the end of the First Read.
 - b. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

4. **Introduce the LSC in context**
 - a. At the end of the first read lesson, you will tell learners which Language Structure and Convention you will focus on for the cycle.
 - b. Point out an example of this to learners in the shared reading text.(in lesson plan)
 - c. Give a simple explanation of the LSC. (in lesson plan)

Second Read

Comprehension Strategy: The same strategy is used in the First and Second Reads. This is identified in the lesson plan.

1. **In the Second Read, we continue to build comprehension skills by reading and explaining the text to learners.**
 - a. Read each paragraph or section fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
 - b. Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
 - c. This repeated reading helps learners to gain a basic understanding of the text, and to learn new vocabulary and sentence structures.

2. **During the Second Read, we also continue to model and teach a comprehension strategy to learners.**
 - a. In the lesson plan, the text is written in columns. In the second column, you will see additional text that is there to help us teach and model the comprehension strategy.
 - b. Read the paragraph in Column 1, and then say the text in Column 2. Pause before saying the Column 2 text, and show learners that you are thinking. Learners must clearly be able to see when you are reading and when you are thinking aloud.
 - c. The think aloud in the Second Read is again focused on giving learners a deeper understanding of the text by using the comprehension strategy.

3. **Next, we give learners the opportunity to answer questions.**
 - a. Ask different learners to answer the questions that follow the text, at the end of the Second Read.
 - b. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

4. **Finally, ask learners to formulate a question about the text.**
 - a. Ask learners to independently think of a question that they can ask about the text.
 - b. 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.
 - c. Tell learners to turn and talk, and share their questions with each other.
 - d. Then, ask a few learners to share their questions with the class.
 - e. Give other learners the opportunity to answer these questions.

Note: Formulating questions is an important part of critical thinking, and must therefore be encouraged and developed. It is important to equip learners with the skills and confidence to pose meaningful questions, and to start to think critically about all texts and issues.

Teach the Comprehension Strategy

1. On Thursdays (Day 4), we explicitly teach the comprehension strategy that has been modelled and practiced throughout the week.
2. This is done through a I DO, WE DO, YOU DO process.
 - a. First, we explicitly tell learners which strategy we have been focussing on that week. Then, we demonstrate how to use this strategy – I DO.
 - b. Next, we involve learners in helping us to use the strategy. We do the examples together – WE DO.
 - c. Finally, we set an activity for learners to complete without our help. We get learners to use the strategy independently – YOU DO.
3. Every lesson ends with learners writing down or re-reading a simple reminder of the strategy.
4. Sometimes, we use two or even three strategies together.
5. Ultimately, we want to develop learners who instinctively use all the comprehension strategies every time they read. This explicit teaching and practicing of strategies is a step in that direction.
6. The table below provides the purpose/s of each strategy.

| Strategy 1: Predict | |
|---|---|
| Explanation | When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end. |
| Purpose | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |
| Steps <i>(For predicting with pictures)</i> | <ol style="list-style-type: none"> 1. Look at the picture. 2. Ask learners: What do you think is happening here? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question. |
| Examples <i>(For predicting with pictures)</i> | <ol style="list-style-type: none"> 1. What do you think is happening here? 2. How do you think this character feels? Why? 3. What do you think you will see in the next picture? |
| Steps <i>(For predicting with text)</i> | <ol style="list-style-type: none"> 1. Read a page of text. 2. Ask learners: What do you think happens next? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question. |

| | |
|--|--|
| Examples (For predicting with text) | <ol style="list-style-type: none"> 1. What do you think happens next? 2. What do you think this character does next? 3. How do you think this story ends? |
| Strategy 2: Visualise | |
| Explanation | When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story 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 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. |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Say: Now we are going to visualise the story as if we were watching a movie. 3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4. Read the text again. 5. Tell learners what you visualised. (Model the skill.) 6. Ask learners: What did you see? (What happened in your movie?) 7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story. |
| Examples | <ol style="list-style-type: none"> 1. I visualised.... 2. What did you visualise? What happened in your movie? |
| Strategy 3: Search the text | |
| Explanation | <i>Search the text</i> questions are the most basic type of comprehension questions. These questions ask learner to think about or look at the words on the page, and to recall information. |
| Purpose | These questions are a basic check for understanding of the words on the page. |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners a question about the information in the text, like: What did x do? 3. Let learners answer the question. 4. NOTE: There is only one correct answer to this type of question. If the learner answers the question incorrectly, you must read the sentence with the correct answer out loud and/or point to the picture for support. Then, give the correct answer to the question. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer. |

| | |
|------------------------------|---|
| Examples | <p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> • Who? • What? • When? • Where? • Name... • List... • Describe... |
| Strategy 4: Summarise | |
| Explanation | <p>When learners summarise, they think about the most important points in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.</p> |
| Purpose | <p>Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.</p> |
| Steps | <ol style="list-style-type: none"> 1. Read the text. 2. Remind learners: When we summarise, we think of the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will explain only the main points of the text. 4. If the text is a story, you may want to think about: what happened first; what happened next; and what happened last. 5. You could also summarise a story by thinking about: <ul style="list-style-type: none"> • Who are the main characters? • Where does the story take place? • What happens first? • What problem arises? • How is the problem solved? • How does the story end? 6. If the text is non-fiction, think about: what are the main things this text teaches me? 7. Always give learners time to think about the text. 8. Always instruct learners to turn and talk and tell their summary to a friend (oral recount). 9. Next, instruct learners to write their summary down. 10. Give learners a frame to help with more complex summaries. |

| | |
|--|--|
| Examples | Summarise the story in the following way: <ol style="list-style-type: none"> 1. Who were the main characters in the story? 2. What was the story about? 3. What problem arose in the story? 4. How was the problem resolved? |
| Strategy 5: Think about the text (Wonder) | |
| Explanation | When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text. |
| Purpose | By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I see / I notice ... 4. Say: I wonder ... 5. Let learners think about the question. 6. Give a sample answer to the question. 7. Learners do not need to answer the question. |
| Example | I see that xx. I wonder how xx? |
| Strategy 6: Make connections | |
| Explanation | When learners <i>make connections</i> , they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character's feelings and actions to those of characters in other stories they have read. |
| Purpose | These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people. |
| Steps | <ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners a question, like: When was a time that you felt x? 3. Use modelling to give a sample answer, like: xx |

| | |
|------------------------------------|--|
| Examples | <ol style="list-style-type: none"> 1. How does this remind you of your own life? 2. Tell me about a time when something similar happened to you. 3. If you were x, what do you think you would have done? 4. How do you think x felt when x? 5. Which other character does this remind you of? |
| Strategy 7: Make inferences | |
| Explanation | <p>Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something using what they have read together with their own experiences and knowledge.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p> |
| Purpose | <p>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.</p> |
| Steps | <ol style="list-style-type: none"> 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 guess 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 think ... |
| Example | <p>Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p>Inference: Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we guess that she might be pregnant.</p> |
| Strategy 8: Evaluate | |
| Explanation | <p>When we evaluate a text, we make a judgement about an aspect of the text.</p> |

| | |
|---------|---|
| Purpose | <p>Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations.</p> <p>Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.</p> |
| Steps | <ol style="list-style-type: none"> 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 learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x |
| Example | <p>Some evaluation questions start with:</p> <ol style="list-style-type: none"> 1. Do you think... 2. Do you agree with... 3. In your view... 4. Did you like... |

Post-Read

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practice using the new comprehension skill that they have learnt.

In Grades 4-6 Term 2, during the Post-Read you will do one of the following activities:

1. Written comprehension
2. Oral recount (summary)
3. Visualise

Written comprehension (written activity)

- a. Before the lesson, write the title of the text as a heading on the chalkboard.
- b. Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers. (Where applicable.)
- c. Instruct learners to open their exercise books and write the heading.
- d. Tell learners that today, they are going to think about and write the answers to these questions.
- e. Read through the questions with learners, and explain if required.
- f. Tell learners they do not need to write down the questions, only the answers.
- g. Walk around and help learners who struggle.
- h. In the last two minutes, go through the answers with learners, and allow them to correct their own work.

Oral or Written Recount (Summary)

- a. Settle the learners so that you have their attention.
- b. Write the summary frame on the chalkboard before the lesson.
- c. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can include what we have learnt or what we think about the text.
- d. Read through and explain the summary frame to learners.
- e. Remind learners that they can skim and scan the text again, before writing their summaries. This can help them remember what the text what about.
- f. Give learners 10-15 minutes to write their own summaries in their exercise books, using the summary frame.
- g. Then, tell learners to turn and talk, and share their summaries with a partner.
- h. Finally, create a class summary together – ask different learners to answer each part of the frame.
- i. Write down the class summary.
- j. Ask learners to go back to their own summaries, and to see if they missed any important details. Give learners time to correct their summaries.

Text Illustration (Visualise)

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

Listening Lessons

1. **One of the first lessons of the week is the listening lesson.**
 - a. This lesson takes place on the first day of the new theme, just after the introduction to the new theme and oral activities.
 - b. This introduces learners to some of the key vocabulary, language structures and concepts of the theme, by allowing them to listen to the teacher read the text provided.
 - c. The teacher must be well prepared to read the text. In the 30 minute lesson, she must read the text three times.

2. **For the first read, the teacher reads the text fluently and with expression.**
 - a. As she reads, she embeds meaning by pointing to pictures or real objects, by using actions, gestures and facial expressions, and by using vocal expression.
 - b. The teacher also explicitly build meaning by pausing to explain something, or even by code-switching.

3. **For the second read, the teacher once again reads the text fluently and with expression.**
 - a. Again, the teacher embeds meaning as she reads.
 - b. With this read, after reading each part of the text, the teacher shares her thoughts on the text. The teacher is given cues on how to do this in the lesson plans.
 - c. This is a critically important skill to model properly – learners must see that good readers always think about what they are reading.
 - d. Make sure that there is a clear distinction between what you are reading, and what you are thinking.

4. **Finally, on the third read, the teacher reads the text fluently and with expression.**
 - a. Again, the teacher embeds meaning as she reads.
 - b. With this third and final read, the teacher asks questions about the text.
 - c. The teacher must direct and distribute these questions in order to include many learners in the lesson.
 - d. The teacher must encourage learners as they try to answer, and ask further prompting questions to 'flesh out' partial answers.

5. **The purpose of these repeated readings is very clear:**
 - a. Learners acquire new vocabulary and language in context by hearing the repeated readings with embedded meaning.
 - b. Learners see how the teacher 'thinks' about the text, and in time, will start to develop their own critical thinking about texts.
 - c. Learners have the opportunity to orally and individually answer questions on the text.
 - d. Learners become familiar with the structure of stories, which helps them to develop their own story-telling skills.
 - e. Learners develop a love for stories, by hearing engaging stories read to them by a fluent, expressive reader.

Speaking Lessons

1. **The Speaking lesson follows the Listening lesson. In this lesson, learners will reflect on the text they have listened to.**
 - a. The Speaking text takes place on the first Tuesday (Day 2) of the cycle.
 - b. The teacher starts by writing the conversation frame on the chalkboard.
 - c. Next, the teacher reads the conversation frame to learners, followed by a fourth reading of the listening text.

2. **Next, the teacher explains the routine for the speaking lesson.**
 - a. The teacher divides the learners into discussion groups (approximately 3-4 learners).
 - b. These groups should be groups of proximity – arrange groups so that learners can easily and quickly get into these groups.
 - c. In the video example, we see that the teacher forms groups of four by asking learners at every second desk to turn around and face their partners.

3. **The teacher explains the routine and rules for the Discussion Groups.**
 - a. The teacher explains that every learner in the group will take a turn to answer each discussion question.
 - b. Talking and listening may be controlled by a 'talking stick' or some other strategy.
 - c. In the video example, the teacher sets the rule as the person who is holding the talking stick gets to talk, and once he or she is finished, the stick is passed to the next person.
 - d. Each person in the group answers question 1, then each person answers question 2, and so on.
 - e. Learners understand that there is no judgement of answers to open-ended questions – differing answers and opinions are welcomed.

4. **At the end of the lesson, the teacher calls the class to attention.**
 - a. In the last few minutes, the teacher asks different learners or a specific group to share their answers.
 - b. The teacher thanks learners for their answers and contributions.
 - c. She also corrects them if answers are incorrect, or asks prompting questions if the answers need to be expanded on.

Group Guided Reading

The purpose of group guided reading is to listen to each learner read individually, to teach learners technical reading skills, and to allow them to practice reading and comprehending in English.

What to do with the rest of the class:

1. Before you begin the group guided reading session with a group, you must first settle the rest of the class with their **exercise books and worksheets**.
 - a. Put the worksheet for the week into a plastic sleeve for each learner, or pair of learners.
 - b. Train learners not to remove the worksheets from the plastic sleeve, or to write on them. This will allow you to collect the worksheets and re-use them the following year.
 - c. Next, give the class a quick overview of each text, explaining how it links to the theme.
2. Train learners to work independently or in pairs to complete the activities on the worksheet during Group Guided Reading.

Structure of the Group Guided Reading Worksheets:

1. **Phonic Words, Sight Words and Decodable Texts**
 - Learners must complete as many activities as possible during each group guided reading lesson.
 - The activities are always structured in exactly the same way. This should be explained to learners. Once learners see that the activities follow the same structure, this will help them to develop confidence about completing these activities independently.
 - The worksheets are structured as follows:
 - a. **PHONIC WORDS**
 - The worksheet starts with a list of the phonic words for the cycle. Go through these words with learners, sounding them out.
 - b. **SIGHT WORDS**
 - Next, there is a list of the sight words for the cycle. Remind learners that they need to remember these words by sight – they cannot be sounded out. Go through these words with learners.
 - c. **DECODABLE TEXTS**
 - The first two texts on the worksheet are both decodable. This means that they are made up from phonic and sight words that have been taught to learners. Learners should be able to read every word in these texts.
 - These texts are very useful to use with struggling readers, as they have the opportunity to practice sounding out simple words, as well as recognizing sight words that have been taught.
 - d. **TEACHER ACTIVITY**
 - This activity is done with the teacher. The learners must **not** do this activity until their group is called to work with the teacher.
 - Each group will have a chance to work with the teacher once during the week.
 - This is a fiction or non-fiction text that relates to the theme.
 - The questions are designed to practice the comprehension skill of the week.

e. **ACTIVITY 1**

- This is usually a story, a story that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

f. **ACTIVITY 2**

- This is always a 'non-fiction text', an information text that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

g. **ACTIVITY 3**

- This is always a 'visual text': a graph; a table; a poster; a picture; or a chart that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.
- If learners cannot 'read' the visual texts on their own, this is a good teaching opportunity. Take some time to explain to learners how to access the information in a visual text.

h. **ACTIVITY 4**

- Activity 4 always requires learners to write their own summary of one of the week's activities.
- Learners are required to: re-read the text silently on their own; re-read the text together with a partner; discuss the summary frame with a partner; and then work independently to write down their summary in their exercise books.
- For Term 3, mind-mapping has been selected as the summary strategy to be used.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

*Note: Look after these worksheets carefully and store them properly once they have been used. You should be able to use the same worksheets for many years, as learners do **not** write on them. Instead, they write in their exercise books.*

Assigning Group Guided Reading groups and text selection:

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

| I think this learner reads at: Level 1 | I think this learner reads at: Level 2 | I think this learner reads at: Level 3 | I think this learner reads at: Level 4 | I think this learner reads at: Level 5 |
|--|---|---|--|---|
| <ul style="list-style-type: none"> • This learner knows no or very few words. • This learner does not seem to recognise many letter-sound relationships. | <ul style="list-style-type: none"> • This learner knows just a few common words. • This learner does not seem to recognise some letter-sound relationships, OR this learners needs a lot of help to read previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common words. • This learner needs help to decode previously unseen words. | <ul style="list-style-type: none"> • This learner knows many common words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency. | <ul style="list-style-type: none"> • This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class. |

What to do with each group during Group Guided Reading:

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

What to do with struggling readers during Group Guided Reading:

1. Keep these groups as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the phonic words with learners.
4. Next, practice reading the sight words with learners.
5. Then, give learners a chance to try and read the decodable texts by themselves.
6. Finally, listen to each learner read a text on his or her own.
7. As each learner reads, do the following:
 - a. Be kind and patient.
 - b. Give the learner some time to try and work out the word alone.
 - c. Then, help the learner to sound out the word. (If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.)
 - d. Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
 - e. Thank learners for their efforts, and praise learners for any improvements.

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

Alternative to Group Guided Reading

Remember that the point of Group Guided Reading is to listen to each learner read individually, in order to help them build technical reading skills. If you do not have enough space in your classroom for this, or if you struggle to control the class's behaviour whilst you listen to a group read, there is an alternative.

During the time for Group Guided Reading, settle all learners at their desks with the reading worksheets. Then, do the following:

1. Call individual learners one at a time to your table to read aloud to you.
2. Listen to each learner read a text from the Worksheet, or any other level appropriate texts that you may have.
3. Build the learner's technical reading skills.
4. Continue to call individual learners to your table to read aloud to you.

If you decide to use this alternative method of listening to reading, you must ensure that you listen to every learner read at least once per cycle.

Writing

The writing process consists of the following four lessons:

Teach the Genre

1. This lesson takes place on WEEK 1 FRIDAY (Day 5).
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 to learners.
4. Tell learners to write down the brief summary notes in their exercise books, as a reminder of the genre.
5. Tell learners that they will use these genres all the way to matric, the length and complexity of tasks will increase, but if they have a good understanding of the genre now, it will be very helpful to them.

Plan the writing

1. This lesson takes place on WEEK 2 MONDAY (Day 1).
2. This programme focusses on teaching learners how to plan using:
 - a. A list
 - b. A mind map
3. Before learners create their own plan, you must model this for them, so that they know exactly what to do. The lesson plan guides you to do this.
4. Explain to learners that you always THINK about what you are going to write. You must explain your thoughts out loud, so that learners can hear them.
5. Use the planning template to create your own writing plan.
6. Next, give learners a few minutes to think about what they are going to write.
7. Allow learners to turn and talk, and share their ideas with a partner.
8. Finally guide and support learners as they then use the planning template to complete their own plans.

LSC and Drafting

1. This lesson takes place on WEEK 2 WEDNESDAY (Day 3). Before the lesson begins, rewrite your planning frame from the MONDAY (Day 1) lesson on the board. Write the writing frame template on the board.
2. Before learners start their draft, there is a quick LSC lesson to equip learners with useful knowledge as they prepare to draft their own writing.
3. The LSC lesson follows the I DO, WE DO, YOU DO pattern.
4. Work through the steps of the LSC lesson with learners.
5. Next, briefly explain and model how learners will use their plans to create a draft.
6. Show learners the writing frame template that helps them to do this.
7. As learners complete their draft, walk around the classroom and offer support.

Editing and Presenting

1. This lesson takes place on WEEK 2 FRIDAY (Day 5).
2. Write the editing checklist from the lesson plan on the chalkboard.
3. Read through and explain the criteria to learners.
4. You may want to show learners how to correct a common mistake.
5. Allow learners time to edit and correct their own writing, using the checklist.
6. Then, instruct learners to neatly rewrite their final version.
7. At the end of the lesson or week, give learners the opportunity to swop books and read each other's writing.
8. Collect learners' books. You are only required to formally mark 2 pieces of writing per term using the rubrics provided. However, please read and comment on the learners' final writing pieces for every cycle.
9. Again, confidence is an important part of developing writing skills.

Writing Strategies

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.
4. Routines also give learners direction, so that they know what to do next.
5. In addition, the strategies listed below provide further scaffolding and support for learners who may be struggling.
6. Teaching these writing strategies to learners, and using them over and over again, will give learners direction and confidence when writing.
7. Train learners to recognise these key phrases, and to understand what they must do when they hear them.

Strategy 1: Teacher models writing first

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

Strategy 2: Writers think before they write

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

Strategy 3: Writers draw a line for each word

- a. Use this as a remediation strategy for struggling learners.
- b. Learners think about the sentence they want to write, and say it aloud.
- c. They count how many words there are in the sentence, and draw a line to represent each word.
- d. Lines must be drawn from left to right and from the top of the page to the bottom.
- e. Lines must be the approximate length of the words. Say the word as you are drawing the line.
- f. Spaces must be left between words.
- g. At the end of the sentence, the learner puts a punctuation mark.
- h. With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.
- i. 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 4: Writers use resources to write words

- a. 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
 - Other books
 - Personal dictionaries
 - Classmates
 - Their own memories

Strategy 6: Writers say words slowly like a tortoise

- a. Teach learners to say an unknown word very slowly to hear its different sounds. (Segmenting)
- b. Next, teach learners to write down every sound that they can hear. (They may not spell the word correctly, but this will be a starting point to write unknown words. For example, **special** may be written as **speshil**. The teacher can then build on this and show the writer the correct spelling.)
- c. Try to read the learner's phonetic writing, and praise them for using their phonetic knowledge to try and build words. This is an important skill to encourage.

Strategy 7: Writers read what they write

- a. Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b. As they do this, they check they have not left out any words.
- c. They also check that the word order is correct.
- d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

Strategy 8: Writers Turn and Talk

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

Strategy 9: Hold Mini-Conferences

- a. This is a useful strategy to use as learners are writing.
- b. Walk around the room, and stop where you see a learner struggling.
- c. Hold a mini-conference with that learner.
- d. Engage with the learner's work, listen to the learner, and help the learner as needed.
- e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements.

GRADE 6 - TERM 2

WEEK 1

THEME: EXPLORING NEW PLACES

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

| TERM 2: WEEK 1 | |
|------------------------|---|
| OVERVIEW | |
| THEME | Exploring new places |
| THEME VOCABULARY | adventure, adventurous, contrast, homesick, similar, familiar, unfamiliar, beyond, nonsense, explore |
| LSC | Adjectives |
| COMPREHENSION STRATEGY | Make inferences |
| WRITING GENRE | Story |
| WRITING TOPIC | Write a story about a character who explores a new place! |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous term. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about people going on different adventures such as 'Finding Dory'. 5. Try to find some pictures for your theme table, for example: places that look adventurous or unfamiliar to your learners. 6. Do some research in preparation for this theme, for instance, Which countries can South Africans visit without a visa? |

| WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|---|---|
| PICTURE | <ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 70. 3. Instruct learners to look at the pictures and the title. | |
| INTRODUCE THE THEME | <ul style="list-style-type: none"> • Ask learners: What kind of text do you think we will read this week? • Listen to learner responses. This will help you understand what learners already know. • Explain that we can see illustrations of fish. We see the fish talking to each other. This doesn't really happen, so we can guess that we will read a fictional (not true) story. • Ask learners: What do see on the page? What do you think this story will be about? • Explain that the pictures don't really show us that much about what will happen in the story. However, we can guess that the characters in the story will be fish rather than people! • Explain that our first theme of the term is: Exploring new places. We will have to read to find out how this story related to our theme! • Ask learners: Do you have any guesses about how a story with fish as characters might relate to our new theme? | |
| SONG / RHYME (from Dr Seuss) | Lyrics | Actions |
| | Today is your day. | <i>Point your forefinger down</i> |
| | You're off to great places! | <i>Stretch your arms out wide</i> |
| | You're off and away! | - |
| | You have brains in your head. | <i>Point to your head</i> |
| | You have feet in your shoes. | <i>Point to your shoes</i> |
| | You can steer yourself | <i>Pretend to hold a steering wheel</i> |
| | any direction you choose. | - |
| | You're on your own. And you know what you know. | <i>Hug yourself tightly then point to your head</i> |
| | And YOU are the one who'll decide where to go! | <i>Point to your friends around you</i> |
| THEME VOCABULARY | adventure, adventurous, contrast, homesick, similar | |

| QUESTION OF THE DAY | |
|------------------------------|--|
| Question | If you went travelling, do you think you would be adventurous or homesick? |
| Graph | 2 COLUMN GRAPH |
| Options | adventurous / homesick |
| Follow up questions | |
| Question | How many learners think they would be adventurous? |
| Answer | __ learners think they would be adventurous. |
| Question | How many learners think they would be homesick? |
| Answer | __ learners think they would be homesick. |
| Question | How do more learners think they would feel? |
| Answer | More learners think they would feel __ |
| Question | How do fewer learners think they would feel? |
| Answer | Fewer learners think they would feel __ |
| Question | If you went travelling, how do you think you would feel? |
| Answer | I think I would feel adventurous. |
| Answer | I think I would feel homesick. |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each word. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 1: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story: Visiting the City of Gold**
2. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

| Text | SECOND READ: Share Thoughts (Model) | THIRD READ: Ask Questions |
|---|--|---|
| <p>Lefa and Kotsi were cousins who lived in a small town in the Free State called Bethlehem. Their parents decided to send them to visit their grandparents in Johannesburg. It was their grandfather's 80th birthday and they wanted to surprise him!</p> | <p>--</p> | <ol style="list-style-type: none"> 1. Where do Lefa and Kotsi live? (<i>They live in a small town called Bethlehem.</i>) 2. Why have Lefa and Kotsi's parents decided to send them to Johannesburg? (<i>They are sending them for their grandfather's 80th birthday</i>) |
| <p>Lefa and Kotsi were both nervous. For many hours, they passed green fields and small villages. When they finally saw towering buildings in the distance, they kept their eyes glued on the window! Lefa's eyes lit up as she watched the buildings get closer and closer. When their bus arrived in Johannesburg, their grandmother was waiting for them at the bus stop.</p> <p>'Welcome to the city of gold, my children,' said grandmother with a big smile on her face.</p> <p>'Why is it called the city of gold?' asked Kotsi.</p> | <p>I can infer that Lefa and Kotsi had never been to Johannesburg before. I can make this inference because they are nervous, and they stare at the big buildings when they finally see them. I think this is because the tall buildings are something new and exciting!</p> <p>I can also infer that Lefa seems more excited about the city than Kotsi. I can make this inference because it says that Lefa's eyes lit up. When your eyes light up, it means you like what you see!</p> | <ol style="list-style-type: none"> 1. Why do you think only Lefa and Kotsi's grandmother meets them at the bus stop? (<i>Because it's a surprise for their grandfather that they are coming for his birthday!</i>) 2. What is another name for Johannesburg? (<i>The city of gold.</i>) 3. How can we infer that Lefa and Kotsi are exploring Johannesburg for the first time ever? (<i>They feel nervous, they can't stop looking at the tall buildings, they have never heard the name 'city of gold'.</i>) |

| | | |
|---|---|---|
| <p>Grandmother smiled, 'It is called the city of gold because this the city where gold was first mined by Europeans in Africa. There were many gold mines in Johannesburg.'</p> | | |
| <p>Lefa and Kotsi looked around them. Johannesburg was filled with large buildings, the streets were filled with cars, buses, trucks and taxis, and there was so much noise! The taxi behind them began hooting loudly. Lefa laughed, but Kotsi covered her ears. Johannesburg was very different from their home town.</p> | <p>I can infer that Lefa and Kotsi's home town only has small buildings. I can also infer that there isn't very much traffic! I can infer this because this paragraph is contrasting Johannesburg to what Lefa and Kotsi are used to at home!</p> | <ol style="list-style-type: none"> 1. What can you infer is different about Johannesburg and Bethlehem? (<i>The noise, the traffic, the buildings</i>) 2. What can you infer about how Lefa and Kotsi feel in the big city? (<i>I can infer that Lefa feels excited / happy / adventurous. I can infer that Kotsi feels annoyed / homesick, etc...</i>) |
| <p>Grandmother took Lefa and Kotsi to a restaurant in the centre of Johannesburg, for grandfather's birthday celebration. The restaurant was beautifully decorated with fabrics and paintings from Ethiopia. Grandfather stood up when he saw Lefa and Kotsi – he was very surprised and happy to see his grandchildren! He hugged them both, 'Welcome to my city, children. I hope you love it as much as I do!'</p> | <p>I can infer that Grandmother has organised a special surprise party at an Ethiopian restaurant for Grandfather's 80th birthday. Grandfather stands up when he sees his granddaughters, which lets me infer that he is very happy and surprised to see them!</p> | <ol style="list-style-type: none"> 1. How does Grandfather feel about Johannesburg? (<i>He loves it!</i>) 2. Where do the girls meet Grandfather? (<i>At an Ethiopian restaurant.</i>) |

| | | |
|---|--|---|
| <p>When the girls sat down, the waitress brought them a big, round, thin bread with a small mound of red sauce on top. 'It's called injera!' Grandmother said. Then she pointed to the sauce. 'And that is called shiro – Try it!' she said encouragingly. Kotsi looked at the bread. She wished for a slice of white bread. But, Lefa dug right in! 'Yum! This is delicious,' Lefa said.</p> | <p>I can infer that neither Lefa nor Kotsi have tried Ethiopian food before, but that Grandmother and Grandfather must eat it often! I can infer that Grandmother and Grandfather must really like to eat Ethiopian food, because Grandmother even organised Grandfather's special birthday celebration at an Ethiopian restaurant!</p> <p>I can also infer here that Lefa is more adventurous than Kotsi. She is eager to try new things. In contrast, Kotsi prefers food she is familiar with!</p> | <ol style="list-style-type: none"> 1. Where can you infer that people commonly eat injera and shiro? (<i>In Ethiopia</i>) 2. What can you infer about how Lefa and Kotsi feel about trying new food? (<i>I can infer that Lefa feels excited / adventurous. I can infer that Kotsi feels unhappy.</i>) |
| <p>All around them they saw different faces and heard different languages. Lefa loved Johannesburg already! She could not wait to explore the city. However, Kotsi missed the peace and quiet of the Free State.</p> | <p>Here is more evidence that my inference that Lefa is more adventurous than Kotsi is correct!</p> | <ol style="list-style-type: none"> 1. Who is happier to be in Johannesburg? (<i>Lefa.</i>) 2. What things in the story let us infer that Lefa is more adventurous than Kotsi? (<i>Her eyes light up when she sees the city / she likes the noise of the city / she is excited to try new food, etc.</i>) |

WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story: Visiting the City of Gold**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I can infer that...
 - c. One thing I liked in this story was...
 - d. One thing I disliked about this story was...
 - e. Overall, this story is...
3. Read the conversation frame out loud to learners.
4. Read the text out loud to learners. Instruct learners to think about the conversation frame as they listen to the text.

READ THE TEXT

Lefa and Kotsi were cousins who lived in a small town in the Free State called Bethlehem. Their parents decided to send them to visit their grandparents in Johannesburg. It was their grandfather's 80th birthday and they wanted to surprise him!

Lefa and Kotsi were both nervous. For many hours, they passed green fields and small villages. When they finally saw towering buildings in the distance, they kept their eyes glued on the window! Lefa's eyes lit up as she watched the buildings get closer and closer. When their bus arrived in Johannesburg, their grandmother was waiting for them at the bus stop. 'Welcome to the city of gold, my children,' said grandmother with a big smile on her face. 'Why is it called the city of gold?' asked Kotsi. Grandmother smiled, 'It is called the city of gold because this the city where gold was first mined by Europeans in Africa. There were many gold mines in Johannesburg.'

Lefa and Kotsi looked around them. Johannesburg was filled with large buildings, the streets were filled with cars, buses, trucks and taxis, and there was so much noise! The taxi behind them began hooting loudly. Lefa laughed, but Kotsi covered her ears. Johannesburg was very different from their home town.

Grandmother took Lefa and Kotsi to a restaurant in the centre of Johannesburg, for grandfather's birthday celebration. The restaurant was beautifully decorated with fabrics and paintings from Ethiopia. Grandfather stood up when he saw Lefa and Kotsi – he was very surprised and happy to see his grandchildren! He hugged them both, 'Welcome to my city, children. I hope you love it as much as I do!'

When the girls sat down, the waitress brought them a big, round, thin bread with a small mound of red sauce on top. 'It's called injera!' Grandmother said. Then she pointed to the sauce.

'And that is called shiro – Try it!' she said encouragingly. Kotsi looked at the bread sceptically. She wished for a slice of white bread. But, Lefa dug right in! 'Yum! This is delicious,' Lefa said.

All around them they saw different faces and heard different languages. Lefa loved Johannesburg already! She could not wait to explore the city. However, Kotsi missed the peace and quiet of the Free State.

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call all learners back together.
5. Call on one group member from **each group** to share one thing someone in their group said.

WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW

| | | | | | | | | | | |
|-----------|---|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Sounds | /ch/ /ai/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Write the following sounds on the chalkboard: ch and ai 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /ch/ - /i/ - /ck/ = chick /p/ - /ai/ - /n/ = pain 4. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>ch</td> <td>ai</td> <td>p</td> </tr> <tr> <td>j</td> <td>i</td> <td>o</td> </tr> <tr> <td>n</td> <td>m</td> <td>l</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: chain or mop 5. Possible words (this is not a complete list): chain, chop, chip, chin, pain, main, jail, mail, pail, mop, pin, nip, etc. | ch | ai | p | j | i | o | n | m | l |
| ch | ai | p | | | | | | | | |
| j | i | o | | | | | | | | |
| n | m | l | | | | | | | | |

| WEEK 1: TUESDAY / DAY 2: PRE-READING | |
|---|---|
| TITLE | <i>The brave little fish</i> |
| DBE WORKBOOK 1, PAGE | 70 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |
| PRE-READING ACTIVITY | |
| <ol style="list-style-type: none"> 1. Ask a learner to read the title: <i>The brave little fish</i> 2. Explain the meaning of the title, e.g. <i>Being brave is when we do something even though we feel afraid. This story might be about a fish who feels afraid, but is brave and faces their fears!</i> 3. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about. 4. Instruct the learners to skim the text. Instruct them to underline any words they might think are important to telling us what the text is about. 5. Instruct learners to circle any words they do not know the meaning of. 6. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time. 7. Ask learners: Which words did you underline? Why? 8. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words. 9. Ask learners: What words did you circle? 10. Help learners to figure out the meanings of these words in context! 11. Instruct learners to think about the title, the pictures, and the words they underlined. 12. Ask learners predictive questions: <ol style="list-style-type: none"> a. Who are the characters in the story? What do you think you know about them? b. What do you think happens in this story? c. Where do you think this story will take place? (What will the setting be?) d. Do you have any idea what the little fish does that is brave? 13. End by reading through the text once, to give learners a sense of the story. Read fluently and with expression. Learners should follow in their books. Code switch if necessary. | |

| WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|--|---|
| SONG / RHYME (from Dr Seuss) | Lyrics | Actions |
| | Today is your day. | <i>Point your forefinger down</i> |
| | You're off to great places! | <i>Stretch your arms out wide</i> |
| | You're off and away! | - |
| | You have brains in your head. | <i>Point to your head</i> |
| | You have feet in your shoes. | <i>Point to your shoes</i> |
| | You can steer yourself | <i>Pretend to hold a steering wheel</i> |
| | any direction you choose. | - |
| | You're on your own. And you know what you know. | <i>Hug yourself tightly then point to your head</i> |
| | And YOU are the one who'll decide where to go! | <i>Point to your friends around you</i> |
| THEME VOCABULARY | familiar, unfamiliar, beyond, nonsense, explore | |
| QUESTION OF THE DAY | | |
| Question | What quality do you admire most in little fish? | |
| Graph | 3 COLUMN GRAPH | |
| Options | his determination / his adventurousness / his curiosity | |
| Follow up questions | | |
| Question | How many learners admire his determination? | |
| Answer | __ learners admire his determination. | |
| Question | How many learners admire his adventurousness? | |
| Answer | __ learners admire his adventurousness. | |
| Question | How many learners admire his curiosity? | |
| Answer | __ learners admire his curiosity. | |
| Question | What quality do most learners admire most in little fish? | |
| Answer | Most learners admire his __. | |
| Question | What quality do fewest learners admire most in little fish? | |

WEEK 1 - WEDNESDAY

| | |
|------------------------------|---|
| Answer | Fewest learners admire his __. |
| Question | What quality do you admire most in little fish? |
| Answer | I admire his determination. |
| Answer | I admire his adventurousness. |
| Answer | I admire his curiosity. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 1: WEDNESDAY / DAY 3: FIRST READ

| | |
|---|--|
| TITLE | <i>The brave little fish</i> |
| DBE WORKBOOK 1, PAGE | 70 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | Make inferences |
| PURPOSE | Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess. |
| | |
| <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 70. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column. | |

| Text | Think Aloud: First Read |
|--|--|
| <p>It was one of the coldest winter nights. Deep in the ocean an old fish assembled her 11 000 children and grandchildren to tell them a story. This is the story she told them. Once upon a time, a brave little fish lived with his mother in a high mountain stream. The little fish was an only child. He and his mother swam in circles all day long.</p> | <p>I can infer that the old grandmother fish is telling her children and grandchildren a fictional story. I can infer this because she begins her story with 'Once upon a time.' Also, she lives deep in the ocean, but the story is about a little fish in a high mountain stream. The deep sea is very, very far from a stream high on a mountain!</p> |
| <p>Then the little fish began to think. He sank deeper and deeper into thought as he followed his mother along the same boring path. Mother fish wondered what was wrong with her child, and thought that perhaps he was ill.</p> | <p>I can infer that the little fish is bored and unhappy. I can infer that he is bored because he follows his mother along the same path, swimming in circles all day long!</p> |
| <p>Early one day, before sunrise, the little fish woke his mother and said, "Mother, I want to talk to you." "Ah, my child", said the mother sleepily, "It's too early to talk, save your talking for later. Let's go swimming." "No, Mother! I don't want to go swimming any longer. I want to leave." "Leave, what do you mean you want to leave?" "Mother, I have to leave to see where the stream ends and what lies beyond the mountains. I have been wondering about this for days now." The mother just laughed and said, "When I was your age, I also had those thoughts. But, my dear, a stream has no beginning and no end. The stream just flows and never goes anywhere."</p> | <p>I can infer that the little fish is adventurous (like Lefa from our Listening story!) He wants to leave because he is bored of doing the same thing day after day. He is curious about what other things he can see in the world! I can infer that his mother is not adventurous or curious like he is!</p> |
| <p>"But Mother, isn't it true that everything comes to an end? The nights, days, weeks, months, even years?" "Forget this nonsense talk", interrupted his mother. "Let's go swimming." "No, Mother, I'm tired of swimming in circles. I want to see the world, I want to see what's happening elsewhere. I don't want to spend the rest of my life swimming round and round in this spot.</p> | <p>I can infer that the little fish will not be happy until he is able to go and explore the rest of the world. He and his mother are different kinds of fish: his mother is happy with what she knows and is familiar with. In contrast, the little fish wants to see and experience new things!</p> |

| | |
|--|---|
| <p>I want to see if there is another way to live in this world. Once I have learned, I will come back and will tell you about it.”</p> <p>The little fish’s mother was very upset and cried out loudly: “My dear child, are you mad? Everything you need is here. The world you want, is here!”</p> | |
| <p>Just then a school of fish swam passed, and the elder fish asked, “What are you arguing about?”</p> <p>The mother told them that her child wanted to leave the stream to see what was beyond the mountains. All the fish, young and old, thought the little fish was silly. But the little fish would not give up on his dreams.</p> | <p>I can infer that the little fish is very unusual, because no other fish can understand his desire to leave!</p> |
| <p>The mother fish felt afraid for her only child. She said, “My child, I understand that you need to go beyond the mountains to see what is there. I don’t know anyone who has ever left this stream, but I can only wish you well on your journey and hope that one day you will come back.”</p> <p>The mother fish said goodbye to her child as he went on his adventure.</p> | <p>I can infer that the little fish’s mother sees that he will not be happy until he can go on his adventure. In the end, she accepts his desire to leave the stream! However, I can infer that she has no desire to go with him!</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>Where does the little fish live with his mother?</p> | <p>They live high in a mountain stream.</p> |
| <p>Where does little fish want to go?</p> | <p>He wants to leave the stream to explore the rest of the world, beyond the mountains.</p> |
| <p>Why question</p> | <p>Possible response</p> |
| <p>Why did the little fish argue with his mother?</p> | <ul style="list-style-type: none"> • The little fish wants to leave the stream, but his mother thought it was nonsense! • Because he and his mother are different – she likes the stream, but he is bored there! • Because little fish wants to leave the stream, but his mother wants him to stay home. |

Introduce the LSC in context

1. Explain to learners that in this cycle, they will learn about: adjectives to describe people
2. Point out the following example of this: In the text, we read about a 'brave little fish'. The two words that are used to describe the fish are brave and little. These words could be used to describe people.
3. Introduce this LSC as follows:
When describing people, we can use adjectives before the noun: The kind, gentle boy helped the old lady.
When describing people, we can use adjectives after the noun: The boy was brave and kind as he helped the old lady.

| WEEK 1: THURSDAY / DAY 4: SECOND READ | |
|---|---|
| TITLE | <i>The brave little fish</i> |
| DBE WORKBOOK 1, PAGE | 70 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Make inferences |
| PURPOSE | Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess. |
| <ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>Why is the little fish's mother afraid?</i> <i>How can we infer that the little fish is unusual / different from other fish?</i> <i>Why did the little fish want to leave the stream?</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the story on page 70. Explain that you will read the story to learners. They must follow along with the text as you read. Read the story with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the story to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| <p>It was one of the coldest winter nights. Deep in the ocean an old fish assembled her 11 000 children and grandchildren to tell them a story. This is the story she told them. Once upon a time, a brave little fish lived with his mother in a high mountain stream. The little fish was an only child. He and his mother swam in circles all day long.</p> | <p>I can infer that the old Grandmother fish is telling this story to all of her grandchildren to teach them a lesson. I can remember from yesterday that the little fish was very adventurous. He was brave enough to live his dream even though all the other fish thought it was nonsense. I can make the inference that Grandmother fish admires the little fish. I can infer that she is telling her grandchildren about him because she wants them to see that it is important to be brave, curious, and live your dreams!</p> |

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

| | |
|--|---|
| <p>Just then a school of fish swam passed, and the elder fish asked, "What are you arguing about?"</p> <p>The mother told them that her child wanted to leave the stream to see what was beyond the mountains. All the fish, young and old, thought the little fish was silly. But the little fish would not give up on his dreams.</p> | <p>But I can infer that little fish is very determined to explore the world. He must be determined because he still wants to explore, even though the other fish think his dreams are nonsense!</p> |
| <p>The mother fish felt afraid for her only child. She said, "My child, I understand that you need to go beyond the mountains to see what is there. I don't know anyone who has ever left this stream, but I can only wish you well on your journey and hope that one day you will come back."</p> <p>The mother fish said goodbye to her child as he went on his adventure.</p> | <p>In the end, I can infer that the mother fish realises that she just wants her child to be happy!</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>Why is the little fish's mother afraid?</p> | <ul style="list-style-type: none"> • Because she has never left the stream, so she doesn't know what the rest of the world is like. • Because no other fish she knows have left the stream. • Because she is worried something bad will happen when little fish leaves the safety of home! |
| <p>How can we infer that the little fish is unusual / different from other fish?</p> | <ul style="list-style-type: none"> • Because his mother thinks it is nonsense that little fish wants to leave. • Because all the other fish think the little fish is silly. |
| <p>Why question</p> | <p>Possible response</p> |
| <p>Why did the little fish want to leave the stream?</p> | <ul style="list-style-type: none"> • Because he was bored of swimming in circles. • Because he was tired of seeing and doing the same thing again and again, day after day. • Because he wanted to know what was beyond the stream! • Because he was an adventurous little fish. • Because he was curious about the rest of the world. |

Ask learners to formulate a question about the text.

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

WEEK 1: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY**Modelling
(I DO)**

1. Explain that this week, we have been working on **making inferences**.
2. Explain that we make an inference when we use what is written and what we already know to figure something out.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 70**
5. Read out loud while learners follow along: *Leave? What do you mean you want to leave?*
6. Remind learners that this is what the mother fish says to little fish when he says he wants to leave their stream!
7. Explain that this is a rhetorical question. This means that the mother asks this question not expecting an answer. Mother asks this question to show that she thinks the little fish's idea is ridiculous!
8. Explain we can make inferences that:
 - a. Mother fish doesn't think there are any good reasons to leave the stream.
 - b. Mother fish thinks doesn't know why anyone would ever leave the stream.
 - c. Mother fish thinks the little fish is being silly.
 - d. Mother fish doesn't think little fish really wants to leave the stream.
9. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.

| | |
|--|--|
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Read out loud while learners follow along: <i>The little fish would not give up on his dreams</i> 2. Ask learners: What inferences can you make after you read this sentence? 3. Listen to learners ideas, like: <ol style="list-style-type: none"> a. The little fish is determined. b. The little fish doesn't care about what the other fish think about him. c. The little fish is brave! d. The little fish is so curious about the rest of the world, he is determined to go out and to explore! |
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: <i>All the fish, young and old, thought the little fish was silly.</i> 3. Ask learners: What inferences can you make from this sentence? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 4-5 learners to share an answer to the question, like: <ol style="list-style-type: none"> a. None of the other fish want to leave the stream. b. All of the other fish agree with little fish's mother, that little fish's dream is nonsense. c. That none of the other fish have ever left the stream. d. That the little fish is unusual – he is different from the other fish. e. That the other fish are happy with their life in the stream. |
| <p>NOTES</p> | <p>Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is:</p> <p><u>Making Inferences</u></p> <p>To make an inference, we take:</p> <p>what is written</p> <p>+</p> <p>what we already know</p> <p>and we make a good guess about the text.</p> |

WEEK 1: FRIDAY / DAY 5: POST-READING

| | |
|------------------------|---|
| TITLE | <i>The brave little fish</i> |
| DBE WORKBOOK 1, PAGE | 70 |
| ACTIVITY | ORAL RECOUNT |
| COMPREHENSION STRATEGY | Summarise Make inferences |
| PURPOSE | <ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess. |

POST-READING

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

| WEEK 1: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|--|--|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| Story (Narrative Essay) | To entertain | <ul style="list-style-type: none"> a. Orientation that introduces characters and setting, e.g. <i>Once upon time there was an old woman who lived with her son called Jack. They were very poor.</i> b. Events leading to a complication, e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> c. Resolution and ending, e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i> | <ul style="list-style-type: none"> a. Written in the first or third person b. Written in the past tense c. Events described sequentially d. Connectives that signal time, e.g. <i>Early that morning, later on, once</i> e. Makes use of dialogue f. Language used to create an impact on the reader, e.g. <i>adverbs, adjectives, images</i> |
| INTRODUCE THE GENRE | <ul style="list-style-type: none"> 1. Explain that this cycle, learners will write a story (also called a narrative essay). 2. A story entertains people! It is meant to be interesting and fun to read. 3. Explain that all stories have certain important elements: <ul style="list-style-type: none"> 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 | <p><i>Thuli's Trip to the Mountains</i></p> <p><i>Once upon a time, there was a twelve year old girl called Thuli. She lived in the city of Durban with her mother and father. Thuli longed to go to the countryside. She dreamed of climbing a mountain.</i></p> <p><i>Then, her dream came true! In the Easter holidays, her mom and dad took Thuli to the Drakensburg Mountains. When they got to their hotel, Thuli ran outside and looked at the mountains! She breathed in the fresh air, and smiled. She loved it here!</i></p> <p><i>But, she still wanted to climb a mountain, and her mom and dad would not take her. Thuli felt sad because the mountains were so close! Just then, a young man from the hotel came to speak to Thuli's family. He said that his job was to take guests for walks up the mountains.</i></p> <p><i>Finally, Thuli got to climb a mountain! In the end, all her dreams came true!</i></p> |
| DISCUSS | <ol style="list-style-type: none"> 1. Who is the narrator in this essay? 2. What happens in this essay? 3. What tense is this essay written in? 4. Do you think this is fiction or nonfiction? Why? |
| NOTES | <p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Story (narrative essay)</u></p> <ol style="list-style-type: none"> 1. Beginning: Tells about character and setting. 2. Middle: A problem! 3. Ending: How the problem gets solved. 4. Entertains people! |

GRADE 6 - TERM 2



THEME:
EXPLORING NEW PLACES

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

| TERM 1: WEEK 2 | |
|------------------------|---|
| OVERVIEW | |
| THEME | Exploring new places |
| THEME VOCABULARY | adventure, adventurous, contrast, homesick, similar, familiar, unfamiliar, beyond, nonsense, explore, overseas, roller coaster, theme park, gallery, capital, landscape, coastline, desert, forest, swamp |
| LSC | Adjectives |
| COMPREHENSION STRATEGY | Make inferences |
| WRITING GENRE | Story |
| WRITING TOPIC | Write a story about a character who explores a new place! |

| WEEK 2: MONDAY / DAY 1: PLANNING | | | | | |
|--|---|-----------------|-----------------|--|--|
| TOPIC | Write a story about a character who explores a new place! | | | | |
| GENRE | Story | | | | |
| PLANNING STRATEGY | Write a list | | | | |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, explain about the character that you will write about. <p><i>I will write a story about a character who goes on an aeroplane for the first time. She goes to the sea. I will need to imagine what the sea is like, because I have never been to the sea either. I am going to base this story on how I think I would feel if I saw the sea – because it is my dream!</i></p> <ol style="list-style-type: none"> 4. Have the planning frame written on one side of the chalkboard. 5. Show learners how you make a list by answering the questions. 6. Complete the plan on the other side of the chalkboard. | | | | |
| | <table border="1"> <thead> <tr> <th><u>My story</u></th> <th><u>My story</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end? </td> <td> <ol style="list-style-type: none"> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea. </td> </tr> </tbody> </table> | <u>My story</u> | <u>My story</u> | <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end? | <ol style="list-style-type: none"> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea. |
| <u>My story</u> | <u>My story</u> | | | | |
| <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end? | <ol style="list-style-type: none"> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea. | | | | |

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

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

Planning
My Story

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

WEEK 2: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 1 |
| TEXT | Interesting facts about Johannesburg |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2: TUESDAY / DAY 2: ORAL ACTIVITIES

| SONG / RHYME (from Dr Seuss) | Lyrics | Actions |
|---------------------------------|---|---|
| | Today is your day. | <i>Point your forefinger down</i> |
| | You're off to great places! | <i>Stretch your arms out wide</i> |
| | You're off and away! | - |
| | You have brains in your head. | <i>Point to your head</i> |
| | You have feet in your shoes. | <i>Point to your shoes</i> |
| | You can steer yourself | <i>Pretend to hold a steering wheel</i> |
| | any direction you choose. | - |
| | You're on your own. And you know what you know. | <i>Hug yourself tightly then point to your head</i> |
| | And YOU are the one who'll decide where to go! | <i>Point to your friends around you</i> |

THEME
VOCABULARY

overseas, roller coaster, theme park, gallery (art gallery), capital (like a capital city)

QUESTION OF THE DAY

| | |
|----------|--|
| Question | Which place is most interesting to you? |
| Graph | 3 COLUMN GRAPH |
| Options | a theme park / an art gallery / a restaurant |

Follow up questions

| | |
|-----------------|--|
| Question | How many learners think a theme park is most interesting? |
| Answer | __ learners think a theme park is most interesting. |
| Question | How many learners think an art gallery is most interesting? |
| Answer | __ learners think an art gallery is most interesting. |
| Question | How many learners think a restaurant is most interesting? |
| Answer | __ learners think a restaurant is most interesting. |
| Question | Which place do most learners think is most interesting? |
| Answer | Most learners think __ is most interesting. |
| Question | Which place do fewest learners think is most interesting? |

WEEK 2 - TUESDAY

| | |
|------------------------------|---|
| Answer | Fewest learners think __ is most interesting. |
| Question | Which place is most interesting to you? |
| Answer | A theme park is most interesting. |
| Answer | An art gallery is most interesting. |
| Answer | A restaurant is most interesting. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 2: TUESDAY/ DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 2 |
| TEXT | Interesting facts about Johannesburg |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 2: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING | |
|--|---|
| LSC | Adjectives |
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> 1. Explain that in our story this week, we will make sure that we use good adjectives to describe our main character. 2. Ask learners: What are some adjectives we know that can be used to describe a person? 3. Brainstorm some ideas with learners, like: kind, caring, adventurous, curious, brave, determined, confident, quiet, shy, friendly, etc. 4. Explain that sometimes, when we use adjectives we write the adjective after the noun we are describing, like: <ul style="list-style-type: none"> • She was very kind and caring. • He is curious and intelligent. 5. Explain that we can also use an adjectives before the noun we are describing, like: <ul style="list-style-type: none"> • The curious child always had her hand raised to ask a question. • The friendly man always had a smile on his face. |
| LSC Ask learners for help (WE DO) | <ol style="list-style-type: none"> 1. Explain that to practice together, we will use adjectives to describe Lefa and Kotsi. 2. Write Lefa on the board. Make a mind-map to brainstorm some ideas to describe Lefa, like: adventurous, happy, curious, etc. 3. Write Kotsi on the board. Make a mind-map to brainstorm some ideas to describe Lefa, like: quiet, nervous, shy, etc. 4. Choose two adjectives to describe Lefa. 5. Ask learners to help you make a sentence where the adjective comes before the noun, like: Adventurous Lefa was always excited to try new food! 6. Ask learners to help you m make a sentence where the adjective comes after the noun, like: Lefa was curious about each new place she travelled! 7. Choose two adjectives to describe Kotsi. 8. Ask learners to help you make a sentence where the adjective comes before the noun, like: Thoughtful and quiet, Kotsi liked to stay at home! 9. Ask learners to help you m make a sentence where the adjective comes after the noun, like: Kotsi was uncomfortable in new places! |

| | | | | |
|--|--|--|--|--|
| <p>LSC Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will brainstorm some adjectives to describe the main character of their story. 2. Hand out learners' exercise books. 3. Instruct learners to write the name of their main character in the middle of a paper. Explain that they should make a mind-map to brainstorm some adjectives to describe their character, like: determined, friendly, curious, etc. 4. Give learners 2-3 minutes to work to brainstorm adjectives for their character. 5. Then, call learners back together. Call on random learners to say an adjective from their mind-map. 6. Help the learner say the adjective in a sentence. Remind learners that the adjective can come before or after a noun. 7. Explain that as learners draft, they must use at least two adjectives to describe the main character in their stories! | | | |
| <p>TOPIC</p> | <p>Write a story about a character who explores a new place!</p> | | | |
| <p>PLANS</p> | <p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="502 1013 1535 2126"> <tr> <td data-bbox="502 1013 959 2126"> <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end? </td> <td data-bbox="959 1013 1535 2126"> <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea. </td> </tr> </table> | | <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end? | <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea. |
| <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character? 4. Where does your character go for the first time? 5. What does the character see / do when they get to the new place? 6. How does the character feel? 7. What does the character think? 8. What is the problem in the story? 9. How is the problem fixed? 10. What happens in the end? | <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Carla, Age 10. 2. An aeroplane, then the beach. 3. She has never been to the sea because she lives in the mountains. 4. The beach. 5. Runs to the water, watches the waves. 6. She is excited because it is her dream. 7. She never wants to leave. 8. She wants to swim, but she doesn't know how. 9. She decides that she will ask her mother for swim lessons back at home. 10. She dreams of swimming in the waves the next time she comes to the sea. | | | |

| | |
|----------------------|---|
| <p>WRITING FRAME</p> | <ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences into 2 paragraphs. 3. Write the following frame on the chalkboard, and explain it to learners: <p><u>An exciting trip!</u></p> <p>Paragraph 1 Once upon a time... Points 1-3</p> <p>Paragraph 2 The first time he / she... Points 4-5</p> <p>Paragraph 3 The problem was... Points 6-8</p> <p>Paragraph 4 Finally... In the end... Points 9-10</p> |
| <p>DRAFT</p> | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write story using the frame. 4. Instruct learners to write the date and heading: Story: Draft 5. Instruct learners to complete the writing frame using their plans. 6. Tell learners that they can add more sentences or details if they have time. 7. Remind learners of the strategies they can use to help them. 8. As learners write, walk around the classroom and help learners who are struggling. |
| <p>HOMEWORK</p> | <p>Learners must complete the draft.</p> |

My story: Draft

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

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

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

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

WEEK 2: WEDNESDAY / DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP

GROUP 3

TEXT

Interesting facts about Johannesburg

SIGHT WORDS

Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2: THURSDAY / DAY 4: ORAL ACTIVITIES

| SONG / RHYME | Lyrics | Actions |
|---------------------|---|---|
| | Today is your day. | <i>Point your forefinger down</i> |
| | You're off to great places! | <i>Stretch your arms out wide</i> |
| | You're off and away! | - |
| | You have brains in your head. | <i>Point to your head</i> |
| | You have feet in your shoes. | <i>Point to your shoes</i> |
| | You can steer yourself any direction you choose. | <i>Pretend to hold a steering wheel</i> - |
| | You're on your own. And you know what you know. | <i>Hug yourself tightly then point to your head</i> |
| | And YOU are the one who'll decide where to go! | <i>Point to your friends around you</i> |
| THEME VOCABULARY | landscape, coastline, desert, forest, swamp | |

QUESTION OF THE DAY

| | |
|----------|--|
| Question | What landscape do you think is most appealing? |
| Graph | 4 COLUMN GRAPH |
| Options | coastline / desert / forest / swamp |

Follow up questions

| | |
|-----------------|---|
| Question | How many learners think a coastline is most appealing? |
| Answer | __ learners think a coastline is most appealing. |
| Question | How many learners think a desert is most appealing? |
| Answer | __ learners think a desert is most appealing. |
| Question | How many learners think a forest is most appealing? |
| Answer | __ learners think a forest is most appealing. |
| Question | How many learners think a swamp is most appealing? |
| Answer | __ learners think a swamp is most appealing. |
| Question | What landscape do most learners think is most appealing? |

WEEK 2 - THURSDAY

| | |
|------------------------------|---|
| Answer | More learners think a __ is most appealing. |
| Question | What landscape do fewest learners think is most appealing? |
| Answer | Fewest learners think a __ is most appealing. |
| Question | What landscape do you think is most appealing? |
| Answer | I think a coastline is most appealing. |
| Answer | I think a desert is most appealing. |
| Answer | I think a forest is most appealing. |
| Answer | I think a swamp is most appealing. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 2: THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 4 |
| TEXT | Interesting facts about Johannesburg |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

| | |
|---|---|
| <p>EDITING CHECKLIST (Write this on the board before class begins)</p> | <ol style="list-style-type: none"> 1. Does my story have 4 paragraphs? 2. Does my story describe the character and setting? 3. Did I use two adjectives to describe my main character? 4. Does my story have a problem? 5. Does the problem in my story get fixed? 6. Did I spell all words correctly? 7. Does each sentence begin with a capital letter? 8. Does each paragraph end with proper punctuation? |
| <p>EDIT</p> | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing. |
| <p>PUBLISH</p> | <ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement. |
| <p>SHARE</p> | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing. |
| <p>HOMEWORK</p> | <p>If learners have not fully completed their final draft, they must do so as homework.</p> |

Helen goes to Gold Reef City

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

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

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

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



WEEK 2: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 5 |
| TEXT | Interesting facts about Johannesburg |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2 CONCLUSION

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

| | |
|-----------------|--|
| CHECK WORD FIND | <ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the Word Find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. 4. You may want to have a space on the chalkboard for the names of the class 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words, the most unusual word, or for learners who made a real effort. |
| SUMMARISE | <p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words about exploring new places. 2. Learnt about adjectives. 3. Read different texts about exploring new places. 4. Spoke about the texts. 5. Answered questions about the texts. 6. Learnt how to make inferences. 7. Wrote a story. 8. Read each other's writing |

| | |
|----------------------------------|--|
| <p>SHARE WITH FAMILIES</p> | <ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt! |
| <p>ACKNOWLEDGE AND CELEBRATE</p> | <ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills. b. Were kind and helpful. c. Learnt all the new vocabulary. d. Practiced their reading, and managed to read the text really well. e. Wrote a good story. f. Helped their partner to understand something. g. Worked really hard throughout the week. h. Spoke in English during EFAL, and used all the vocabulary. 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class! |

GRADE 6 - TERM 2

WEEK 3

THEME:
MUSIC

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

| TERM 2: WEEK 3 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Music |
| THEME VOCABULARY | musician, composer, career, concert, fan, interview, interviewer, prestigious, passionate, perform |
| LSC | Personification |
| COMPREHENSION STRATEGY | Search the text I wonder... |
| WRITING GENRE | Descriptive essay |
| WRITING TOPIC | Write a descriptive essay about a time you enjoyed music in some way! |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about music or musicians. 5. Try to find some pictures of famous musicians for your theme table. Include musicians that your learners like! |

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

| | | |
|--|--|---|
| <p>PICTURE</p> | <ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 94. 3. Instruct learners to look at the pictures and the headings on the page. 4. Remind learners that headings are words (usually big or emboldened) that tell us what other words on the page might be about. | |
| <p>INTRODUCE THE THEME</p> | <ul style="list-style-type: none"> • Ask learners: What kind of text do you think we will read this week? • Listen to learner responses. This will help you understand what learners already know. • Explain that we can see a photograph of a man wearing headphones at the bottom of the page. • Explain that we can see many questions in bold. We can see a few sentences under each of the sentences. • Explain that this is an interview. An interview is when one person asks questions to another person to find out more information about them! This text is an interview. • Explain that in this text, a musician is interviewed. Explain that this musician is Loyiso Bala. He is a real South African musician. It is his picture is at the bottom of the page! This is related to our new theme: Music. | |
| <p>SONG / RHYME</p> <p>Reference: https://www.familyfriendpoems.com/poem/love-for-the-music</p> | <p>Lyrics</p> | <p>Actions</p> |
| | <p>Music has rhythm,</p> | <p>-</p> |
| | <p>And, of course, a beat!</p> | <p><i>Snap your fingers to the tune</i></p> |
| | <p>Feel the music,</p> | <p><i>Pretend to dance</i></p> |
| | <p>Flowing through your feet!</p> | <p><i>Wiggle your feet</i></p> |
| | <p>Music makes me want to dance,</p> | <p><i>Pretend to dance</i></p> |
| | <p>Across the floor!</p> | <p><i>Move across the floor</i></p> |
| | <p>The beat's so good,</p> | <p><i>Snap your fingers to the tune</i></p> |
| <p>I want some more!</p> | <p>-</p> | |
| <p>THEME VOCABULARY</p> | <p>musician, composer, career, concert, fan</p> | |

| QUESTION OF THE DAY | |
|------------------------------|---|
| Question | Which musical career sounds more interesting to you? |
| Graph | 2 COLUMN GRAPH |
| Options | singer / composer |
| Follow up questions | |
| Question | How many learners think being a singer sounds more interesting? |
| Answer | __ learners think being a singer sounds more interesting. |
| Question | How many learners think being a composer sounds more interesting? |
| Answer | __ learners think being a composer sounds more interesting. |
| Question | Which musical career sounds more interesting to more learners? |
| Answer | More learners think being a __ sounds more interesting. |
| Question | Which musical career sounds more interesting to fewer learners? |
| Answer | Fewer learners think being a __ sounds more interesting. |
| Question | Which musical career sounds more interesting to you? |
| Answer | Being a singer sounds more interesting. |
| Answer | Being a composer sounds more interesting. |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 3: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story: Litha's first concert**
2. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

| Text | SECOND READ: Share Thoughts (Model) | THIRD READ: Ask Questions |
|---|---|--|
| <p>Litha was a Grade 6 student who really loved music. Her favourite musician was a famous singer called Rihanna. Litha listened to Rihanna's music every single day. Litha loved the way Rihanna's voice sounded, and she loved the words of Rihanna's songs. Litha thought that Rihanna was very cool.</p> | <p>I learn here that Litha loves the singer Rihanna!</p> | <ol style="list-style-type: none"> 1. Who is Litha's favourite musician? (Rihanna.) 2. What does Litha love about Rihanna? (<i>Her voice and her song lyrics.</i>) |
| <p>It was Litha's birthday and her parents surprised her the best present ever! They bought four tickets to watch Rihanna's concert. Litha and her parents decided to take her best friend, Tasneem, to the concert. Litha had never been to a concert before, so she was very excited. Litha was so excited that she could not sleep at night. She lay in bed for hours thinking about Rhanna's concert.</p> | <p>I learn here that Litha will go to her first concert ever. I learn that she is so excited to see Rihanna in concert that she cannot sleep!</p> | <ol style="list-style-type: none"> 1. What did Litha's parents do to surprise her? (<i>They bought her tickets to Rihanna's concert.</i>) 2. How many tickets did they buy for the concert? (<i>Four.</i>) 3. Why couldn't Litha sleep? (<i>Because she is so excited to see Rihanna in concert.</i>) |

| | | |
|---|--|--|
| <p>The day of Rihanna’s concert finally arrived! Litha, Tasneem and Litha’s parents arrived at the concert early. The concert was held at a huge stadium in Cape Town. The stadium was already very busy! There were thousands of Rihanna fans everywhere. Litha, Tasneem and her parents found their seats. Their seats were very close to the stage. Litha was so excited to see Rihanna on the stage. Litha’s mother went and bought chocolates, chips and cooldrink so that they could eat snacks while they watched the show. Litha’s parents only let her eat sweets and drink cooldrinks on special occasions. The day of Rihanna’s concert was definitely a special occasion.</p> | <p>I learn here that the concert was big and exciting! There were people everywhere.</p> | <ol style="list-style-type: none"> 1. What may Litha only eat on special occasions? <i>(Sweets and cooldrinks.)</i> 2. Who else was at the stadium? <i>(Thousands of Rihanna fans.)</i> 3. Why is the Rihanna concert a special occasion? <i>(Because it is Litha’s birthday present / Because it is a big concert / Because it is Litha’s first concert, etc.)</i> |
| <p>Rihanna eventually came onto the stage, and Litha was amazed! She looked very cool and her music sounded amazing. Litha danced and sang along with Rihanna. Litha, Tasneem and Litha’s parents all enjoyed the concert. Litha had the best birthday ever.</p> | <p>I learn that Litha loved the concert – it was her best birthday ever! I wonder if Litha’s parents and Kruti enjoyed the concert as much as Litha did?</p> | <ol style="list-style-type: none"> 1. Why was Litha amazed? <i>(I think she was amazed to see Rihanna in person!)</i> |

WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story: Litha's first concert**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. This story is related to the theme of 'music' because...
 - c. My favourite part of this story is when...
 - d. After reading this story, I...
3. Read the conversation frame out loud to learners.
4. Read the text out loud to learners. Instruct learners to think about the conversation frame as they listen to the text.

READ THE TEXT

Litha was a Grade 6 student who really loved music. Her favourite musician was a famous singer called Rihanna. Litha listened to Rihanna's music every single day. Litha loved the way Rihanna's voice sounded, and she loved the words of Rihanna's songs. Litha thought that Rihanna was very cool.

It was Litha's birthday and her parents surprised her the best present ever! They bought four tickets to watch Rihanna's concert. Litha and her parents decided to take her best friend, Tasneem, to the concert. Litha had never been to a concert before, so she was very excited. Litha was so excited that she could not sleep at night. She lay in bed for hours thinking about Rhanna's concert.

The day of Rihanna's concert finally arrived! Litha, Tasneem and Litha's parents arrived at the concert early. The concert was held at a huge stadium in Cape Town. The stadium was already very busy! There were thousands of Rihanna fans everywhere. Litha, Tasneem and her parents found their seats. Their seats were very close to the stage. Litha was so excited to see Rihanna on the stage. Litha's mother went and bought chocolates, chips and cooldrink so that they could eat snacks while they watched the show. Litha's parents only let her eat sweets and drink cooldrinks on special occasions. The day of Rihanna's concert was definitely a special occasion.

Rihanna eventually came onto the stage, and Litha was amazed! She looked very cool and her music sounded amazing. Litha danced and sang along with Rihanna. Litha, Tasneem and Litha's parents all enjoyed the concert. Litha had the best birthday ever.

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call all learners back together.
5. Call on one group member from **each group** to share one thing someone in their group said.

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW

| | | | | | | | | | | |
|-----------|--|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|
| Sounds | /tr/ /ir/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Write the following sounds on the chalkboard: tr and ir 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /tr/ - /i/ - /ck/ = trick /b/ - /ir/ - /d/ = bird 4. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="601 842 1057 1023"> <tr> <td>tr</td> <td>ir</td> <td>ai</td> </tr> <tr> <td>a</td> <td>b</td> <td>p</td> </tr> <tr> <td>n</td> <td>m</td> <td>d</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: train or mad 5. Possible words (this is not a complete list): train, tram, trap, bird, paid, main, pain, man, mad, dam, ban, etc. | tr | ir | ai | a | b | p | n | m | d |
| tr | ir | ai | | | | | | | | |
| a | b | p | | | | | | | | |
| n | m | d | | | | | | | | |

WEEK 3: TUESDAY / DAY 2: PRE-READING

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

PRE-READING ACTIVITY

1. Ask a learner to read the title: ***A radio interview***
2. Explain the meaning of the title, e.g. *This is an interview that was aired over the radio. This means that someone who works for the radio interviewed a musician. Anyone listening to the radio could hear the interview!*
3. Remind learners that when we scan the text, we look for *particular* words.
4. Instruct the learners to scan the text for the word: sing (and singing, sang).
5. Instruct the learners to scan the text. Instruct them to underline any words they think might be important to the text as they scan!
6. Instruct learners to circle any words they do not know the meaning of.
7. Give learners 1 minute to scan the text. Remind learners they must try to scan the entire text for these words!
8. Ask learners: Which words did you underline? Why?
9. Ask learners: What information could you gather while scanning for the word 'sing'?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Ask learners: Which words did you circle?
12. Help learners to figure out the meanings of these words in context!
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
 - a. Who do you think is being interviewed?
 - b. Why do you think this person is being interviewed on the radio?
 - c. Do you think this interview is fiction or nonfiction? Why?
 - d. Are you interested in reading this interview? Why or why not?
15. End by reading through the text once, to give learners a sense of the interview. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

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

| | |
|------------------------------|---|
| Question | Which concert do you think was more prestigious? |
| Answer | I think the 2010 Fifa World Cup Kick-off celebration was more prestigious. |
| Answer | I think Nelson Mandela's 90 th birthday concert was more prestigious. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

| WEEK 3: WEDNESDAY / DAY 3: FIRST READ | |
|---|--|
| TITLE | <i>A radio interview</i> |
| DBE WORKBOOK 1, PAGE | 94 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | Search the text I wonder... |
| PURPOSE | <ul style="list-style-type: none"> • By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. |
| <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 94. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column. | |
| Text | Think Aloud: First Read |
| Today we have a very special guest: none other than Loyiso Bala! Welcome to our radio show for tweenagers, Loyiso! We know that our listeners are huge fans of yours, and that they would love to learn more about you. We would like to thank you for being willing to talk to us. | Who is being interviewed? Oh! I learn that it is Loyiso Bala. |

| | |
|--|---|
| <p>Where and when were you born? I was born in 1979 and raised in Uitenhage, in the Eastern Cape Province in south Africa. My home was in the dusty streets of Kwa-Nobuhle township outside Port Elizabeth. Interestingly enough, Enoch Sontonga, the composer of Nkosi Sikelel' iAfrica, also comes from Uitenhage.</p> | <p>We learn that Loyiso comes from Uitenhage, outside Port Elizabeth. Who came from the same home town as Loyiso? Oh! It was another musician: the composer Enoch Sontonga.</p> |
| <p>When did you start singing? I started singing at a very young age. My first performance was when I was three years old: I sang as a curtain raiser in a choir. Starting young helped me to develop my love for music. At age seven I recorded "Mama come back".</p> | <p>We learn that Loyiso has been singing his whole life! Why did it help Loyiso to begin singing at a young age? Oh! I read that it is because it helped him develop his love for music!</p> |
| <p>How has your family and upbringing shaped your singing career? Music was our life when we were growing up. We, as a family, always sang at weddings, funerals and any other special occasions that took place in our community. My grandfather was a composer and he had about five choirs coming to our house every week to practice. That's where I learnt how to read and write music. Both my brothers are performers and played a role in helping me to develop my career. We performed as the Bala Brothers in the international hit show <i>The Lion King</i> (see worksheet 37).</p> | <p>Where did Loyiso learn how to read and write music? Oh! I learn that it was in his own home, from his family and the other musicians they worked with. I learn here that Loyiso was not unique in his family; many of his relatives were musicians too!</p> |
| <p>Is education important to you? Yes it is extremely important. I attended primary school in Uitenhage. Later I won a scholarship and join the prestigious Drakensburg Boys Choir where I finished my schooling. Then, after completing high school I studied for a music degree at the University of Pretoria. Education has certainly helped to launch my career.</p> | <p>I learn that Loyiso studied music! Loyiso didn't just become famous. Loyiso's education helped him become a musician!</p> |
| <p>What language do you sing in? I sing in my mother tongue isiXhosa and also in English to reach wider audiences.</p> | <p>--</p> |

| | |
|--|--|
| <p>What has been your most memorable experience as a musician?</p> <p>My most memorable was performing at the 2010 FIFA World Cup Kick-Off celebration in South Africa. Second to that was performing at the 46664 Nelson Mandela’s 90th birthday dinner and concert in Hyde Park, London in 2008. Performing before an audience of about 50 000 was electrifying! I don’t think I can find the right words to describe it actually. But it was certainly an honour!</p> | |
| <p>You are well known for your community work and helping others?</p> <p>Yes, making a contribution to the lives of others is important. I was involved in the charity event <i>My 94.7 Cycle Challenge</i> which is a sponsored cycling event to raise funds or charity. I try to make a difference to the lives of the children who attend <i>MaAfrika Tikkun’s</i> community centres - to give these kids a chance at making a success of their lives. I have also coached school plays and given talks about HIV/AIDS at a number of schools across South Africa. It is important for young people to know how to live a positive life.</p> | <p>I learn that Loyiso Bala is not only passionate about singing. He is also passionate about helping others and making his community a better place.</p> |
| <p>What message do you have for “tweenagers”?</p> <p>Music has taught me to be disciplined. You need to work hard to become the best at what you do.</p> | <p>What is a tweenager? Hmm.</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>What was Loyiso’s childhood like?</p> | <p>It was full of singing. He began singing when he was only three years old. His home and family were filled with music and musicians.</p> |
| <p>How does Loyiso make a difference in his community?</p> | <p>He works for charity events, he works with children in community centres, he works as a coach, and he speaks out about living with HIV/AIDS to try to break down that stigma!</p> |

| Why question | Possible response |
|---|--|
| Does this interview make you want to know more about Loyiso Bala? Why or why not? | <ul style="list-style-type: none">• Yes, this interview makes me want to know more because...• No, This interview doesn't make me want to know more, because... |
| Introduce the LSC in context | |
| <ol style="list-style-type: none">1. Explain to learners that in this cycle, they will learn about: personification2. Introduce this LSC as follows: Personification is giving a non-human thing human qualities. This helps to build an image of that thing. For instance: the sun smiled down on us. The sun cannot really smile, but it creates an image that the sun makes us feel warm and happy. | |

| WEEK 3: THURSDAY / DAY 4: SECOND READ | |
|---|--|
| TITLE | <i>A radio interview</i> |
| DBE WORKBOOK 1, PAGE | 94 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Search the text I wonder... |
| PURPOSE | <ul style="list-style-type: none"> • By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. |
| <ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. <i>Do you think Loyiso would encourage young people who want to be musicians to stay in school? Why or why not?</i> b. <i>What question would you want to ask Loyiso if you were the interviewer?</i> c. <i>Why can we say Loyiso Bala is caring person?</i> 2. Read the follow-up questions out loud to learners. 3. Hand out the DBE workbooks. 4. Instruct learners to turn to the interview on page 94. 5. Explain that you will read the text to learners. They must follow along with the text as you read. 6. Read the text with fluency and expression to learners. 7. Read the Text first, and then say the comment in the Second Read column. 8. Next, instruct learners to turn and talk with a partner. 9. Instruct learners to take turns reading the interview to each other. Explain that one partner can read as the interviewer. The other person can read as Loyiso Bala. 10. Tell learners to orally discuss the follow-up questions together. | |

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

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

| Follow up questions | Responses |
|--|---|
| Do you think Loyiso would encourage young people who want to be musicians to stay in school? Why or why not? | Yes, I think he would encourage young people to stay in school. He would encourage them because he thinks education is important. Also, education helped launch his own career. |
| What is an additional question would you want to ask Loyiso if you were the interviewer? (A question that has not yet been asked!) | I would want to ask him... |
| Why question | Possible response |
| Why can we say Loyiso Bala is caring person? | <ul style="list-style-type: none"> • Because he gives a long interview so that his fans can learn more about him. • Because he cares about helping others. • Because he answers gives advice to 'tweenagers' |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

| | |
|--|--|
| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on searching the text and thinking about the text (wondering). 2. Explain that today, we will practice how to think about a text (wonder). When we wonder, we think about the questions we have in our mind as we read a text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 94 5. Read out loud while learners follow along: <i>At age seven I recorded "Mama come back"</i> 6. Explain that when I wonder, I think about the questions in my mind after I read this, like: <ol style="list-style-type: none"> a. Where did he record this song? b. Where was the song played? c. Did this song make him famous at age seven? 7. Explain that these are all questions that come from what is stated in the text! |
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, we will work together to wonder about part of the text. 2. Read out loud while learners follow along: <i>Performing before an audience of about 50 000 was electrifying! I don't think I can find the right words to describe it actually.</i> 3. Ask learners: What are you wondering after we read this sentence? 4. Listen to learners ideas and questions, like: <ol style="list-style-type: none"> a. I wonder if that is the biggest audience he has ever performed for. b. Why was it electrifying? c. Did Loyiso enjoy playing for so many people, or does he like small crowds better? d. Did he feel scared or nervous? e. Has he even made a mistake while performing? |

| | |
|--------------------------------------|--|
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to wonder and think about some questions they have about a sentence in the text. 2. Read out loud while learners follow along: <i>I have also coached school plays and given talks about HIV/AIDS at a number of schools across South Africa.</i> 3. Ask learners: What does this sentence make you wonder? What questions do you have after reading this? 4. Instruct learners to turn and talk and discuss their questions with a partner. 5. After 3-5 minutes, call learners back together. 6. Call on learners to share a question they have about this part of the text, like: <ol style="list-style-type: none"> a. Which school plays has he coached? b. How old are the children in the plays he has coached? c. How does he choose which schools to visit? d. How did he learn enough about HIV/AIDs to give talks about it? e. Etc. |
| <p>NOTES</p> | <p>Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is:</p> <p><u>I wonder...</u> When we wonder, we ask questions about the text!</p> |

| WEEK 3: FRIDAY / DAY 5: POST-READING | |
|---|--|
| TITLE | <i>A radio interview</i> |
| DBE WORKBOOK 1, PAGE | 94 |
| ACTIVITY | WRITTEN COMPREHENSION |
| COMPREHENSION STRATEGY | Summarise Search the text |
| PURPOSE | <ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. |
| POST-READING | |
| <ol style="list-style-type: none"> Before the lesson begins, write the following heading, questions and sentence starters on the board. Read through the questions with learners, and explain them if necessary. Tell learners that next, they are going to turn and talk and discuss these questions with a partner. Then, learners must open their exercise books, write the date and heading, and write the answers to the questions. Explain that learners do not have to write the questions, but they must write the sentence starters. In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work. | |
| <p><u>A radio interview</u></p> <ol style="list-style-type: none"> What kind of text is this? How do you know? <i>This is an...</i> <i>I know because...</i> Where did Loyiso Bala attend University? <i>He attended...</i> Why does Loyiso Bala sing in English? <i>He sings in English so that he...</i> Who helped Loyiso Bala develop his love for music? <i>...helped him develop his love for music.</i> | |

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

Model Answers: A radio interview

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

| WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|--|--|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| DESCRIPTIVE ESSAY | To describe something in a vivid way | <ol style="list-style-type: none"> <i>Identification:</i> Gives a general orientation to the subject, <i>e.g. There was a huge beast.</i> <i>Description:</i> Describes features or characteristics of the subject, <i>e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i> | <p>May be written in past or present tense.</p> <p>Creates a picture in words.</p> <p>Uses adjectives and adverbs.</p> <p>Uses figurative language, <i>e.g. simile, metaphor, personification and alliteration.</i></p> |
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a descriptive essay. 2. Remind learners that a paragraph is a group of sentences about the same topic. In a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. The other sentences add more details about the topic. 3. Explain that descriptive writing is writing that uses words to create pictures in the reader’s imagination. It helps the reader to visualise what the writer is writing about. 4. Explain that in descriptive writing, we must: <ol style="list-style-type: none"> a. Create a picture using words b. Use words that tells us about what something looks, sounds, smells, tastes and feel like. c. Use interesting adjectives d. Use figures of speech (like similes) | | |

| | |
|-----------------------------|--|
| <p>READ THE SAMPLE TEXT</p> | <p><u>Enjoying records with my granny</u></p> <p>Let me tell you about a time I enjoyed music. I was about 7 years old and I visited my grandmother in Kokstad. I helped my granny to clean out her cupboards, and we found her old record player and records. I felt very excited, because I had never seen a record player before! My gran decided that we would play records that night.</p> <p>The music was really fun! My gran loved a kind of music called 'Motown' when she was young. It was music that was fun to dance to, and I soon learned the words to some of the songs.</p> <p>I also loved looking at the record covers, which mostly had photos of beautiful people dressed in shiny clothing! I can even remember smelling the dust that we brushed off the records before playing them.</p> <p>This experiences was one of my best memories of my gran! She died not long after that, and I was terribly sad. But my gran told my dad that the record player and records were for me! I felt so special. Everytime I hear those songs, I think of my gran and smile!</p> |
| <p>DISCUSS</p> | <ol style="list-style-type: none"> 1. Who is being described? 2. What are some words that tell is about how something looks, sounds, smells, tastes or feels? 3. Who is telling this story? (Is the person talking about herself or someone else?) 4. How do we know this is descriptive writing? |
| <p>NOTES</p> | <p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Descriptive writing</u></p> <ol style="list-style-type: none"> 1. Tells us in detail about a person, place or thing. 2. I use interesting adjectives. 3. I write about how something looks, sounds, smells, tastes and feels 4. I write in the past or present tense. |

GRADE 6 - TERM 2

WEEK 4

THEME: MUSIC

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

| TERM 1: WEEK 4 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Music |
| THEME VOCABULARY | musician, composer, career, concert, fan, interview, interviewer, prestigious, passionate, perform, guitar, idol, pamphlet, rhythm, beat, decrease, increase, release, depression, crowd |
| LSC | Personification |
| COMPREHENSION STRATEGY | Search the text I wonder... |
| WRITING GENRE | Descriptive essay |
| WRITING TOPIC | Write a descriptive essay about a time you enjoyed music in some way! |

| WEEK 4: MONDAY / DAY 1: PLANNING | | | | | |
|--|---|--------------------------------------|--------------------------------------|--|---|
| TOPIC | Write a descriptive essay about a time you enjoyed music in some way! | | | | |
| GENRE | Descriptive essay | | | | |
| PLANNING STRATEGY | Write a list | | | | |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Remind learners that for this topic, you will need to visualise and describe all the things you see, hear, smell, feel and taste because it is a descriptive essay! 4. Orally share some of your ideas about how to fill in the writing frame, like: <p style="text-align: center;"><i>I remember when I was a child, sometimes my dad would take out his guitar. He would play a song that he made up. He would play the strings and also sing along. I remember the funny faces he made and the deep way his voice sounded. I always loved when my dad spend time sitting and singing with me.</i></p> 5. Have the writing frame written on one side of the chalkboard. 6. Show learners how you make a list by answering the questions. 7. Do this on the other side of the chalkboard. | | | | |
| | <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>A time I enjoyed music</u></th> <th style="text-align: left;"><u>A time I enjoyed music</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with? </td> <td> <ol style="list-style-type: none"> 1. I was six years old. 2. My dad playing guitar and singing. 3. My dad. 4. The attention he gave me. 5. The strings of the guitar, his deep voice. 6. My dad's silly face as he sang. 7. Nothing. 8. Music in my mouth! 9. Happy. 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special. 12. That I wanted to play the guitar, just like my dad. </td> </tr> </tbody> </table> | <u>A time I enjoyed music</u> | <u>A time I enjoyed music</u> | <ol style="list-style-type: none"> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with? | <ol style="list-style-type: none"> 1. I was six years old. 2. My dad playing guitar and singing. 3. My dad. 4. The attention he gave me. 5. The strings of the guitar, his deep voice. 6. My dad's silly face as he sang. 7. Nothing. 8. Music in my mouth! 9. Happy. 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special. 12. That I wanted to play the guitar, just like my dad. |
| <u>A time I enjoyed music</u> | <u>A time I enjoyed music</u> | | | | |
| <ol style="list-style-type: none"> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with? | <ol style="list-style-type: none"> 1. I was six years old. 2. My dad playing guitar and singing. 3. My dad. 4. The attention he gave me. 5. The strings of the guitar, his deep voice. 6. My dad's silly face as he sang. 7. Nothing. 8. Music in my mouth! 9. Happy. 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special. 12. That I wanted to play the guitar, just like my dad. | | | | |

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and **visualise** a time they enjoyed music someday. They must **visualise** what the music sounded like. They must **visualise** what they heard, how they felt, and if they could taste or smell anything during this experience. They must try to make the reader feel as if they were there too!
2. Next, tell learners to **turn and talk** with a partner, to share their stories.
3. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their descriptive essay, just like you did.
4. Tell learners not to copy your plan – they must write their **own** ideas!
5. As learners work, walk around the room and hold mini-conferences.

Planning

A time I enjoyed music

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

WEEK 4: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 1 |
| TEXT | Miriam Makeba |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES

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

| | |
|-----------------------|---|
| Question | Would fewer learners like the opportunity to perform on South African Idols or not? |
| Answer | Fewer learners would / wouldn't like the opportunity to perform on South African idols. |
| Question | Would you like the opportunity to perform on South African Idols? |
| Answer | Yes, I would. |
| Answer | No, I wouldn't. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 4: TUESDAY / DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 2 |
| TEXT | Miriam Makeba |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 4: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING | |
|--|---|
| LSC | Personification |
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> 1. Explain that personification is when we give human characteristics to something that isn't human. 2. Ask learners: What are some things that humans do? 3. Brainstorm some ideas with learners, like: eat, cry, love, write, run, etc. 4. Explain that when we personify something, we choose something that is not human and <i>make it do or feel something human</i>. 5. For example: wind 6. We can personify wind if we say: <ol style="list-style-type: none"> a. the wind <i>howled</i> (<i>the wind doesn't have a mouth so it can't really howl!</i>) b. the wind <i>carried</i> leaves through the air (<i>the wind doesn't have hands, so it can't really carry something!</i>) 7. Explain when we personify something, it helps us create a more vivid (clear) picture in our readers' minds. It helps the reader imagine what is happening more clearly! |
| LSC Ask learners for help (WE DO) | <ol style="list-style-type: none"> 1. Choose a non-human thing together with learners, like: leaves 2. Ask learners: How can we personify this? 3. Help learners come up with some examples, like: <ol style="list-style-type: none"> a. The leaves danced in the wind (<i>Leaves don't have legs, they can't actually dance!</i>) b. The leaves clung to the tree (<i>Leaves do not have arms and they cannot hold onto things or cling.</i>) |
| LSC Pair work (YOU DO) | <ol style="list-style-type: none"> 1. Explain that now, learners will think about how they can personify a word related to music in their essay. They could choose the word: beat, rhythm, music, song, etc. 2. Hand out learners' exercise books. 3. Give learners 2-3 minutes to brainstorm personifications on their own. They should write their ideas down! 4. Then, call learners back together. Call on random learners to read a personification they have written down, like: <ol style="list-style-type: none"> a. The music screamed! b. The music called me to dance! c. The music hummed. 5. Explain that as learners draft, they must use a personification of music in their essay! |

| | | | | |
|--|--|--|--|---|
| <p>TOPIC</p> | <p>Write a descriptive essay about a time you enjoyed music in some way!</p> | | | |
| <p>PLANS</p> | <p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="503 383 1535 1171"> <tr> <td data-bbox="503 383 1021 1171"> <p><u>A time I enjoyed music</u></p> <ol style="list-style-type: none"> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with? </td> <td data-bbox="1021 383 1535 1171"> <p><u>A time I enjoyed music</u></p> <ol style="list-style-type: none"> 1. I was six years old. 2. My dad playing guitar and singing 3. My dad 4. The attention he gave me 5. The strings of the guitar, his deep voice. 6. My dad’s silly face as he sang 7. Nothing 8. Music in my mouth! 9. Happy 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special 12. That I wanted to play the guitar, just like my dad </td> </tr> </table> | | <p><u>A time I enjoyed music</u></p> <ol style="list-style-type: none"> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with? | <p><u>A time I enjoyed music</u></p> <ol style="list-style-type: none"> 1. I was six years old. 2. My dad playing guitar and singing 3. My dad 4. The attention he gave me 5. The strings of the guitar, his deep voice. 6. My dad’s silly face as he sang 7. Nothing 8. Music in my mouth! 9. Happy 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special 12. That I wanted to play the guitar, just like my dad |
| <p><u>A time I enjoyed music</u></p> <ol style="list-style-type: none"> 1. How old were you? 2. What music did you enjoy? 3. Who were you with? 4. What did you enjoy about the music? 5. What did you hear? 6. What did you see? 7. What did you smell? 8. Could you taste anything? 9. How did you feel? 10. What made this a good experience? 11. What words can you use to describe the experience overall? 12. What feelings were you left with? | <p><u>A time I enjoyed music</u></p> <ol style="list-style-type: none"> 1. I was six years old. 2. My dad playing guitar and singing 3. My dad 4. The attention he gave me 5. The strings of the guitar, his deep voice. 6. My dad’s silly face as he sang 7. Nothing 8. Music in my mouth! 9. Happy 10. Sitting with my dad, laughing and bonding. 11. Fun, happy, special 12. That I wanted to play the guitar, just like my dad | | | |
| <p>WRITING FRAME</p> | <ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. They must try to use lots of interesting and descriptive adjectives in their sentences! 2. Remind learners that they must try to personify music in their essay! 3. They must also arrange the sentences into paragraphs, with topic and supporting sentences. 4. Write the following frame on the chalkboard, and explain it to learners: 5. <p><u>Paragraph 1: Describe what was happening</u> <i>Points 1-4</i> Let me tell you about a time I enjoyed music. I...</p> <p><u>Paragraph 2: Describe the music (You can add an extra paragraph here if you need to!)</u> <i>Points 5-9</i> The music was... Listening to the music, I...</p> <p><u>Paragraph 3: Explain how you think about the experience now</u> <i>Point 10-12</i> This experiences was...</p> | | | |

| | |
|----------|---|
| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a descriptive essay using the frame. 4. Instruct learners to write the date and heading: Descriptive essay: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |

Descriptive essay: Draft

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

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

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

WEEK 4: WEDNESDAY / DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 3 |
| TEXT | Miriam Makeba |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES | | |
|---|---|--------------------------------------|
| SONG / RHYME (Love for the music poem) | Lyrics | Actions |
| | Music has rhythm, | - |
| | And, of course, a beat! | <i>Snap your fingers to the tune</i> |
| | Feel the music, | <i>Pretend to dance</i> |
| | Flowing through your feet! | <i>Wiggle your feet</i> |
| | Music makes me want to dance, | <i>Pretend to dance</i> |
| | Across the floor! | <i>Move across the floor</i> |
| | The beat's so good, | <i>Snap your fingers to the tune</i> |
| | I want some more! | - |
| THEME VOCABULARY | decrease, increase, release, depression, crowd | |
| QUESTION OF THE DAY | | |
| Question | What do you think is the most interesting fact about music? | |
| Graph | 3 COLUMN GRAPH | |
| Options | music can decrease depression / music can help you get a better workout / music makes flowers grow faster | |
| Follow up questions | | |
| Question | How many learners think it's most interesting that it can decrease depression? | |
| Answer | __ learners think it's most interesting that it can decrease depression. | |
| Question | How many learners think it's most interesting that it can help you get a better workout? | |
| Answer | __ learners think it's most interesting that it can help you get a better workout. | |
| Question | How many learners think it's most interesting that it makes flowers grow faster? | |
| Answer | __ learners think it's most interesting that it makes flowers grow faster. | |
| Question | What do most learners think is the most interesting fact about music? | |

WEEK 4 - THURSDAY

| | |
|------------------------------|---|
| Answer | Most learners think the most interesting fact is that __. |
| Question | What do fewest learners think is the most interesting fact about music? |
| Answer | Fewest learners think the most interesting fact about music is that __. |
| Question | What do you think is the most interesting fact about music? |
| Answer | I think it's most interesting that it can decrease depression. |
| Answer | I think it's most interesting that it can help you get a better workout. |
| Answer | I think it's most interesting that it makes flowers grow faster. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 4: THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 4 |
| TEXT | Miriam Makeba |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING – ASSESSMENT

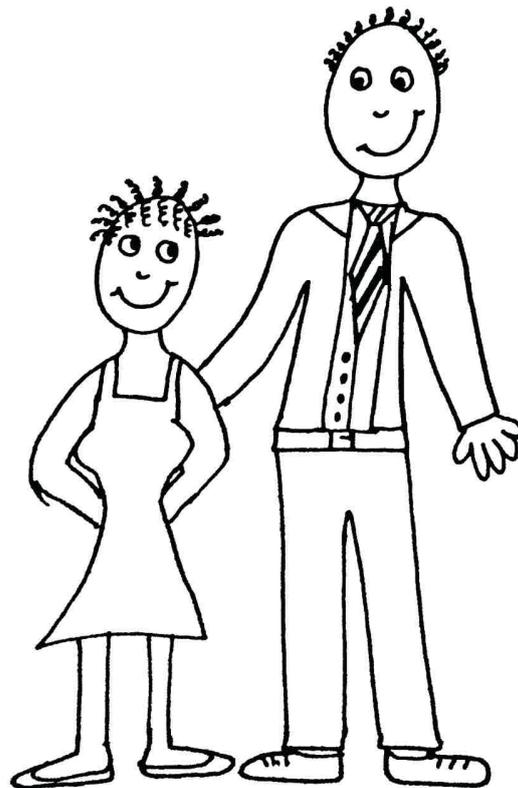
| | |
|---|---|
| <p>EDITING CHECKLIST (Write this on the board before class begins)</p> | <ol style="list-style-type: none"> 1. Does my story have at least 3 paragraphs? 2. Does my story describe the kind of music I enjoyed? 3. Do I describe how things look, sound, smell taste and / or feel? 4. Did I included a personification in my essay? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every sentence end with a full stop or exclamation mark? |
| <p>EDIT</p> | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing. |
| <p>PUBLISH</p> | <ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement. |
| <p>SHARE</p> | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing. |
| <p>HOMEWORK</p> | <p>If learners have not fully completed their final draft, they must do so as homework.</p> |

Dancing with my dad

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

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

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



WEEK 4: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 5 |
| TEXT | Miriam Makeba |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4 CONCLUSION

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

| | |
|-----------------|---|
| CHECK WORD FIND | <ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the Word Find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. 4. You may want to have a space on the chalkboard for the names of the class 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words, the most unusual word, or for learners who made a real effort. |
| SUMMARISE | <p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words about music. 2. Learnt about personification. 3. Read different texts about music. 4. Spoke about the texts. 5. Learnt how to search the text and wonder. 6. Answered questions about the texts. 7. Wrote a descriptive essay. 8. Read each other's writing. |

| | |
|----------------------------------|---|
| <p>SHARE WITH FAMILIES</p> | <ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt! |
| <p>ACKNOWLEDGE AND CELEBRATE</p> | <ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills b. Were kind and helpful c. Learnt all the new vocabulary d. Practiced their reading, and managed to read the text really well e. Wrote a good personal recount f. Helped their partner to understand something g. Worked really hard throughout the week h. Spoke in English during EFAL, and used all the vocabulary 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class! |

GRADE 6 - TERM 2

WEEK 5

THEME: URBAN & RURAL

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

- Douglas Adams

| TERM 2: WEEK 5 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Urban and rural |
| THEME VOCABULARY | urban, rural, country, city, comfortable, shocked, construction, struck, used to, peace |
| LSC | Connecting words showing purpose and addition |
| COMPREHENSION STRATEGY | Make connections |
| WRITING GENRE | Friendly (personal) letter |
| WRITING TOPIC | Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin! |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: newspaper articles about life in different communities. 5. Try to find some pictures of urban and rural areas for your theme table. 6. Do some research in preparation for this theme, for instance, are there studies to show if people are happier in urban or rural settings? |

| WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES | | |
|---|---|--|
| PICTURE | <ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 112. 3. Instruct learners to look at the pictures and the headings on the page. 4. Remind learners that headings are words (usually big or emboldened) that tell us what other words on the page might be about. 5. Discuss the heading: City or village. | |
| INTRODUCE THE THEME | <ul style="list-style-type: none"> • Ask learners: What kind of text do you think we will read this week? • Listen to learner responses. This will help you understand what learners already know. • Explain that we will read a story, which includes dialogue. (We can see quotation marks when we look at the text on the page!) • Ask learners: What will the topic of this story be? How do you know? • We can see the illustrations, showing mice and cats. We see illustrations (drawings) and not photographs. This tells us we will likely read a fictional (not true) story. • Ask learners: Are you a country child or a city child? • Explain that our theme this week: urban and rural. This week we will see what it means to be a "city mouse" versus a "country mouse"! | |
| SONG / RHYME | Lyrics | Actions |
| | Here is a house for a robin, | <i>hold your hands open, like a nest</i> |
| | Here is a hive for a bee, | <i>close your hand, like a beehive</i> |
| | Here is a hole for a rabbit, | <i>make a circle with your hands</i> |
| | Here is a home for me! | <i>Make a roof over your head</i> |
| THEME VOCABULARY | urban, rural, country, city, comfortable | |
| QUESTION OF THE DAY | | |
| Question | Which kind of place do you feel most comfortable? | |
| Graph | 2 COLUMN GRAPH | |
| Options | an urban place / a rural place | |
| Follow up questions | | |
| Question | How many learners feel most comfortable in an urban place? | |
| Answer | __ learners feel most comfortable in an urban place. | |

| | |
|------------------------------|---|
| Question | How many learners feel most comfortable in a rural place? |
| Answer | __ learners feel most comfortable in a rural place. |
| Question | Which kind of place do more learners feel most comfortable? |
| Answer | More learners feel most comfortable in __. |
| Question | Which kind of place do fewer learners feel most comfortable? |
| Answer | Fewer learners feel most comfortable in __. |
| Question | Which kind of place do you feel most comfortable? |
| Answer | I feel most comfortable in an urban place. |
| Answer | I feel most comfortable in a rural place. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 5: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a friendly (personal) letter**
2. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

| Text | SECOND READ: Share Thoughts (Model) | THIRD READ: Ask Questions |
|---|---|--|
| <p>Dear Unathi,</p> <p>I am writing to tell you about my Easter holidays. For the Easter weekend, I went with my brother and my mother to Port Elizabeth. It is just a short hour and a half drive from Hogsback to Port Elizabeth, but life in Port Elizabeth is very different from life in Hogsback!</p> | <p>Simphiwe is the person who wrote this letter. He is writing to tell his friend about what he saw on his trip to Port Elizabeth. I can make a connection. When I go somewhere new, I always like to tell my friends about it. But, I usually tell them on WhatsApp or in an email.</p> | <ol style="list-style-type: none"> 1. Who is the recipient of this letter? (<i>Unathi.</i>) 2. When did Simphiwe travel to Port Elizabeth? (<i>During Easter weekend.</i>) 3. Who did he go to Port Elizabeth with? (<i>His mother and brother.</i>) 4. How far does Simphiwe live from Port Elizabeth? (<i>He lives an hour and a half away.</i>) |
| <p>Port Elizabeth is a very big city! The first thing that struck me was the noise! In Hogsback it is very quiet, so I was shocked to hear all of the loud noises in Port Elizabeth. It is never completely quiet, even late at night. I lay in bed listening to the sounds of the traffic, and people talking, laughing and shouting. In the day it is even louder. I heard music on the streets. I heard building noises from construction sites. I heard sirens, alarms and police cars!</p> | <p>Simphiwe is from a rural place. In Port Elizabeth, he notices all the traffic! I can make a connection. Whenever I travel to the city, I also notice the noise at night, just like Simphiwe. When I am in the city, the noise makes it difficult for me to sleep. I wonder if the noise also made sleeping difficult for Simphiwe?</p> | <ol style="list-style-type: none"> 1. Where does Simphiwe's family live? (<i>They live in Hogsback.</i>) 2. What is one difference Simphiwe notices between Port Elizabeth and Hogsback? (<i>The noise – there is a lot of noise in Port Elizabeth, in contrast to Hogsback, which is very quiet!</i>) 3. What are some sounds Simphiwe heard in the city? (<i>traffic, people talking, music, construction, sirens.</i>) |

| | | |
|---|--|---|
| <p>The second thing that struck me was all the different buildings! In Hogsback we have very few shops, one primary school, one small police station, and one small church. So as you can imagine, it took me a bit of time to get used to the bright lights of Port Elizabeth! I saw so many different places to live – big houses, blocks of flats, townhouses and informal settlements. We drove past many different schools, and we visited a huge university, where my mom may go and work. I also counted 5 hospitals and about 20 churches – and that was just in the parts of Port Elizabeth that we visited!</p> | <p>Simphiwe saw a big university in Port Elizabeth where he says his mother may go to work. I can infer that his family might move to Port Elizabeth. If I were Simphiwe, I would feel anxious about the idea of moving. I would feel anxious because it is difficult to leave a place, where you feel comfortable and know everyone to go to a new, unfamiliar place!</p> | <ol style="list-style-type: none"> 1. What is another difference that Simphiwe notices? (<i>There are so many buildings in the city!</i>) 2. What kind of buildings does Simphiwe see during his visit? (big houses, blocks of flats, townhouses, schools, churches, a university, hospitals, etc.) 3. Why did it take time for Simphiwe to get used to all the bright lights of Port Elizabeth? (<i>Because Hogsback is a small town, so he isn't used to being in such a big city!</i>) 4. Simphiwe felt unfamiliar in a new place. Can you make a connection? Have you ever been to a new place that you had to get used to? (<i>I felt like Simphiwe when...</i>) |
| <p>Port Elizabeth was fun because there was so much to do! We went to the mall to watch movies and we even went to the beach. However, I really missed Hogsback! I missed seeing the mountains and I missed the peace and quiet. But I may have to get used to life in Port Elizabeth, we will soon see!</p> <p>Your friend, Simphiwe</p> | <p>Even though Simphiwe had fun in Port Elizabeth, he still felt homesick. I can make a connection to that feeling. I love exploring new places. But, ultimately I always am happy to go home!</p> | <ol style="list-style-type: none"> 1. What did Simphiwe enjoy about Port Elizabeth? (<i>All of the fun things to do, like the mall, the movie theatre, and the beach</i>) 2. What did he miss about Hogsback? (<i>The mountains and the peace and quiet</i>) 3. If you were Simphiwe, where would you prefer to live? Why? (<i>If I were Simphiwe, I would prefer... because...</i>) |

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a friendly (personal) letter**
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this letter...
 - b. I can connect to Simphiwe's experience because...
 - c. If I were Unathi, I would write back to Simphiwe and ask him...
 - d. After listening to this letter, I would prefer to live in **Port Elizabeth / Hogsback** because...
3. Read the conversation frame out loud to learners.
4. Read the text out loud to learners. Instruct learners to think about the conversation frame as they listen to the text.

READ THE TEXT

Dear Unathi,

I am writing to tell you about my Easter holidays. For the Easter weekend, I went with my brother and my mother to Port Elizabeth. It is just a short hour and a half drive from Hogsback to Port Elizabeth, but life in Port Elizabeth is very different from life in Hogsback!

Port Elizabeth is a very big city! The first thing that struck me was the noise! In Hogsback it is very quiet, so I was shocked to hear all of the loud noises in Port Elizabeth. It is never completely quiet, even late at night. I lay in bed listening to the sounds of the traffic, and people talking, laughing and shouting. In the day it is even louder. I heard music on the streets. I heard building noises from construction sites. I heard sirens, alarms and police cars!

The second thing that struck me was all the different buildings! In Hogsback we have very few shops, one primary school, one small police station, and one small church. So as you can imagine, it took me a bit of time to get used to the bright lights of Port Elizabeth! I saw so many different places to live – big houses, blocks of flats, townhouses and informal settlements. We drove past many different schools, and we visited a huge university, where my mom may go and work. I also counted 5 hospitals and about 20 churches – and that was just in the parts of Port Elizabeth that we visited!

Port Elizabeth was fun because there was so much to do! We went to the mall to watch movies and we even went to the beach. However, I really missed Hogsback! I missed seeing the mountains and I missed the peace and quiet. But I may have to get used to life in Port Elizabeth, we will soon see!

Your friend,
Simphiwe

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call all learners back together.
5. Call on one group member from **each group** to share one thing someone in their group said.

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW

| | | | | | | | | | | |
|-----------|--|-----------|-----------|----------|-----------|----------|----------|----------|----------|-----------|
| Sounds | /th/ /ay/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Write the following sounds on the chalkboard: th and ay 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /th/ - /i/ - /n/ - thin /tr/ - /ay/ - tray 4. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>th</td> <td>ay</td> <td>p</td> </tr> <tr> <td>tr</td> <td>i</td> <td>o</td> </tr> <tr> <td>n</td> <td>s</td> <td>ck</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: thin or sock 5. Possible words (this is not a complete list): thin, thick, pay, tray, say, sick, pick, trick, sock pin, nip, etc. | th | ay | p | tr | i | o | n | s | ck |
| th | ay | p | | | | | | | | |
| tr | i | o | | | | | | | | |
| n | s | ck | | | | | | | | |

WEEK 5: TUESDAY / DAY 1: PRE-READING

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

PRE-READING ACTIVITY

1. Ask a learner to read the title: ***Country mouse and city mouse***
2. Explain the meaning of the title, e.g. *Explain that country is another word for a rural place. This story seems like it will be about two mice: one from a urban place and one from a rural place!*
3. Remind learners that when we scan the text, we look for *particular* words.
4. Instruct the learners to scan the text for the words: city, country
5. Instruct the learners to scan the text. Instruct them to underline any words they think might be important to the text as they scan!
6. Instruct learners to circle any words they do not know the meaning of.
7. Give learners 1 minute to scan the text. Remind learners they must try to scan the entire text for these words!
8. Ask learners: Which words did you underline? Why?
9. Ask learners: What information could you gather while scanning the text?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Ask learners: Which words did you circle?
12. Help learners to figure out the meanings of these words in context!
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
 - a. What do you think will happen in this story?
 - b. What do you think might happen at the end of this story?
 - c. Who are the characters in the story? What do you think you know about them?
 - d. Who talks in this story? How do you know?
 - e. Do you think this story will be fiction or nonfiction? Why?
15. End by reading through the text once, to give learners a sense of the story. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

| WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|--|--|
| SONG / RHYME | Lyrics | Actions |
| | Here is a house for a robin, | <i>hold your hands open, like a nest</i> |
| | Here is a hive for a bee, | <i>close your hand, like a beehive</i> |
| | Here is a hole for a rabbit, | <i>make a circle with your hands</i> |
| | Here is a home for me! | <i>Make a roof over your head</i> |
| THEME VOCABULARY | shocked, construction, struck, used to, peace | |
| QUESTION OF THE DAY | | |
| Question | Which character do you feel more connected to? | |
| Graph | 2 COLUMN GRAPH | |
| Options | The country mouse (Mathilda) / The city mouse (Missy) | |
| Follow up questions | | |
| Question | How many learners feel more connected to Mathilda. | |
| Answer | __ learners feel more connected to Mathilda. | |
| Question | How many learners feel more connected to Missy? | |
| Answer | __ learners feel more connected to Missy. | |
| Question | Which character do more learners feel more connected to? | |
| Answer | More learners feel more connected to __. | |
| Question | Which character do fewer learners feel more connected to? | |
| Answer | Fewer learners feel more connected to __. | |
| Question | Which character do you feel more connected to? | |
| Answer | I feel more connected to Mathilda. | |
| Answer | I feel more connected to Missy. | |

| | |
|------------------------------|--|
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

| WEEK 5: WEDNESDAY / DAY 3: FIRST READ | |
|---|---|
| TITLE | <i>Country mouse and city mouse</i> |
| DBE WORKBOOK 1, PAGE | 112 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | Make connections |
| PURPOSE | <ul style="list-style-type: none"> • Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world! |
| <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 112. 3. Allow learners a few minutes to try and read the story on their own, in silence. 4. Explain that you will read the story to learners. They must follow along as you read. 5. Read the story with fluency and expression to learners. 6. Read the Text first, and then say the comment in the First Read column. | |
| Text | Think Aloud: First Read |
| <p>Mathilda Mouse lives on a small farm with her mother, far, far away from the city. They live happily there because it is easy to get food on the farm. They have a neat little house in the hole under the garden shed. Mathilda mouse and her mother always have enough to eat because the farmer usually drops lots of healthy grain and mealies when he works.</p> | <p>I can see that Mathilda and her mother are comfortable in their home. That's just like me – I feel comfortable and happy in my home.</p> |

| | |
|---|--|
| <p>One day Mathilda heard that her cousin Missy, a mouse from the city, was coming to visit them. Mathilda mouse and her mother were excited about the visit. They prepared the most delicious food for their cousin. They collected grain and even found some old cheese that the farmer had dropped. "What a splendid meal," thought Mathilda Mouse. "This food is fit for a princess."</p> | <p>I can make a connection. When someone comes to visit me from far away, I feel excited like Mathilda! It is always fun to have a visitor!</p> |
| <p>Mathilda gave her cousin a hearty welcome and offered her the grain and the mealies and the cheese, but Missy turned up her nose and said: "I cannot understand, Cousin Mathilda, how you can eat such boring food. Come with me and I will show you how to live.</p> | <p>I am surprised that Missy turned up her nose at the food Mathilda cooked for her. That is not a kind thing to do. If I were Mathilda, I would be thinking that my cousin was being quite rude!</p> |
| <p>When you have been in the city for one week you will wonder how you could have lived here."</p> | |
| <p>The two mice set off for the city. They jumped off the taxi at the main taxi rank. "Look!" said Missy. "That is the Happy Hamburger stand and that is the shopping mall." It was noisy and there were lots of people. Mathilda was afraid of the big cars and the loud city noise. Eventually they arrived at Missy's home in the city. "You must be dying of thirst," said Missy.</p> | <p>I can connect to Missy and Mathilda's thirst and hunger after their trip to the city. I always feel thirsty and hungry after a long journey in a hot taxi!</p> |
| <p>"Let's have something to eat". She took Mathilda mouse into a very grand dining room. There they found the remains of a fine dinner and soon the two mice were eating jelly and cake and sweets and chocolate. Suddenly they heard a meow! "What is that?" asked Mathilda Mouse. "Oh, just one of the cats of the house," answered Missy.</p> | <p>Mathilda can see that Missy eats delicious sweets all the time, in a very fancy and big dining room. If I were Mathilda, I might be feeling a little bit jealous that my cousin has access to such delicious food every day!</p> |

| <p>"Only!" said Mathilda. "I do not like that music at my dinner." At that moment a huge, hungry cat pounced on Mathilda Mouse. She had the fright of her life. She managed to pull herself loose from the cat's heavy paw, and she started to run. She did not stop. "Good bye, Missy," she called as she ran out into the street. "I will eat grain for the rest of my life. At least I am safe... I live without fear!" She panted. She ran all the way back to her village. She ran to her house. As she jumped into the hole under the garden shed, she said to herself, "There is no place like home!"</p> | <p>Oh! The cats make Mathilda feel homesick right away, because she is scared of getting eaten by a cat! If I were Mathilda, I would prefer my little, safe house as well.</p> |
|--|---|
| Follow up questions | Responses |
| Where does Mathilda live? | She lives in a rural place / on a farm / in a village / in a small town. |
| Where does Missy live? | She lives in a big city. |
| Why question | Possible response |
| Why did Mathilda run home, back to her house? | <ul style="list-style-type: none"> • Because she was scared of the cats. • Because she was homesick. • Because the good food of the city wasn't worth the risk of being eaten by cats! |
| Introduce the LSC in context | |
| <ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: 'connecting words that show purpose 2. Point out the following example of this: She cooked dinner so that her cousin would feel welcome. 3. Introduce this LSC as follows: Some connecting words join two sentences to show the purpose or reason for something. The words 'so that', 'to', 'in order to' are all examples of this. | |

| WEEK 5: THURSDAY / DAY 4: SECOND READ | |
|--|---|
| TITLE | <i>Country mouse and city mouse</i> |
| DBE WORKBOOK 1, PAGE | 112 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Make connections |
| PURPOSE | <ul style="list-style-type: none"> • Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world! |
| <ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. <i>Which character do you connect to: Mathilda or Missy? Why?</i> b. <i>How would you feel if you were Mathilda Mouse when Missy turned her nose up at your food?</i> c. <i>Mathilda says 'there is no place like home.' Why do you think Mathilda feels that way?</i> 2. Read the follow-up questions out loud to learners. 3. Hand out the DBE workbooks. 4. Instruct learners to turn to the story on page 112. 5. Explain that you will read the text to learners. They must follow along with the text as you read. 6. Read the text with fluency and expression to learners. 7. Read the Text first, and then say the comment in the Second Read column. 8. Next, instruct learners to turn and talk with a partner. 9. Instruct learners to take turns reading the story to each other. 10. Tell learners to orally discuss the follow-up questions together. | |
| Text | Think Aloud: Second Read |
| <p>Mathilda Mouse lives on a small farm with her mother, far, far away from the city. They live happily there because it is easy to get food on the farm. They have a neat little house in the hole under the garden shed. Mathilda mouse and her mother always have enough to eat because the farmer usually drops lots of healthy grain and mealies when he works.</p> | -- |

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

| | |
|--|--|
| <p>“Only!” said Mathilda. “I do not like that music at my dinner.”</p> <p>At that moment a huge, hungry cat pounced on Mathilda Mouse. She had the fright of her life. She managed to pull herself loose from the cat’s heavy paw, and she started to run. She did not stop. “Good bye, Missy,” she called as she ran out into the street. “I will eat grain for the rest of my life. At least I am safe... I live without fear!” She panted. She ran all the way back to her village. She ran to her house. As she jumped into the hole under the garden shed, she said to herself, “There is no place like home!”</p> | <p>There are cats in the house! Missy is comfortable with the cats, because she is used to them! She loves the city, even with the danger of the cats. But, Mathilda is terrified of the cats! She prefers her safe, quiet life – even though there isn’t the same excitement! I can make a connection. That is just like I prefer living in a small town, because it is safer! Sometimes, I think about all of the restaurants and shops in the city and it seems exciting. But, when I think about how busy and dangerous it can be, I feel thankful for my own little home, just like Mathilda. However, my sister is more like Missy – she would never give up the excitement of the big city!</p> |
| <p>Follow up questions</p> | <p>Responses</p> |
| <p>Which character do you connect to: Mathilda or Missy? Why?</p> | <p>I connect more to...because...</p> |
| <p>How would you feel if you were Mathilda Mouse when Missy turned her nose up at your food?</p> | <p>I think I would feel...</p> |
| <p>Why question</p> | <p>Possible response</p> |
| <p>Mathilda says ‘there is no place like home.’ Why do you think Mathilda feels that way?</p> | <ul style="list-style-type: none"> • Because she loves her little house. • Because both Missy and Mathilda both prefer their own homes – even though their homes are very different. • Most people feel safe and comfortable with what they are used to! |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

| | |
|--|--|
| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on making connections. 2. Explain that when we make connections, we think about how something from the story is like something from our own lives. We think about how what the characters do, think and feel is similar to things we have done, thought, and felt. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 112 5. Read out loud while learners follow along: <i>Mathilda Mouse and her mother were excited about this visit!</i> 6. Explain that you know that Mathilda is excited that she will have a visitor to her house. You can make a connection with the way Michael is feeling. That means you think about a time when you felt excited to have a visitor at your house: <ol style="list-style-type: none"> a. I connect to feeling excited about a visitor because I love when my mother's friend Doreen comes over to visit! b. That reminds me of Christmas time, when lots of family comes to visit. I love Christmas because all the visitors make me happy. |
| <p>Work with learners (WE DO)</p> | <ol style="list-style-type: none"> 1. Read out loud while learners follow along: <i>"What a splendid meal," thought Mathilda Mouse. "This food is fit for a princess."</i> 2. Ask learners: How is Mathilda feeling? 3. Listen to learners ideas, like: She is feeling proud of the meal she just made for her visitor. She is excited for her friend to come taste the delicious food she has made! 4. Ask learners: Can you make a connection? When is a time in your own life you felt the same way as Mathilda? 5. Listen to learners ideas, like: <ol style="list-style-type: none"> a. I can connect to Mathilda. I felt proud of all the hard work I put into making a card for my grandfather's birthday. I couldn't wait for her to see it! b. That reminds me of when I helped my mother make a special dinner for my father's birthday. We put all of our favourite foods into the meal. We were so excited for him to come home and eat the meal we worked so hard on! |

| | |
|--------------------------------------|---|
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Write the following questions on the board: <ol style="list-style-type: none"> a. <i>How can you connect to this? (What does this remind you of from your own life?)</i> b. <i>How was your connection similar to your partner?</i> c. <i>How was your connection different from your partner?</i> 2. Explain that now, learners will think about a connection they can make. 3. Read out loud while learners follow along: <i>“There is no place like home!”</i> 4. Explain that both Mathilda and Missy felt comfortable at their own homes. Mathilda felt so good when she got back to her house after being in the big city. 5. Ask learners: Can you think of a time when you felt glad to be home, or you felt like your house was the best and most comfortable place in the world? 6. Give learners a minute to think about their idea. 7. Then instruct learners to turn and talk about the questions written on the board. 8. After 3-5 minutes, call learners back together. 9. Call on 2-3 learners to share their answer to each question. |
| <p>NOTES</p> | <p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to make a connection:</p> <p><u>Make connections</u> To make a connection, we: Think about what a character does, thinks or feels. Think about how this is like something from our own lives. Say: That reminds me... or That’s like when I...</p> |

WEEK 5: FRIDAY / DAY 5: POST-READING

| | |
|------------------------|--|
| TITLE | <i>Country mouse and city mouse</i> |
| DBE WORKBOOK 1, PAGE | 112 |
| ACTIVITY | ORAL RECOUNT |
| COMPREHENSION STRATEGY | Summarise Make connections |
| PURPOSE | <ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making connections helps learners think critically about the feelings and experiences of characters in the text. Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world! |

POST-READING

- Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
- Explain that we will also be **making a connection** to the text. *This means we will be explaining how an action, thought, or feeling from the text reminds us about something from our own lives.*
- Ask learners: How can you tell a friend about the story in **3-5 sentences**?
- Instruct learners to use the frame to answer the question:
This text is about...
I can connect to the text when... That reminds me...
I think the message of this text is...
Overall, I think the text...
- Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
- Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
- Call the class back together. Call a few learners up to the front of the classroom to present to the class.
- Come up with a class summary, like: ***This text is about*** two little mice: one who is from the city and one who is from the country. ***I can connect to the text when*** *Missy prefers her home in the city and Mathilda prefers her home in the country.* ***That reminds me*** *of how I like my country home but my sister prefers to live in the city.* ***I think the message of this text is*** most people prefer their own home! ***Overall, I think the text*** *would be better if it was about people than mice.*

| WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|--|--|---|
| TEXT TYPE | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| PERSONAL LETTER | To inform and maintain a relationship. | <ul style="list-style-type: none"> • Address, date and salutation. • Structure of message will vary depending on purpose e.g. <i>catch up on news, congratulate, sympathise.</i> • May use similar language to a personal recount. • Closing, signature. | <ul style="list-style-type: none"> • Usually informal in style but can vary, e.g. <i>letter of condolence will be more formal.</i> • Language features will vary according to purpose of message. |
| READ THE SAMPLE TEXT | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a personal (friendly) letter. 2. Explain that the purpose of an friendly letter is to communicate ideas, feelings or thoughts to someone who we know and have a relationship with. 3. Explain that a personal (friendly) letter has a special format that we must follow. This is different from other types of writing that we do. <i>Write the following format on the board:</i> 4. Make sure that learners understand the format of a personal (friendly) letter: <ol style="list-style-type: none"> a. A friendly letter only has one address: the sender's address. This is so that if the reader wants to reply, they know where to send their reply to. b. The sender's address is in the top right hand corner. c. The date is written underneath the sender's address in the top right hand corner d. The greeting or salutation (Dear ...) is written on the left hand side. e. The letter ends with a farewell. We do not end of the letter with something as formal as 'Yours sincerely'. Instead, we write something more personal like, 'Love' or 'Warm wishes' on the left side, followed by the sender's name directly underneath on the next line. We do not need a signature! f. There must be empty line spaces under the date, under the greeting, under each paragraph and before the farewell. | | |

| | |
|----------------------|--|
| READ THE SAMPLE TEXT | 5. Explain that we can use <i>informal</i> language, i.e. everyday language that we use when talking to friends, but the grammar must still be perfect (e.g. spelling and sentence structure). |
| READ THE SAMPLE TEXT | <p style="text-align: right;"><i>82 Sunny Road Port Elizabeth 6001 02 May 2019</i></p> <p><i>Dear Bongwiwe,</i></p> <p><i>I am writing this letter to tell you about my weekend. On the weekend, I went to visit my cousin Unathi in a small town called Hogsback.</i></p> <p><i>In Hogsback it is very quiet. Houses are very far away from each other and there are very few cars on the roads. In Hogsback there are many beautiful mountains everywhere, and at night you can see the stars shining bright!</i></p> <p><i>I enjoyed my time in Hogsback, but I missed Port Elizabeth! I missed all of the loud noises and the bright city lights.</i></p> <p><i>How was your weekend?</i></p> <p><i>Best, Fatima</i></p> |
| DISCUSS | <ol style="list-style-type: none"> 1. What is this a letter about? 2. How do you know that this is a friendly letter? 3. Who is the sender? 4. Who is the recipient? 5. Why do you think Fatima wrote this letter? |

NOTES

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

How to write a friendly (informal) letter

1. I use informal language, just like I am talking to a friend!
2. I use the following format:

24 Pembroke Road
Sandringham
Johannesburg
South Africa
2561

18 November 2018(**date**)
(skip a line xxx)

Dear Pamela (greeting / saluation, recipient's name)

xxx (skip a line)

Paragraph 1

xxx (skip a line)

Paragraph 2

xxx (skip a line)

Paragraph 3

xxx (skip a line)

Love (**farewell greeting / saluation**)

Luzuko (**sender's name**)

GRADE 6 - TERM 2

WEEK



THEME:

URBAN & RURAL & ASSESSMENT

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

- Unknown

| TERM 1: WEEK 6 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Urban and rural |
| THEME VOCABULARY | urban, rural, country, city, comfortable, shocked, construction, struck, used to, peace, subsistence, exchange, grocery store, purpose, daily, vending machine, modern, fashion, wealthy, bustling |
| LSC | Connecting words and phrases showing purpose and addition |
| COMPREHENSION STRATEGY | Make connections |
| WRITING GENRE | Friendly (personal) letter |
| WRITING TOPIC | Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin! |

| GRADE 6 TERM 2 PROGRAMME OF FORMAL ASSESSMENT | | | | | | |
|---|---|------------|------|-----------------|---------|----------------|
| TASK | ACTIVITY | MARKS | WEEK | DAY | LESSON | DATE COMPLETED |
| 6 | Paper 1 Listening comprehension & Conversation | 20 | 9 | ASSESSMENT WEEK | | |
| 7 | Writes a transactional text | 10 | 8 | Mon, Wed, Fri | Writing | |
| | Writes an essay | 20 | 6 | Mon, Wed, Fri | Writing | |
| 8 | Paper 2 Literary / non-literary text comprehension | 20 | 9 | ASSESSMENT WEEK | | |
| | Visual text comprehension | 10 | | | | |
| | Summary writing | 5 | | | | |
| | Language Structures and Conventions in Context | 15 | | | | |
| Total | | 100 | | | | |

| WEEK 6: MONDAY / DAY 1: PLANNING | | | |
|---|---|---|---|
| TOPIC | Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin! | | |
| GENRE | Personal (friendly) letter | | |
| PLANNING STRATEGY | Make a list | | |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <p style="text-align: center;"><i>First I will need to choose which mouse I will pretend to be. I think I am more of a city person, so I will write as if I am Missy Mouse. I will write to my cousin Mathilda about all of the wonderful things I am doing in the big, bustling city!</i></p> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a list by answering the questions. | | |
| | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> 1. Who will you pretend to be: Mathilda or Missy? 2. Why are you writing this letter to your cousin? 3. What are some things you have done since you last saw your cousin? 4. What things are you enjoying about the city / the country? 5. What is one experience you had recently which was especially fun? 6. How does this experience show why you love the city / country/ 7. What is a question you have for your cousin. </td> <td style="width: 50%; vertical-align: top;"> <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> 1. Missy. 2. I miss her! I want her to visit! 3. Had lots of good food from a new bakery. Shopped at the mall. 4. I tried doughnuts for the first time! I love all the new and different kinds of food in the city. 5. Went to a play at the theatre! It was amazing. 6. There are always new things happening! 7. How is the country? Are you bored yet? </td> </tr> </table> | <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> 1. Who will you pretend to be: Mathilda or Missy? 2. Why are you writing this letter to your cousin? 3. What are some things you have done since you last saw your cousin? 4. What things are you enjoying about the city / the country? 5. What is one experience you had recently which was especially fun? 6. How does this experience show why you love the city / country/ 7. What is a question you have for your cousin. | <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> 1. Missy. 2. I miss her! I want her to visit! 3. Had lots of good food from a new bakery. Shopped at the mall. 4. I tried doughnuts for the first time! I love all the new and different kinds of food in the city. 5. Went to a play at the theatre! It was amazing. 6. There are always new things happening! 7. How is the country? Are you bored yet? |
| <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> 1. Who will you pretend to be: Mathilda or Missy? 2. Why are you writing this letter to your cousin? 3. What are some things you have done since you last saw your cousin? 4. What things are you enjoying about the city / the country? 5. What is one experience you had recently which was especially fun? 6. How does this experience show why you love the city / country/ 7. What is a question you have for your cousin. | <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> 1. Missy. 2. I miss her! I want her to visit! 3. Had lots of good food from a new bakery. Shopped at the mall. 4. I tried doughnuts for the first time! I love all the new and different kinds of food in the city. 5. Went to a play at the theatre! It was amazing. 6. There are always new things happening! 7. How is the country? Are you bored yet? | | |

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Instruct learners to **think before they write** about which mouse they will pretend to be.
2. Instruct learners to close their eyes and to think about what the mouse they have chosen might want to tell their cousin about life in the country, or life in the city (depending which mouse they have chosen to be!)
3. Next, tell learners to **turn and talk** with a partner, to share their ideas.
4. **Hand out exercise books.**
5. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their instructions, just like you did.
6. Tell learners not to copy your plan – they must write their **own** ideas!
7. As learners work, walk around the room and hold mini-conferences.

Planning

Letter

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

WEEK 6: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 1 |
| TEXT | Subsistence farming |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES | | |
|--|--|--|
| SONG / RHYME | Lyrics | Actions |
| | Here is a house for a robin, | <i>hold your hands open, like a nest</i> |
| | Here is a hive for a bee, | <i>close your hand, like a beehive</i> |
| | Here is a hole for a rabbit, | <i>make a circle with your hands</i> |
| | Here is a home for me! | <i>Make a roof over your head</i> |
| THEME VOCABULARY | subsistence, exchange, grocery store, purpose, daily | |
| QUESTION OF THE DAY | | |
| Question | How does your family get food? | |
| Graph | 3 COLUMN GRAPH | |
| Options | buy food from the grocery store / farm food in the garden / both | |
| Follow up questions | | |
| Question | How many families buy food from the grocery store? | |
| Answer | __ families buy food from the grocery store. | |
| Question | How many families farm food in the garden? | |
| Answer | __ families farm food in the garden. | |
| Question | How many families do both? | |
| Answer | __ families do both. | |
| Question | How do most families get food? | |
| Answer | Most families __. | |
| Question | How do fewest families get food? | |
| Answer | Fewest families __. | |
| Question | How does your family get food? | |
| Answer | My family buys food from the grocery store. | |
| Answer | My family farms food in the garden. | |
| Answer | My family does both. | |

| | |
|------------------------------|---|
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 6: TUESDAY / DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 2 |
| TEXT | Subsistence farming |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 6: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING | |
|--|--|
| LSC | Connecting words and phrases showing purpose |
| LSC MODELLING (I DO) | <ol style="list-style-type: none"> Write the following connecting words on the board: Purpose: so that, in order to, to Explain that we already know and use lots of connecting words, like: and, but, then, next, however, because Explain that today we will learn about some new connecting words and phrases that help make our writing and speaking better! Explain that a connecting word can either connect two sentences and make them into one, or a connecting word can come at the beginning of a sentence but make the sentences relate to each other in a way that sounds better! Write the following sentence on the board: She cooked dinner. She wanted her cousin to feel welcome. Explain that the the purpose of cooking dinner is making her cousin feel welcome. Explain that when we use the purpose connecting words, we join the sentences together. Sometimes, we have to change the words in the sentence so that it will make sense! We can use a purpose connecting word, like: so that, in order to, to. <ol style="list-style-type: none"> So that: She cooked dinner so that her cousin would feel welcome. <i>[Explain that sometimes when we connect two sentences we must eliminate some words. In this case, we had to remove 'She wanted' from the beginning of the second sentence.]</i> In order to: She cooked dinner in order to make her cousin feel welcome. To: She cooked dinner to make her cousin feel welcome |
| LSC Ask learners for help (WE DO) | <ol style="list-style-type: none"> Write the following sentence on the board: She called her mother. She said 'happy birthday!' Explain that the purpose of the first sentence is to complete the action in the second sentence. Brainstorm some ideas with learners and write them on the board, like: <ol style="list-style-type: none"> She called her mother in order to say 'happy birthday!' She called her mother so that she could say 'happy birthday!' She called her mother to say 'happy birthday!' |

| | | |
|--|---|--|
| <p>LSC Pair work (YOU DO)</p> | <ol style="list-style-type: none"> Write the following sentences on the board: <ul style="list-style-type: none"> She drank coffee. She wanted to stay up late! She lifted weights. She needed to get strong. Instruct learners to turn and talk in small groups (4 learners) and to use connecting words to connect these sentences better! After 3-5 minutes, give each group a piece of chalk. Explain that they must choose one learner from their group to come and write one of their new sentences that includes a connecting word. After each group has written one sentence on the board, call learners back together. Go through each sentence with the class. Discuss the connecting word that has been used. Correct any mistakes that you find. | |
| <p>TOPIC</p> | <p>Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin!</p> | |
| <p>PLANS</p> | <p>Before class begins, rewrite the planning frames on the board:</p> | |
| | <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> Who will you pretend to be: Mathilda or Missy? Why are you writing this letter to your cousin? What are some things you have done since you last saw your cousin? What things are you enjoying about the city / the country? What is one experience you had recently which was especially fun? How does this experience show why you love the city / country/ What is a question you have for your cousin. | <p><u>Letter: Country mouse / city mouse</u></p> <ol style="list-style-type: none"> Missy. I miss her! I want her to visit! Had lots of good food from a new bakery. Shopped at the mall. I tried doughnuts for the first time! I love all the new and different kinds of food in the city. Went to a play at the theatre! It was amazing. There are always new things happening! How is the country? Are you bored yet? |
| <p>WRITING FRAME</p> | <ol style="list-style-type: none"> Next, tell learners that they must turn each point in their plan into a sentence. They must also arrange the sentences in order of how they must be completed, using the writing frame. Write the following frame on the chalkboard, and explain it to learners: | |

| | |
|----------------------|--|
| <p>WRITING FRAME</p> | <p style="text-align: right;">Senders Address</p> <p style="text-align: right;">Date</p> <p>Dear (recipient)</p> <p><u>Paragraph one:</u> Explain why you're writing this letter. (It can be very short.) <i>Include point 2</i></p> <p><u>Paragraph two:</u> Tell your cousin mouse about some of the things you have been doing in the city / country and why you like these things! <i>Include points 3-4</i></p> <p><u>Paragraph three:</u> Tell your cousin about a really good experience you have had since you last saw them. Explain how this is a good example of why you love the city / country. <i>Include point 5-6</i></p> <p>Ask your cousin a question and encourage them to write back to you! <i>Point 7</i></p> <p>Love Your name</p> |
| <p>DRAFT</p> | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a letter using the frame. 4. Instruct learners to write the date and heading: Friendly Letter: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more information or details if they have time. 8. As learners write, walk around the classroom and help learners who are struggling. |
| <p>HOMEWORK</p> | <p>Learners must complete the draft.</p> |

Letter: Draft

11 Bundo Rd
Malelane
Mpumalanga
1320

8 May 2019

Dear Missy

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

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

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

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

Love
Mathilda

WEEK 6: WEDNESDAY / DAY 3: GROUP GUIDED READING and INDEPENDENT READING WORKSHEETS**GROUP GUIDED READING (SMALL GROUP)**

| | |
|-------------|--|
| GROUP | GROUP 3 |
| TEXT | Subsistence farming |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 6: THURSDAY / DAY 4: ORAL ACTIVITIES | | |
|---|---|--|
| SONG / RHYME | Lyrics | Actions |
| | Here is a house for a robin, | <i>hold your hands open, like a nest</i> |
| | Here is a hive for a bee, | <i>close your hand, like a beehive</i> |
| | Here is a hole for a rabbit, | <i>make a circle with your hands</i> |
| | Here is a home for me! | <i>Make a roof over your head</i> |
| THEME VOCABULARY | vending machine, modern, fashion, wealthy, bustling | |
| QUESTION OF THE DAY | | |
| Question | Would you like to explore a big, bustling city like Tokyo? | |
| Graph | 2 COLUMN GRAPH | |
| Options | yes / no | |
| Follow up questions | | |
| Question | How many learners would like to explore a city like Tokyo? | |
| Answer | __ learners would like to explore a city like Tokyo. | |
| Question | How many learners wouldn't like to explore a city like Tokyo? | |
| Answer | __ learners wouldn't like to explore a city like Tokyo. | |
| Question | Would more learners like to explore a city like Tokyo or not? | |
| Answer | More learners would / wouldn't like to explore a city like Tokyo. | |
| Question | Would fewer learners like to explore a city like Tokyo or not? | |
| Answer | Fewer learners would / wouldn't like to explore a city like Tokyo. | |
| Question | Would you like to explore a big, bustling city like Tokyo? | |
| Answer | Yes, I would. | |
| Answer | No, I wouldn't. | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. | |

| | |
|-----------------|---|
| HOMEWORK | <ol style="list-style-type: none"> Learners must complete their dictionary entries. Learners must learn the theme vocabulary. |
|-----------------|---|

WEEK 6: THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 4 |
| TEXT | Subsistence farming |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

Friendly letter

11 Bundo Road
Malelane
Mpumalanga
1320

8 May 2019

Dear Missy

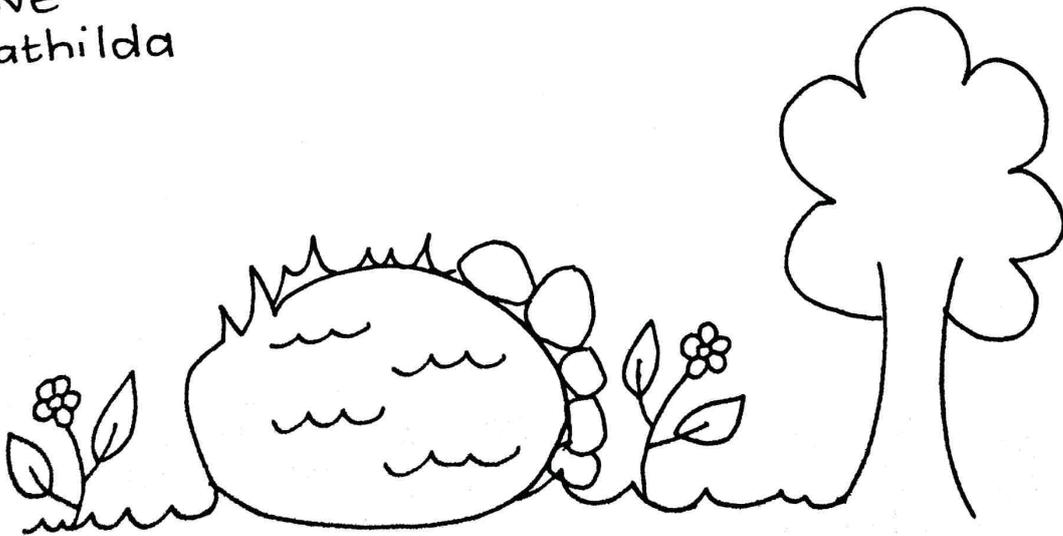
Hi Missy! I am writing to you because I want you to come visit me to see the beautiful country.

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

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

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

Love
Mathilda



| | |
|---|---|
| <p>EDITING CHECKLIST (Write this on the board before class begins)</p> | <ol style="list-style-type: none"> 1. Do all your paragraphs have one clear topic? 2. Do you use informal language, like you are talking to the person you are writing to? 3. Have made sure that even though you use informal language, your spelling is still correct? 4. Is your letter laid out in the correct format for an informal letter? <ul style="list-style-type: none"> • Does it have the sender's address in the top right hand corner, followed by the date? • Is there a greeting and a farewell? • Are there empty line spaces under each element of the layout? 5. Do all your sentences start with capital letters and end with appropriate punctuation marks? |
| <p>EDIT</p> | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their letter to be more interesting. 7. Instruct learners to move sentences around if needed, so that the paragraphs each have one topic. 8. Explain that learners may begin to publish when they are finished editing. |
| <p>PUBLISH</p> | <ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their letter, correcting any mistakes. 3. Instruct learners to rewrite the new letter under the heading: Friendly (personal) letter 4. Tell learners that they may illustrate their instructions by adding a drawing to their letters, but it is not a requirement. |
| <p>SHARE</p> | <ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swap. 3. Instruct learners to each tell each other one thing they liked about their partners' writing. |
| <p>HOMEWORK</p> | <p>If learners have not fully completed their final draft, they must do so as homework.</p> |

| ASSESSMENT RUBRIC | | | | | |
|---------------------------------------|--|---|--|---|---|
| Rubric: FRIENDLY LETTER | | | | | |
| Award a maximum of 20 marks | | | | | |
| Criteria | Exceptional | Good | Fair | Improving | Needs support |
| CONTENT 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | The learner's response is interesting and exceeds expectations. The learner includes some details. The learner uses correct sentence structure. | The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structure. | The learner's response is relevant to the topic. The learner includes some details. The learner mostly uses the same sentence structure. | The learner's response is not totally relevant to the topic. The learner repeats same sentence structure over and over. | The learner's response is irrelevant to the topic. The learner does not use full sentences. |
| ORGANISATION 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | The letter is well organised and correctly formatted. It includes a beginning, a middle and an end. The ideas are well connected. The letter flows exceptionally well. | The letter is organised and mostly correctly formatted. It includes a beginning, a middle and an end. The ideas are connected. | The letter includes a beginning, a middle and an end, but they are not fully developed. The ideas are not totally connected. | The letter includes some parts of a beginning, a middle and an end, but many ideas seem to be missing. The ideas are not connected. | The letter is not organised into a beginning, a middle and an end. There is no connection in the ideas presented. |

| | | | | | |
|--|---|--|--|--|--|
| PLANNING 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | <p>The learner makes a plan before writing. The learner uses the plan to inform their drafting. The learner expands the ideas in their plan with creativity.</p> | <p>The learner makes a plan before writing. The learner uses the plan to inform their drafting.</p> | <p>The learner makes a plan before writing. The learner uses some ideas from the plan to inform their drafting.</p> | <p>The learner makes a plan before writing. The learner attempts to use the ideas from the plan to inform their drafting.</p> | <p>The learner does not make a plan OR the learner's plan is irrelevant.</p> |
| EDITING & LANGUAGES 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | <p>The learner uses many new vocabulary words and correctly uses the new grammar taught. The learners successfully edits their own work to correct spelling, grammar and punctuality.</p> | <p>The learner uses some new vocabulary words and uses the new grammar taught. The learners edits their own work and corrects most of the spelling, grammar and punctuality.</p> | <p>The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learners edits their own work to correct spelling, grammar and punctuality, but there are still errors.</p> | <p>The learner has a basic and limited vocabulary. The learner does not use the grammar taught. The learner attempts to edit their own work but there are still many errors.</p> | <p>The learner has a limited vocabulary. The learner does not edit their own work.</p> |

WEEK 4: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 5 |
| TEXT | Subsistence farming |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4 CONCLUSION

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

| | |
|-----------------|--|
| CHECK WORD FIND | <ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the Word Find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. 4. You may want to have a space on the chalkboard for the names of the class 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words, the most unusual word, or for learners who made a real effort. |
| SUMMARISE | <p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words about urban and rural areas. 2. Learnt about connecting words. 3. Read different texts about urban and rural areas. 4. Spoke about the texts. 5. Answered questions about the texts. 6. Learnt how to make connections. 7. Wrote a friendly letter. 8. Read each other's writing. |

| | |
|---------------------------|--|
| SHARE WITH FAMILIES | <ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt! |
| ACKNOWLEDGE AND CELEBRATE | <ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills. b. Were kind and helpful. c. Learnt all the new vocabulary. d. Practiced their reading, and managed to read the text really well. e. Wrote a good friendly letter. f. Helped their partner to understand something. g. Worked really hard throughout the week. h. Spoke in English during EFAL, and used all the vocabulary. 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class! |

GRADE 6 - TERM 2

WEEK
7

THEME:
RESEARCHING

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

| TERM 1: WEEK 7 | |
|------------------------|--|
| OVERVIEW | |
| THEME | Researching |
| THEME VOCABULARY | Internet, knowledge, fall behind, research, resource, information, basic, detailed, section, useful |
| LSC | Adverbs of degree |
| COMPREHENSION STRATEGY | Make evaluations |
| WRITING GENRE | Questionnaire / survey |
| WRITING TOPIC | Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions. |
| CLASSROOM PREPARATION | <ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: an encyclopedia. 5. Try to find some pictures of different resources where learners can find information or a printout from a website. 6. Do some research in preparation for this theme, for instance, What are some different types of research? |

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

| <p>PICTURE</p> | <ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 128. 3. Instruct learners to look at the pictures and the headings on the page. 4. Remind learners that headings are words (usually big or emboldened) that tell us what other words on the page might be about. | | | | | | | | | | | |
|------------------------------|---|--|--------|---------|-------------------------|--------------------------|----------------------|--------------------------------------|-----------------------------|---|------------------------------|---|
| <p>INTRODUCE THE THEME</p> | <ul style="list-style-type: none"> • Point out the heading: On the internet • Ask learners: What do you know about the internet? • Listen to learner responses. This will help you understand what learners already know. • Ask learners: What kind of text do you think we will read this week? • Explain that this text looks like a website. We will read text from a website! • Ask learners: What do you think this text will be about? Why? (What evidence do you have?) • Discuss the pictures with learners. Explain that we can see that the pictures are photographs, rather than illustrations. This can lead us to think that we will read a nonfiction text. We can see pictures of different kinds of turtles and tortoises. That helps us know we must be reading about different species of turtles and tortoises. • Discuss the headings with learners: The tortoise / Their shell / How turtles lay their eggs / Where turtles live. Explain that these headings help us have a clear understanding of what information we will get from the text! • Explain that this text information text will teach us about turtles, but our theme isn't actually turtles! Our theme is: Researching. • When we research, we read in order to gather information and learn about something new. | | | | | | | | | | | |
| <p>SONG / RHYME</p> | <p>Explain that in this song, we will see some examples of clear, specific directions!</p> <table border="1" data-bbox="502 1766 1535 2105"> <thead> <tr> <th data-bbox="502 1766 976 1836">Lyrics</th> <th data-bbox="976 1766 1535 1836">Actions</th> </tr> </thead> <tbody> <tr> <td data-bbox="502 1836 976 1907">I am a digital citizen,</td> <td data-bbox="976 1836 1535 1907"><i>Point to yourself</i></td> </tr> <tr> <td data-bbox="502 1907 976 1978">Whenever I'm online!</td> <td data-bbox="976 1907 1535 1978"><i>Pretend to type on a computer</i></td> </tr> <tr> <td data-bbox="502 1978 976 2048">I must be safe and protect,</td> <td data-bbox="976 1978 1535 2048">-</td> </tr> <tr> <td data-bbox="502 2048 976 2105">Private information of mine!</td> <td data-bbox="976 2048 1535 2105">-</td> </tr> </tbody> </table> | | Lyrics | Actions | I am a digital citizen, | <i>Point to yourself</i> | Whenever I'm online! | <i>Pretend to type on a computer</i> | I must be safe and protect, | - | Private information of mine! | - |
| Lyrics | Actions | | | | | | | | | | | |
| I am a digital citizen, | <i>Point to yourself</i> | | | | | | | | | | | |
| Whenever I'm online! | <i>Pretend to type on a computer</i> | | | | | | | | | | | |
| I must be safe and protect, | - | | | | | | | | | | | |
| Private information of mine! | - | | | | | | | | | | | |

| | | |
|------------------------------|---|--|
| | My phone number and home address, | <i>Hold your hand to your ear like a telephone</i> |
| | Are just for me to know! | <i>Point to yourself</i> |
| | I can play and search all day | <i>Pretend to type on a computer</i> |
| | I just click Google: go! | <i>Pretend to click with your finger</i> |
| THEME VOCABULARY | Internet, knowledge, fall behind, research, resource | |
| QUESTION OF THE DAY | | |
| Question | What Internet resource would you like to use to learn about 21 st Century Skills? | |
| Graph | 2 COLUMN GRAPH | |
| Options | Read an article / watch a video | |
| Follow up questions | | |
| Question | How many learners would like to read an article? | |
| Answer | __ learners would like to read an article. | |
| Question | How many learners would like to watch a video? | |
| Answer | __ learners would like to watch a video. | |
| Question | What internet resource would more learners like to use? | |
| Answer | More learners would like to __. | |
| Question | What internet resource would fewer learners like to use? | |
| Answer | Fewer learners would like to __. | |
| Question | What Internet resource would you like to use to learn about 21st Century Skills? | |
| Answer | I would like to read an article. | |
| Answer | I would like to watch a video. | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. | |

| | |
|-----------------|---|
| HOMEWORK | <ol style="list-style-type: none"> Learners must complete their dictionary entries. Learners must learn the theme vocabulary. |
|-----------------|---|

WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

- This week, learners will listen to **a story: What are 21st Century Skills?**
- FIRST READ:** Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions, and actions.
- SECOND READ:** Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
- THIRD READ:** Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

| Text | SECOND READ: Share Thoughts (Model) | THIRD READ: Ask Questions |
|--|---|--|
| Mr Khosa was a great teacher. He taught Grade 5-7 Human and Social Sciences. The students loved Mr Khosa, because his lessons were always so interesting. | -- | <ol style="list-style-type: none"> What does Mr Khosa teach? (<i>He teaches Grade 5-7 Human and Social Sciences.</i>) Why do the students love Mr Khosa? (<i>Because his lessons are interesting.</i>) |
| But lately, Mr Khosa felt like he was falling behind. He had just been to a conference in Johannesburg. At this conference, people talked about '21 st Century Skills'. He did not know what they were talking about! Mr Khosa did not want to fall behind in his knowledge, and he did not want to let his students down. He had never used a computer before, but he decided it was time. | <p>I can make an evaluation that Mr Khosa is hard-working and cares about being an excellent teacher.</p> <p>I can make this judgement because the text tells me he that he doesn't want to let his students down. Mr Khosa decides to buy a new computer to make sure he can stay up-to-date on information he needs to be a good teacher. This is evidence that Mr Khosa cares about his work!</p> | <ol style="list-style-type: none"> What do you think 21st Century Skills are? (<i>I think 21st Century Skills are...</i>) Why did Mr Khosa feel like he was falling behind? (<i>He felt like he was falling behind because people at a conference were talking about something he knew nothing about!</i>) |

| | | |
|---|---|---|
| <p>Mr Khosa phoned his son, Eric, who worked for an IT company. 'Eric,' said Mr Khosa, 'it is time for me to buy a computer and start using the Internet. Can you help me?'</p> <p>'Oh wow!' yelled Eric. 'That is great news, dad! Of course I can help you.'</p> | <p>I can make the evaluation that Mr Khosa is a bit nervous about using a computer and the Internet for the first time! I make this evaluation because I know that it is sometimes scary to try something new. I think that is why Mr Khosa asks Eric for help –</p> | <p>1. Why does Mr Khosa decide he wants to buy a computer? (<i>Because he doesn't want to fall behind in his knowledge / Because he wants to be able to use the internet!</i>)</p> |
| <p>I will buy you a laptop, and I will see you this weekend.'</p> | <p>so he will have the help he needs to build his confidence.</p> | <p>2. How is Eric going to help his father? (<i>He will buy him a laptop computer. He will come help him to set the computer up over the weekend.</i>)</p> |
| <p>That weekend, Eric set up his father's new laptop, and connected it to the Internet. Then, he showed his dad how to connect to the Internet. 'Dad, the Internet is millions of computers connected to one another, all sharing information,' explained Eric. 'We use a search engine like Google to type in key words and questions that we want to answer. Google then searches the Internet, and brings us answers. We can read some answers, and we can watch videos to see other answers.' Eric explained.</p> | <p>I can make the evaluation that Eric is kind and patient. I can make this evaluation because Eric bought his father a laptop. He also used time over his weekend to help his father learn how to use it. He doesn't get frustrated by how little his father knows. He doesn't judge him for not knowing anything about the internet. Instead, he explains what to do clearly!</p> | <p>1. What is the internet? (<i>The internet is millions of computers connected to one another, all sharing information.</i>)</p> <p>2. What evaluation can you make about Eric? What kind of person do you think Eric is? (<i>I can make the evaluation that Eric is...because...</i>)</p> |

| | | |
|--|--|---|
| <p>'What do you want to find out?' asked Eric.</p> <p>'I would like to know about 21st Century Skills,' said Mr Khosa.</p> <p>Eric showed his dad how to type his key words into Google. Then, he showed him how to click on resources to help answer his question. Mr Khosa read many articles and watched many videos on 21st Century Skills. After a few hours of research, he felt like an expert. Mr Khosa had a feeling that he was going to love his new computer and the Internet!</p> | <p>I can make the evaluation that Mr Khosa is feeling confident and excited about his new computer! I can remember at the beginning of the story, he felt like he was falling behind. But now, the text tells me he feels like an expert. I can make the evaluation that Mr Khosa will use the Internet to make sure he doesn't fall behind again!</p> | <ol style="list-style-type: none"> 1. What did Mr Khosa want to research on the internet? (<i>He researched 21st Century Skills.</i>) 2. Why do you think Mr Khosa felt like we was going to love his new computer and the Internet? (<i>Because he could easily do research / Because he could find out new information about anything / Because he can read and watch videos to learn new things / Because now he will not fall behind in his knowledge. Etc.</i>) |
|--|--|---|

A NOTE FOR THE TEACHER: *21st Century Skills refers to the skills children will need to do well in any job. These are skills like: communication, teamwork, creativity, and critical thinking. Many jobs that will be available to the children you are teaching now don't even exist yet! 21st Century Skills are the general skills children will need to have to be successful in any job that comes their way!*

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story: What are 21st Century Skills?**
2. **Before class begins, write the following conversation frame on the board:**
 - a. This story is about...
 - b. I can make the evaluation that...
 - c. I enjoyed / didn't enjoy this story because ...
 - d. This story teaches us...
 - e. This story helps us learn about research because...
3. Read the conversation frame out loud to learners.
4. Read the story out loud to learners. Instruct learners to think about the conversation frame as they listen to the story.

READ THE TEXT

Mr Khosa was a great teacher. He taught Grade 5-7 Human and Social Sciences. The students loved Mr Khosa, because his lessons were always so interesting.

But lately, Mr Khosa felt like he was falling behind. He had just been to a conference in Johannesburg. At this conference, people talked about '21st Century Skills'. He did not know what they were talking about! Mr Khosa did not want to fall behind in his knowledge, and he did not want to let his students down. He had never used a computer before, but he decided it was time.

Mr Khosa phoned his son, Eric, who worked for an IT company. 'Eric,' said Mr Khosa, 'it is time for me to buy a computer and start using the Internet. Can you help me?'

'Oh wow!' yelled Eric. 'That is great news, dad! Of course I can help you. I will buy you a laptop, and I will see you this weekend.'

That weekend, Eric set up his father's new laptop, and connected it to the Internet. Then, he showed his dad how to connect to the Internet. 'Dad, the Internet is millions of computers connected to one another, all sharing information,' explained Eric. 'We use a search engine like Google to type in key words and questions that we want to answer. Google then searches the Internet, and brings us answers. We can read some answers, and we can watch videos to see other answers.' Eric explained.

'What do you want to find out?' asked Eric.

'I would like to know about 21st Century Skills,' said Mr Khosa.

Eric showed his dad how to type his key words into Google. Then, he showed him how to click on resources to help answer his question. Mr Khosa read many articles and watched many videos on 21st Century Skills. After a few hours of research, he felt like an expert. Mr Khosa had a feeling that he was going to love his new computer and the Internet!

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call learners back together.
5. Call on one group member from **each group** to share one thing someone in their group said.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW

| | | | | | | | | | | |
|-----------|---|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Sounds | /ch/ /ai/ | | | | | | | | | |
| Activity | <ol style="list-style-type: none"> 1. Write the following sounds on the chalkboard: ch and ai 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /ch/ - /i/ - /ck/ = chick /p/ - /ai/ - /n/ = pain 4. Ask learners to sound out and read each word after you. | | | | | | | | | |
| Word find | <p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="594 1206 1050 1390"> <tr> <td>ch</td> <td>ai</td> <td>p</td> </tr> <tr> <td>j</td> <td>i</td> <td>o</td> </tr> <tr> <td>n</td> <td>m</td> <td>l</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: chain or mop 5. Possible words (this is not a complete list): chain, chop, chip, chin, pain, main, jail, mail, pail, mop, pin, nip, etc. | ch | ai | p | j | i | o | n | m | l |
| ch | ai | p | | | | | | | | |
| j | i | o | | | | | | | | |
| n | m | l | | | | | | | | |

WEEK 7: TUESDAY / DAY 1: PRE-READING

| | |
|------------------------|---|
| TITLE | <i>Workbookpedia</i> |
| DBE WORKBOOK 1, PAGE | 128 |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | Predict |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |

PRE-READING ACTIVITY

1. Ask a learner to read the title: **Workbookpedia**
2. Explain the meaning of the title, e.g. *Explain that the ending 'pedia' comes from the word: Encyclopedia. Encyclopedias are books that have lots of information in them. Sometimes when people make websites with lots of basic information, they like to use the same ending as these big books!*
3. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
4. Instruct the learners to skim the text. Instruct them to underline any words they might think are important to telling us what the text is about.
5. Instruct learners to circle any words they do not know the meaning of.
6. Ask learners: Which words did you underline? Why?
7. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
8. Ask learners: What words did you circle?
9. Help learners to figure out the meanings of these words in context!
10. Instruct learners to think about the pictures, title and the bold words in the text.
11. Ask learners predictive questions:
 - a. What will this text give you information about?
 - b. Who might be using this website for research? What kind of things might they be doing research for?
 - c. What is a question you think this text will answer?
 - d. What is a question you have about turtles that you hope this text will answer?
 - e. Do you think you will enjoy reading this text? Why or why not?
12. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

| WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|--|---|--|
| SONG / RHYME | Lyrics | Actions |
| | I am a digital citizen, | <i>Point to yourself</i> |
| | Whenever I'm online! | <i>Pretend to type on a computer</i> |
| | I must be safe and protect, | - |
| | Private information of mine! | - |
| | My phone number and home address, | <i>Hold your hand to your ear like a telephone</i> |
| | Are just for me to know! | <i>Point to yourself</i> |
| | I can play and search all day | <i>Pretend to type on a computer</i> |
| | I just click Google: go! | <i>Pretend to click with your finger</i> |
| THEME VOCABULARY | information, basic, detailed, section, useful | |
| QUESTION OF THE DAY | | |
| Question | What kind of information do you think is more useful? | |
| Graph | 2 COLUMN GRAPH | |
| Options | basic information / detailed information | |
| Follow up questions | | |
| Question | How many learners think basic information is more useful? | |
| Answer | __ learners think basic information is more useful. | |
| Question | How many learners think detailed information is more useful? | |
| Answer | __ learners think detailed information is more useful. | |
| Question | What kind of information do more learners think is more useful? | |
| Answer | More learners think __ is more useful. | |
| Question | What kind of information do fewer learners think is more useful? | |
| Answer | Fewer learners think __ is more useful. | |
| Question | What kind of information do you think is more useful? | |
| Answer | I think basic information is more useful. | |
| Answer | I think detailed information is more useful. | |

| | |
|------------------------------|---|
| EXPLAIN | <i>Explain that both kinds of information can be important. When we are doing research, it can be useful to start by reading basic information and then to find more detailed information to help answer all the questions we have.</i> |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 7: WEDNESDAY / DAY 3: FIRST READ

| | |
|--|--|
| TITLE | <i>Workbookpedia</i> |
| DBE WORKBOOK 1, PAGE | 128 |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | Make evaluations |
| PURPOSE | Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |
| <ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the story on page 128. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the text to learners. They must follow along with the text as you read. 5. Read the text with fluency and expression to learners. Figure out the correct answers as you go! 6. Read the Text first, and then say the comment in the First Read column. | |

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

| Why question | Possible response |
|--|--|
| <p>Why would we need to use other resources to gather information about turtles and tortoises?</p> | <ul style="list-style-type: none"> • We need to use other resources because this website just gives us basic information. • We need to use other resources because there is information that is missing / unclear on this website. • We need to use other resources because after reading this website, we still have lots of questions. • It is not clear what makes turtles and tortoises different from each other. We need to use other resources to answer this question. |
| <p>Introduce the LSC in context</p> | |
| <ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: adverbs of degree 2. Point out the following example of this: In the text we read: A turtle spends most of its life in the water. 'most of' is an adverb of degree – it tells us about the frequency or intensity of something. 3. Introduce this LSC as follows: Adverbs describe verbs, they help to create a clearer image of something. Sometimes, adverbs describe the frequency or intensity of an action. These words include: never; rarely; always; often; most of the time; occasionally; etc. | |

| WEEK 7: THURSDAY / DAY 4: SECOND READ | |
|---|--|
| TITLE | <i>Workbookpedia</i> |
| DBE WORKBOOK 1, PAGE | 128 |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | Make evaluations |
| PURPOSE | <p>Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations.</p> <p>Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.</p> |
| <ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>What do we know is different about turtles and tortoises from this website?</i> <i>If you could add a section to the text, what section would you like to add?</i> <i>Make an evaluation about this text. Do you think it is useful? Why or why not?</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the text on page 128. Explain that you will read the text to learners. They must follow along with the text as you read. Read the text with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the text to each other. Tell learners to orally discuss the follow-up questions together. | |
| Text | Second Read |
| <p>The tortoise</p> <p>The tortoise is a reptile with four scaly legs and a wrinkly neck and head. It moves slowly along with its shell house on its back. There are different types of tortoises.</p> | <p>I can make the evaluation that this text must have been written for someone who really doesn't know very much about a tortoise at all! I make this evaluation because the information is very basic – it does not give us lots of details.</p> |

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

| Why question | Possible response |
|--|---|
| <p>Make an evaluation about this text. Do you think it is useful? Why or why not?</p> | <ul style="list-style-type: none"> • I think it is useful because... • I don't think it is useful because... • I think...is useful. I think...is not useful. |
| <p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. | |

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

| | |
|--------------------------------|---|
| <p>Modelling (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that this week, we have been working on making evaluations. 2. Explain that when we make an evaluation, we make a judgement about the text. We think about our own thoughts and opinions about events, actions and characters in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 128 5. Read out loud while learners follow along: <p style="text-align: center;"><i>Their shell</i></p> <p style="text-align: center;"><i>Tortoises and turtles are reptiles that have a hard shell covering their bodies. Tortoises live on land and turtles live in the sea. Because their shells are so heavy, they can only move slowly on land. Turtles and tortoises can live for more than 100 years.</i></p> 6. Explain that you can make an evaluation about this part of the text. This means that you can make a judgement or form an opinion about what is happening in the text! 7. Model how to make an evaluation, like: <ol style="list-style-type: none"> a. Based on the heading, I can make the evaluation that this section of the text is meant to give me information about the shell. b. The second sentence (<i>Tortoises live on land and turtles live in the sea.</i>) is about where turtles and tortoises live – it is not about their shell. Therefore, I can make the evaluation that it doesn't belong in this section! It should be moved. |
|--------------------------------|---|

**Work with learners
(WE DO)**

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

Their shell

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

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

Building our evaluation:

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

| | |
|--------------------------------------|---|
| <p>Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that now, learners will make their own evaluation about the text. 2. Explain that learners will examine the whole text – not just one section. 3. Ask learners: What is something that allows us to make the evaluation that this text is confusing or unclear? 4. Instruct learners to turn and talk and discuss this with a partner. 5. Instruct learners to look for a piece of evidence that shows that this is a logical evaluation of the text. 6. After 3-5 minutes, call learners back together. 7. Call on a learner to share their answer to the question. Discuss the evidence that can show that this text is confusing or unclear. For example: <ol style="list-style-type: none"> a. It says that tortoises live on land and turtles live in the sea. But, it also shows a picture of a sea turtle under the 'tortoise' section of the text. b. There is a picture under the tortoise section of a tortoise that lives in the wetlands in fresh water, but we don't know if they are really turtles or tortoises. c. We don't ever learn how a tortoise lays eggs and if it is the same or different as turtles! d. Etc. |
| <p>NOTES</p> | <p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to make an evaluation:</p> <p><u>Make evaluations</u></p> <p>Form opinions based on what is happening in the text!</p> <p>I must:</p> <ul style="list-style-type: none"> • Think about what a character does or says. • Decide what I think about this! Develop an opinion. • Think about the text as I go and look for evidence that my judgement is correct (or incorrect!) |

WEEK 7: FRIDAY / DAY 5: POST-READING

| | |
|------------------------|---|
| TITLE | <i>Workbookpedia</i> |
| DBE WORKBOOK 1, PAGE | 128 |
| ACTIVITY | ORAL RECOUNT |
| COMPREHENSION STRATEGY | Summarise Make evaluations |
| PURPOSE | <ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |

POST-READING

1. Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
3. Instruct learners to use the frame to answer the question:
This text is about...
I think this text is useful because...
However, I think this text could be improved...
I think the purpose of this text is...
In my opinion, this text is...
4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
5. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
6. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
7. Call the class back together. Call a few learners up to the front of the classroom to present to the class.

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

| WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE | |
|---|--|
| INTRODUCE THE GENRE | <ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a questionnaire / survey. 2. Explain that when we write a questionnaire, we write questions we want other people to answer. We also give answers for someone to choose. These questions are meant to help us gather information. 3. Explain that we write each question next to a number. We provide the answers underneath each question. 4. Explain that when we write a questionnaire,, we must: <ol style="list-style-type: none"> a. Write questions. Write each question next to a number. b. Provide a few answers for the reader to choose. c. Provide space for the reader to record (mark) their answer. |
| READ THE SAMPLE TEXT | <p>Note: SEE BELOW THIS TABLE. <i>This survey is included in the WEEK 8 WORKSHEET. Tell learners to turn to this page of the worksheet, so they can follow as you explain.</i></p> |
| DISCUSS | <ol style="list-style-type: none"> 1. How many questions are in the survey? 2. What is Mr Khosa trying to gather information about? 3. How many answers does he let people choose from? 4. Make an evaluation about whether you think this survey is useful or not? |
| NOTES | <p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Questionnaire / survey</u></p> <ol style="list-style-type: none"> 1. Write questions. 2. I use numbers (like a list). 3. I provide the answers. |

Ms Mavikela's Questionnaire on Using the Internet

1. Ms Mavikela loved using the Internet so much, that she decided to ask her learners if they ever used the Internet. **She made the following questionnaire for them to answer:**

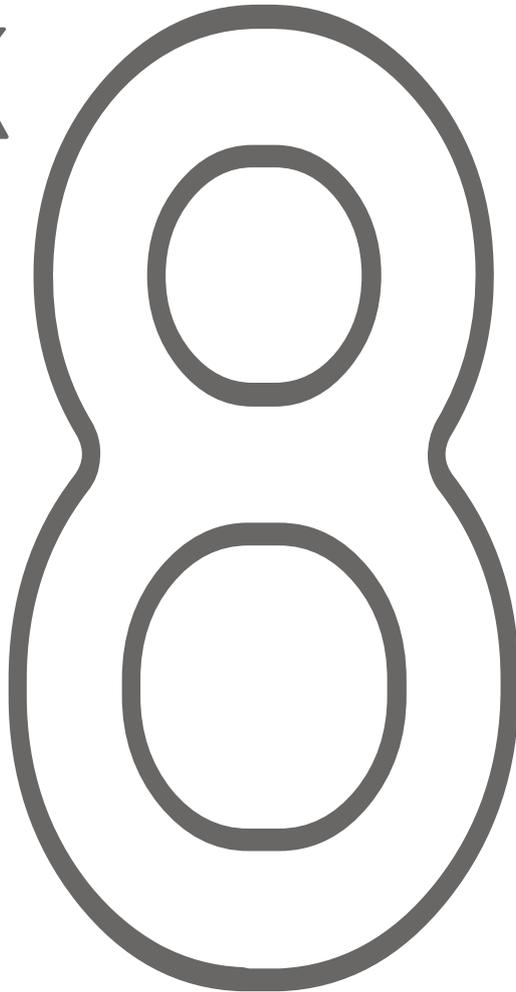
| | | | | | | |
|--|----------------------------------|------------------------|--|---------------------------------|-------------------------------|--------------------------------------|
| Name and Surname | | | | | | |
| Class | | | | | | |
| Please answer these questions by ticking the correct block/s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

Ms Mavikela gave this questionnaire to 30 learners. Then, she counted their answers. The totals were as follows:

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

GRADE 6 - TERM 2

WEEK



THEME:
RESEARCHING & ASSESSMENT

'Research is creating new knowledge.'
- Neil Armstrong

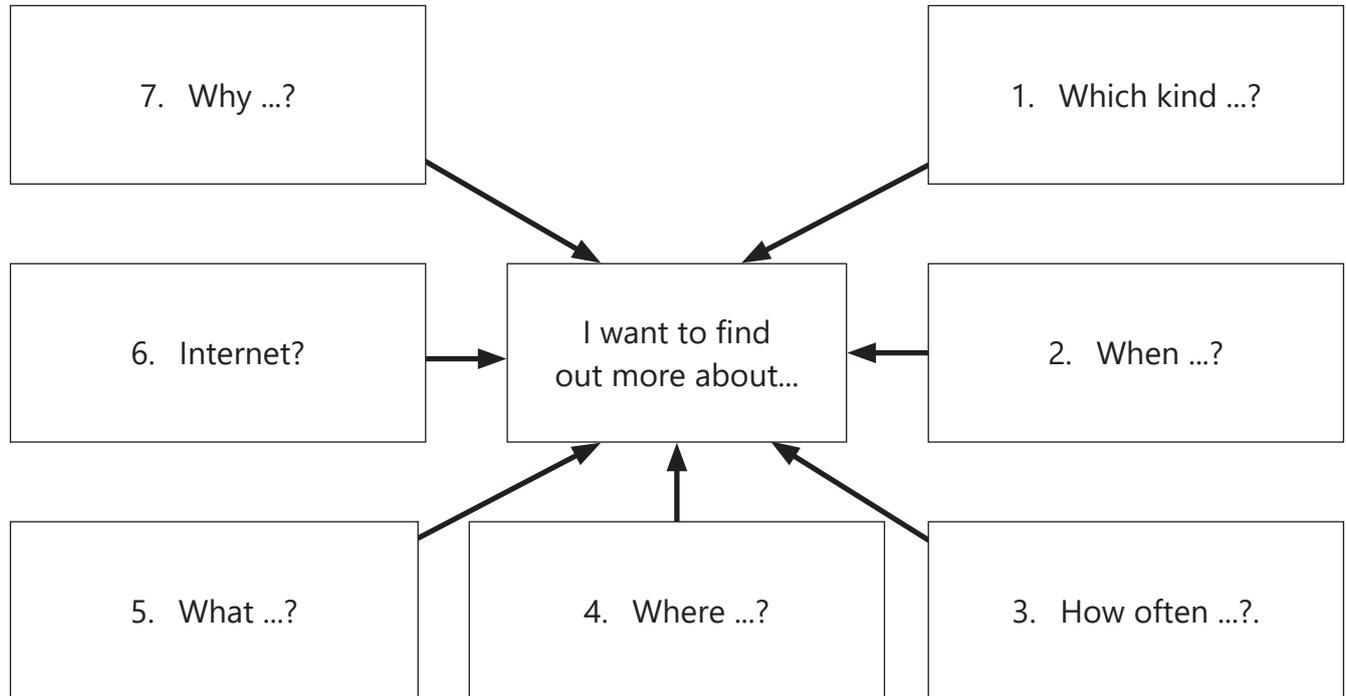
| TERM 1: WEEK 8 | |
|------------------------|---|
| OVERVIEW | |
| THEME | Researching & Assessment |
| THEME VOCABULARY | Internet, knowledge, fall behind, research, resource, information, basic, detailed, section, useful, questionnaire, frequently, frequency, overweight, chemicals, healthy, unhealthy, reason, fizzy, sugary |
| LSC | Adverbs of degree |
| COMPREHENSION STRATEGY | Make evaluations |
| WRITING GENRE | Questionnaire / survey |
| WRITING TOPIC | Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions. |

| GRADE 6 TERM 2 PROGRAMME OF FORMAL ASSESSMENT | | | | | | |
|---|---|------------|------|-----------------|---------|----------------|
| TASK | ACTIVITY | MARKS | WEEK | DAY | LESSON | DATE COMPLETED |
| 6 | Paper 1 Listening comprehension & Conversation | 20 | 9 | ASSESSMENT WEEK | | |
| 7 | Writes a transactional text | 10 | 8 | Mon, Wed, Fri | Writing | |
| | Writes an essay | 20 | 6 | Mon, Wed, Fri | Writing | |
| 8 | Paper 2 Literary / non-literary text comprehension | 20 | 9 | ASSESSMENT WEEK | | |
| | Visual text comprehension | 10 | | | | |
| | Summary writing | 5 | | | | |
| | Language Structures and Conventions in Context | 15 | | | | |
| Total | | 100 | | | | |

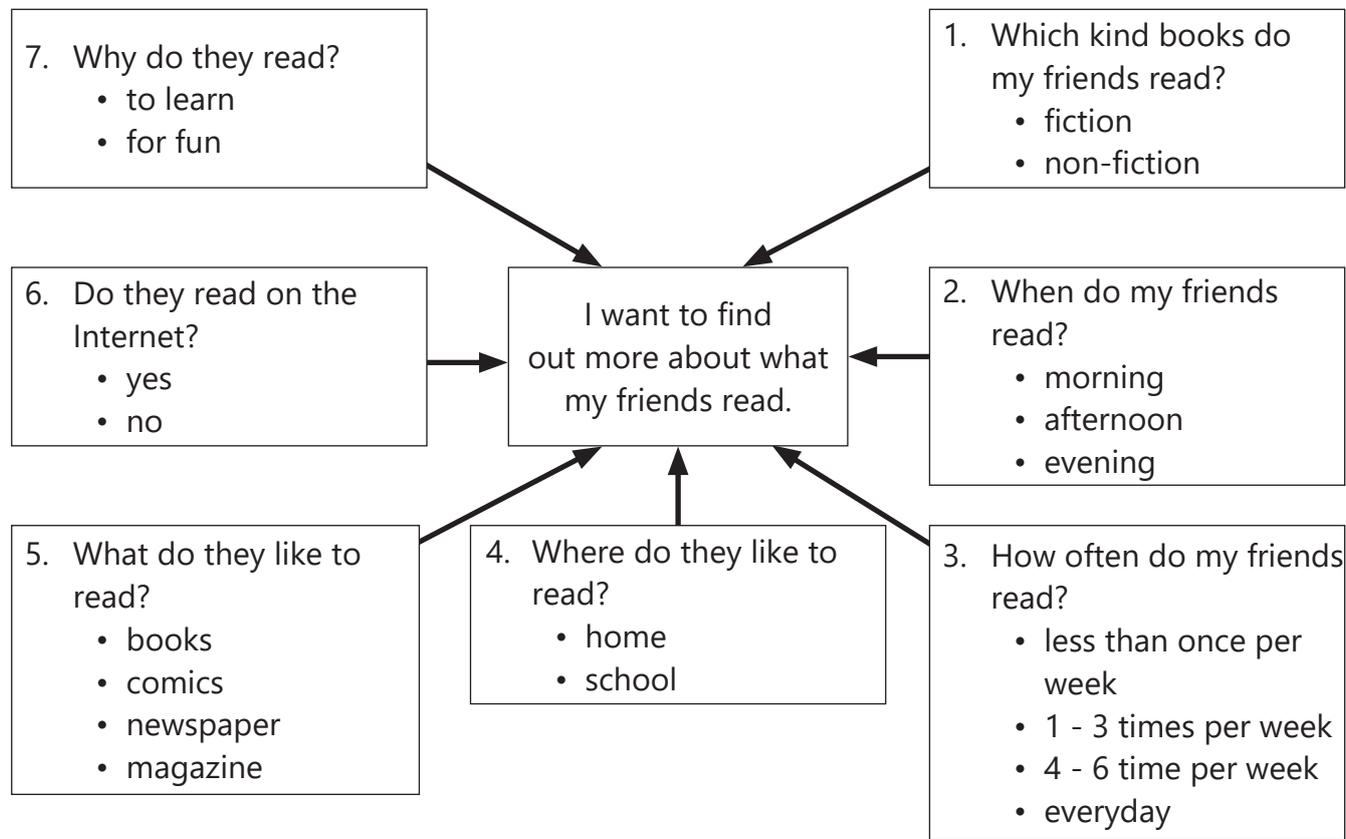
| WEEK 8: MONDAY / DAY 1: WRITING - PLANNING | |
|---|---|
| TOPIC | Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions. |
| GENRE | Questionnaire / Survey |
| PLANNING STRATEGY | Mind-map |
| MODEL THE PLANNING STRATEGY (I DO) | <ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <p style="margin-left: 20px;"><i>I would like to find out more information about which kinds of things my friends like to read. I will think about questions I can ask to gather more specific information about topic. My questionnaire will allow me to do research and gather more information!</i></p> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a mind-map by brainstorming questions that you have about the topic you choose! 7. Explain that you will write the questions using 'you', like you are really asking a friends the question! 8. After you have brainstormed some questions, explain that you will choose 4 questions that you want to ask on your questionnaire. You will brainstorm some possible answers for these questions! |

Questionnaire ...

Mind map 1



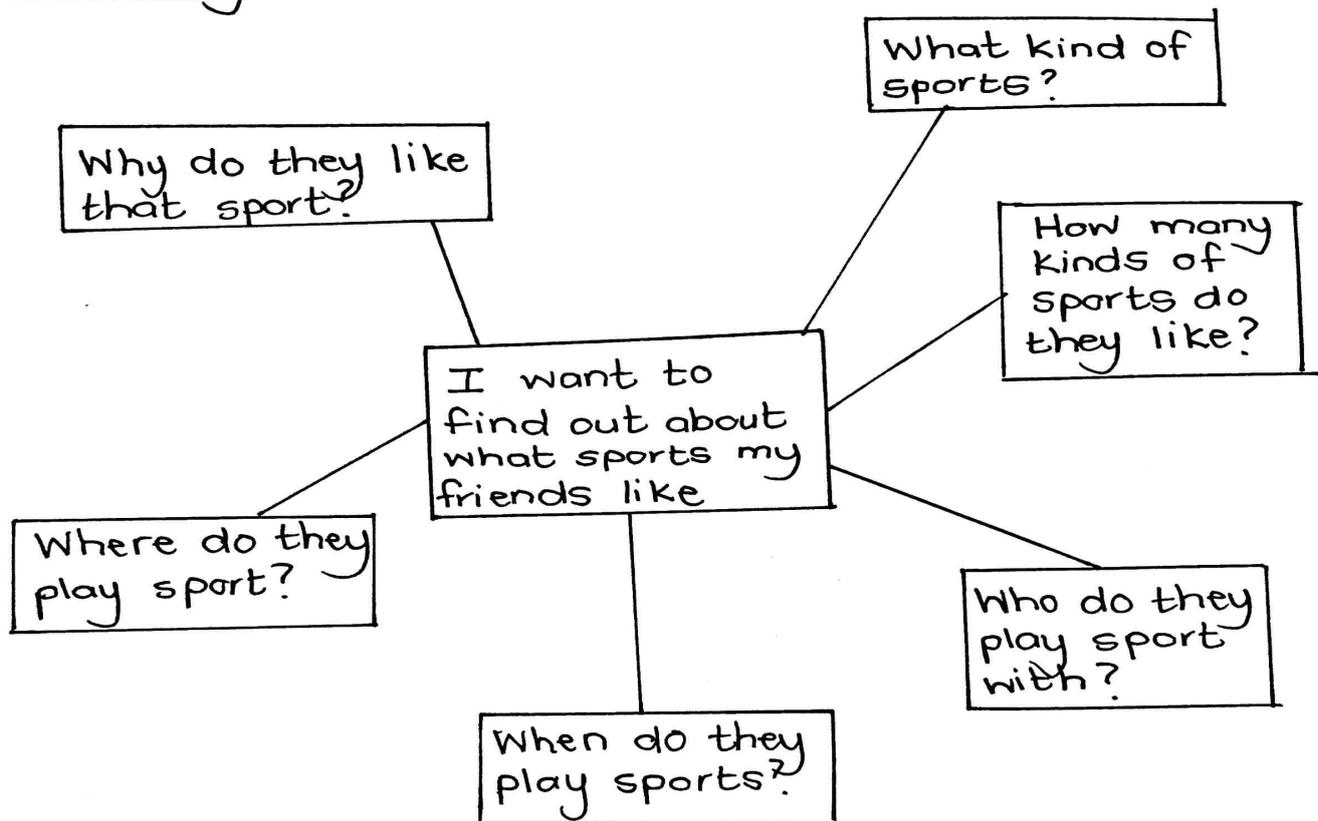
Mind map 2



LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

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

Planning



WEEK 8: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 1 |
| TEXT | Losing weight |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES | | |
|--|---|--|
| SONG / RHYME | Lyrics | Actions |
| | I am a digital citizen, | <i>Point to yourself</i> |
| | Whenever I'm online! | <i>Pretend to type on a computer</i> |
| | I must be safe and protect, | - |
| | Private information of mine! | - |
| | My phone number and home address, | <i>Hold your hand to your ear like a telephone</i> |
| | Are just for me to know! | <i>Point to yourself</i> |
| | I can play and search all day | <i>Pretend to type on a computer</i> |
| | I just click Google: go! | <i>Pretend to click with your finger</i> |
| THEME VOCABULARY | questionnaire, frequently, frequency, overweight, chemicals | |
| QUESTION OF THE DAY | | |
| Question | <p><i>Explain that today, you want to do some research about how much exercise the learners in our class do. The question today is like a question that would appear on a questionnaire!</i></p> <p>Ask learners: How often do you exercise?</p> | |
| Graph | 5 COLUMN GRAPH | |
| Options | never / rarely / sometimes / often / daily | |
| Follow up questions | | |
| Question | How many learners never exercise? | |
| Answer | __ learners never exercise. | |
| Question | How many learners rarely exercise? | |
| Answer | __ learners rarely exercise. | |
| Question | How many learners exercise sometimes? | |
| Answer | __ learners exercise sometimes. | |
| Question | How many learners exercise often? | |
| Answer | __ learners exercise often? | |
| Question | How many learners exercise daily? | |

| | |
|-----------------------|---|
| Answer | __ learners exercise daily. |
| Question | How often do most learners exercise? |
| Answer | Most learners exercise __. |
| Question | How often do fewest learners exercise? |
| Answer | Fewest learners exercise __. |
| Question | How often do you exercise? |
| Answer | I never exercise. |
| Answer | I rarely exercise. |
| Answer | I sometimes exercise. |
| Answer | I exercise often. |
| Answer | I exercise daily. |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 8: TUESDAY / DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 2 |
| TEXT | Losing weight |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 8: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

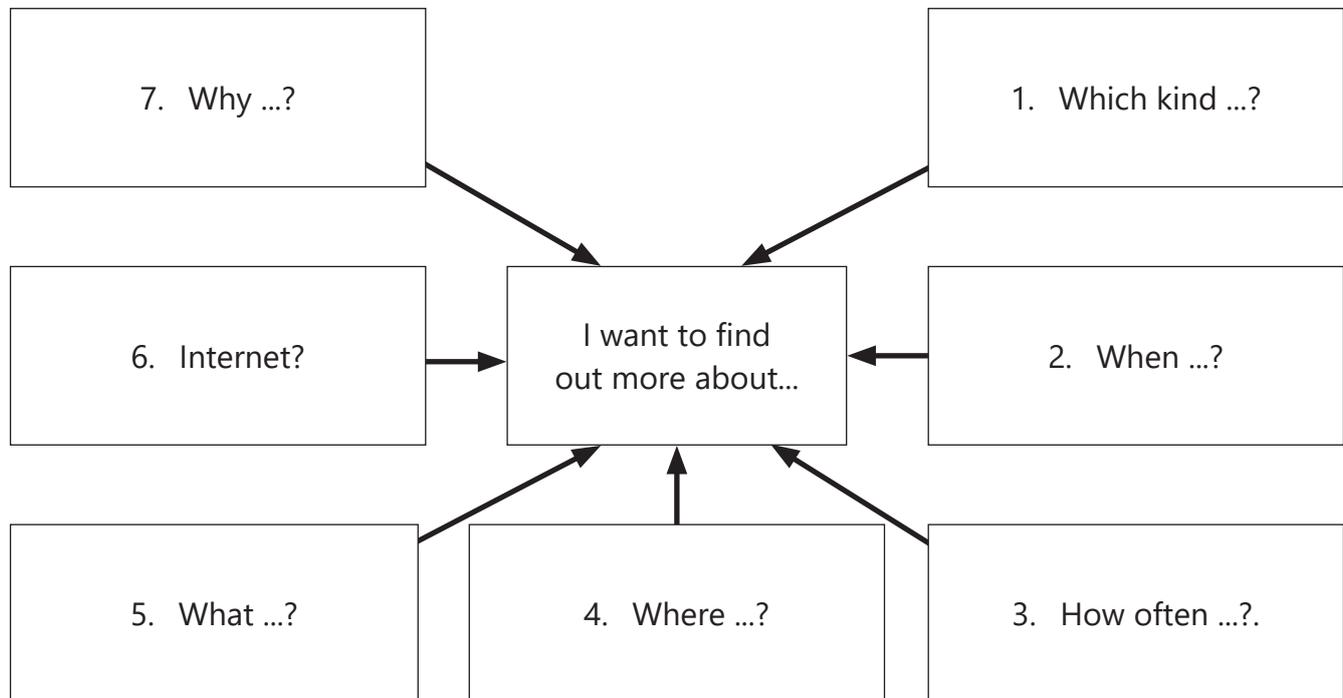
| LSC | Adverbs of degree |
|---|--|
| <p>LSC MODELLING (I DO)</p> | <ol style="list-style-type: none"> 1. Explain that today, we will talk about adverbs of degree. Explain that these adverbs can help us think about the answers we provide for some of the questions in our questionnaires! 2. Explain that degree tells us about the intensity or frequency of something. 3. The words we will learn this week tell us about the frequency. This means the words are used to tell us how often something happens. 4. Write the following adverbs on the board: almost, rarely, sometimes, really, frequently, often, always, never, daily, weekly, monthly, usually, hardly, ever 5. Go through the words. Explain the meaning of any unknown words to learners. 6. Remind learners that last term, we learned about adverbs. We learned that adjectives usually end with -ly. 7. Explain that we can use these words to give good answers for the questions we ask in our questionnaire. 8. For example, if the question is: 9. How much do you read? 10. I can give the answers: never / rarely / sometimes / frequently / daily 11. These answers give lots of different options so that people answering my questionnaire can choose an answer that describes how much they really do read! |
| <p>LSC Ask learners for help (WE DO)</p> | <ol style="list-style-type: none"> 1. Explain that adverbs of degree that help us think about frequency can only be used to answer questions about how often something is happening. 2. These questions normally start with words like when and how! 3. Ask learners: What is a question we can think of that asks about frequency. 4. Brainstorm an ideas with learners, like: When do you drink tea? 5. Work with learners to brainstorm answers for this question, like: Never / rarely / sometimes / daily / almost always |

| | |
|--|---|
| <p>LSC Pair work (YOU DO)</p> | <ol style="list-style-type: none"> 1. Explain that next, learners will write an extra question for their survey. 2. They must write a question that relates to their topic. 3. The question should begin with words: When...? How often...? 4. Then, the learner must use adverbs of degree to provide possible answers for this question! 5. Give learners a few minutes to write their question and answers. 6. Instruct learners to turn and talk and read their question and answers to a partner. 7. Call learners back together. Call on a few learners to read their question and answers to the class. Help the learner correct any mistakes they have made. 8. Explain that when learners draft their questionnaires this week, they must include adverbs of frequency where they are appropriate and make sense! |
|--|---|

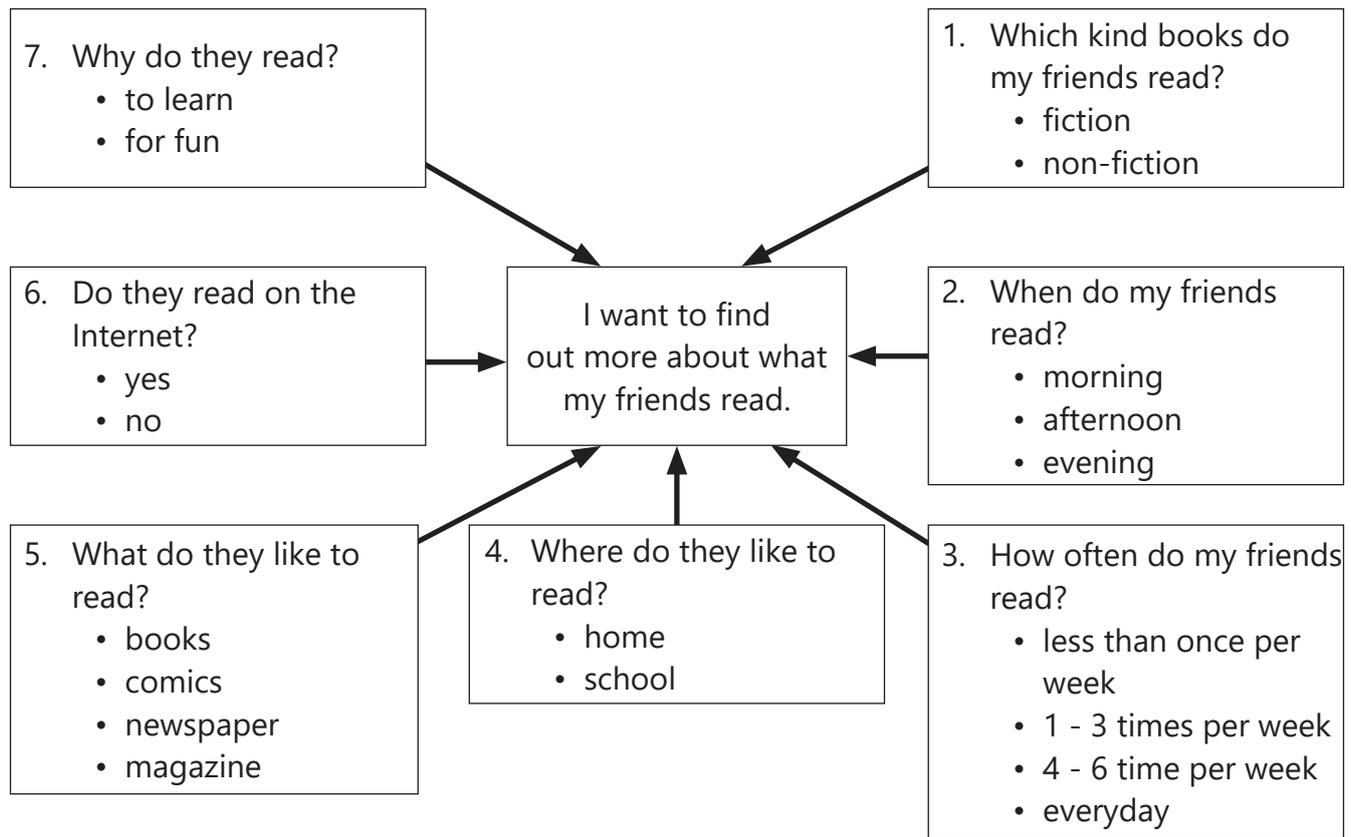
| | |
|--------------|--|
| <p>TOPIC</p> | <p>Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions.</p> |
|--------------|--|

| | |
|--------------|---|
| <p>PLANS</p> | <p>Before class begins, rewrite your plan on the board:</p> |
|--------------|---|

Mind map plan



Mind map example



WRITING FRAME

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

| Fiction | Nonfiction |
|---------|------------|
| | |

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

Morning / afternoon / evening
Never / sometimes / always

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

| | | | | | | | | | | | |
|----------|---|----------|----------|--|--|----------|----------|----------|--|--|--|
| | <p>1. Question?</p> <table border="1" data-bbox="601 261 1436 437"> <tr> <td data-bbox="601 261 1019 324">Answer 1</td> <td data-bbox="1019 261 1436 324">Answer 2</td> </tr> <tr> <td data-bbox="601 324 1019 437"></td> <td data-bbox="1019 324 1436 437"></td> </tr> </table> <p>2. Question?</p> <table border="1" data-bbox="601 538 1444 705"> <tr> <td data-bbox="601 538 883 602">Answer 1</td> <td data-bbox="883 538 1163 602">Answer 2</td> <td data-bbox="1163 538 1444 602">Answer 3</td> </tr> <tr> <td data-bbox="601 602 883 705"></td> <td data-bbox="883 602 1163 705"></td> <td data-bbox="1163 602 1444 705"></td> </tr> </table> | Answer 1 | Answer 2 | | | Answer 1 | Answer 2 | Answer 3 | | | |
| Answer 1 | Answer 2 | | | | | | | | | | |
| | | | | | | | | | | | |
| Answer 1 | Answer 2 | Answer 3 | | | | | | | | | |
| | | | | | | | | | | | |
| DRAFT | <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write their questionnaire using the frame. 4. Instruct learners to write the date and heading: Questionnaire: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more questions and answers if they have time. 8. As learners write, walk around the classroom and help learners who are struggling. | | | | | | | | | | |
| HOMEWORK | Learners must complete the draft. | | | | | | | | | | |

Questionnaire: Draft.

1. What is your favourite sport to play?

| | | | |
|--------|---------|------|----------|
| soccer | netball | hoky | swimming |
|--------|---------|------|----------|

2. When do they play sport?

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

3. Who do they play sport with?

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

4. Where do they play sport?

| | | |
|--------|------|------|
| school | home | fild |
|--------|------|------|

WEEK 8: WEDNESDAY / DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS
GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 3 |
| TEXT | Losing weight |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES | | |
|---|--|--|
| SONG / RHYME | Lyrics | Actions |
| | I am a digital citizen, | <i>Point to yourself</i> |
| | Whenever I'm online! | <i>Pretend to type on a computer</i> |
| | I must be safe and protect, | - |
| | Private information of mine! | - |
| | My phone number and home address, | <i>Hold your hand to your ear like a telephone</i> |
| | Are just for me to know! | <i>Point to yourself</i> |
| | I can play and search all day | <i>Pretend to type on a computer</i> |
| | I just click Google: go! | <i>Pretend to click with your finger</i> |
| THEME VOCABULARY | healthy, unhealthy, reason, fizzy, sugary | |
| QUESTION OF THE DAY | | |
| Question | What do you think makes cooldrinks bad for you? | |
| Graph | 2 COLUMN GRAPH | |
| Options | because they are sugary / because they are fizzy / because they have chemicals | |
| Follow up questions | | |
| Question | How many learners think it's because they are sugary? | |
| Answer | __ learners think it's because they are sugary. | |
| Question | How many learners think it's because they are fizzy? | |
| Answer | __ learners think it's because they are fizzy. | |
| Question | How many learners think it's because they have chemicals? | |
| Answer | __ learners think it's because they have chemicals. | |
| Question | What do most learners think makes cooldrinks bad for you? | |
| Answer | Most learners think __ makes cooldrinks bad for you. | |
| Question | What do fewest learners think makes cooldrinks bad for you? | |
| Answer | Fewest learners think __ makes cooldrinks bad for you. | |

| | |
|------------------------------|---|
| Question | What do you think makes cooldrinks bad for you? |
| Answer | Because they are sugary. |
| Answer | Because they are fizzy. |
| Answer | Because they have chemicals. |
| EXPLAIN | <i>Explain that cooldrinks are unhealthy because they are sugary and have chemicals. It is not the fizziness that makes them unhealthy!</i> |
| | |
| PERSONAL DICTIONARIES | <ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words. |
| HOMEWORK | <ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary. |

WEEK 8: THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 4 |
| TEXT | Losing weight |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

| WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING | |
|--|--|
| <p>EDITING CHECKLIST <i>(Write this on the board before class begins)</i></p> | <ol style="list-style-type: none"> 1. Are the questions I ask clear? 2. Do I provide answers that make sense for the question? 3. Are my answers provided in a logical order? 4. Did I leave space for people to answer the questions? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every question end with proper punctuation? |
| EDIT | <ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any words or details that will help their questions to be more clear. 7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | <ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their questionnaire, correcting any mistakes. 3. Instruct learners to rewrite the instructions correctly, under the heading: A questionnaire about... 4. Explain that next, learners will swop these questionnaires so friends can really fill them out! |
| SHARE | <ol style="list-style-type: none"> 1. Instruct learners to swop their notebooks with a partner. 2. They must read their partners questionnaire and answer the questions using tick marks! 3. Learners must swop books with at least five classmates. 4. Give learners time to move around the room and fill in each others' questionnaires. 5. Instruct learenrs to go back to their seats and look at the results of their survey. 6. Write the following on the board: I learned... I found out... I was surprised by... 7. Instruct learners to write 2 sentences about the results underneath their questionnaire. |

| ASSESSMENT RUBRIC | | | | | |
|---|---|---|--|--|--|
| Rubric: QUESTIONNAIRE Award a maximum of 10 marks | | | | | |
| Criteria | Exceptional | Good | Fair | Improving | Needs support |
| CONTENT 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | The learner's response is interesting and exceeds expectations. The learner formulates questions correctly. | The learner's response is interesting and relevant to the topic. The learner formulates most questions correctly. | The learner's response is relevant to the topic. The learner tries to formulate questions and they are mostly recognisable. | The learner's response is not totally relevant to the topic. The learner formulates some questions, but struggles with the format. | The learner's response is irrelevant to the topic. The learner does not formulate questions. |
| ORGANISATION 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | The questionnaire is clear, well organised and perfectly formatted. | The questionnaire is clear, well organised and is mostly correctly formatted. | The questionnaire is reasonably well organised and is formatted in the style of a questionnaire, but has some errors or is not always clear. | The questionnaire is incomplete or is organised. There are parts of the questionnaire that are in the style of a questionnaire, but most of it is not. | The questionnaire is incomplete or totally disorganised. It is not really recognisable as a questionnaire. |

A questionnaire about sport.

1. What is your favourite sport to play?

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

2. When do you play sport?

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

3. Who do you play sport with?

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

4. Where do you play sport?

| | | |
|--------|------|-------|
| school | home | field |
|--------|------|-------|

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

2. I was surprised that two girls like soccer

WEEK 8: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

| | |
|-------------|--|
| GROUP | GROUP 5 |
| TEXT | Losing weight |
| SIGHT WORDS | Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight. |

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 8 CONCLUSION

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

| | |
|-----------------|---|
| CHECK WORD FIND | <ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the Word Find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. <p>You may want to have a space on the chalkboard for the names of the class 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words, the most unusual word, or for learners who made a real effort.</p> |
| SUMMARISE | <p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words about research. 2. Learnt about adverbs of degree. 3. Learnt how to write a questionnaire. 4. Read different texts about research. 5. Learnt how to make evaluations. 6. Spoke about the texts. 7. Answered questions about the texts. 8. Read each other's writing. |

| | |
|----------------------------------|--|
| <p>SHARE WITH FAMILIES</p> | <ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt! |
| <p>ACKNOWLEDGE AND CELEBRATE</p> | <ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills. b. Were kind and helpful. c. Learnt all the new vocabulary. d. Practiced their reading, and managed to read the text really well. e. Wrote a good questionnaire. f. Helped their partner to understand something. g. Worked really hard throughout the week. h. Spoke in English during EFAL, and used all the vocabulary. 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class! |

GRADE 6 - TERM 2

WEEKS 9 AND 10

THEME:
ASSESSMENT WEEKS