

| Lesson Plan | | | |
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| English First Additional Language | | Grade 5 | |
| Content in context: Text from other Learning Area - Whether | | | |
| Los and ASS | Learning Activities | Details of Assessment | Barriers to Learning |
| <p>LO 1 Listening AS 2 Understands oral instructions and Descriptions</p> <p>LO4 Writing Writes to communicate information: labels; charts</p> <p>LO 3 Reading and viewing AS 3 Reads for information: reads simple maps</p> <p>LO 5 Thinking and reasoning AS 3 Collects and records information</p> <p><u>Social Sciences ((Geography)</u> LO 1 Geographical Enquiry AS Uses sources of geographical information (maps)</p> <p><u>Mathematics</u> LO 5 Data handling AS: Draws a variety of graphs to display and interpret data including bar graphs</p> <p>LO 3 Reading and viewing AS 3 Reads for information: reads Maps and graphs</p> <p>LO 5 Thinking and reasoning AS 4 Transfers information from one mode to another</p> | <p>Activity one A tape recorder with a tape of a whether forecast, or a listening text, to be read by the teacher. Learner to fill in whether details on table provided (See resources for Activity 1)</p> <p>Activity two Each learner is provided with a copy of a whether map from a newspaper. They read it and complete the table. Learners than complete a bar graph using the information from the map. Learners display bar graphs on the classroom wall and go on a gallery walk. (See resources for activity two.)</p> <p>Activity three Learners make use of the whether map and table to complete their own whether report to read aloud and present. (See resources for activity three.)</p> | <p><u>Form:</u> Filled in table</p> <p><u>Method:</u> Peer assessment</p> <p><u>Tool:</u> Checklist</p> <p><u>Form:</u> Completed table</p> <p><u>Method:</u> Peer assessment</p> <p><u>Tool:</u> Checklist</p> <p><u>Form:</u> Whether report Group reading and presentation</p> <p><u>Method:</u> Teacher assessment Peer assessment</p> <p><u>Tool:</u> Rubric for reading aloud (See rubric provided below.)</p> | <p><u>Auditory memory and discrimination</u> Learners have access to a copy of the report and will be assisted by a partner (mixed ability pairs).</p> <p><u>Visual discrimination</u> These learners will be assisted by their partners to read the whether map.</p> <p><u>Learners with speech problems</u> Learners can be given an opportunity to read and present to the teacher when the other learners are out of class.</p> |
| English First Additional Language | | Grade 5 | |
| Content in context: | | Topic: Whether | |

| Los and ASs | Learning Activities | Details of Assessment | Barriers to Learning |
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| <p>LO 6 Language structure and use AS 2 Uses tenses to communicate ... in writing AS</p> | <p>Activity four Learners write a whether report using the past tense. (See resources for activity four.)</p> | <p><u>Form</u>: Whether report <u>Method</u>: Teacher assessment <u>Tool</u>: Rubric for report writing</p> | <p><u>Learners with eye- hand coordination problems.</u> These Learners will be allocated more time to complete the task.</p> |
| <p>Resources: Preparation of sources</p> <ol style="list-style-type: none"> a) Prepare tape for listening or read text. b) Prepare copies of tables and bar graphs. c) Locate whether map in newspaper. d) Develop rubrics for use in assessment. | | | |
| <p>Teacher reflection: Example: Learners experienced difficulty in completing tables and bar graphs. Support to be provided. Group reading and listening went well. Learners appeared to enjoy activities.</p> <p>Expanded opportunities: More competent learners could read about the whether in more detail.</p> | | | |

| Lesson Plan: Investigation | | | |
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| English First Additional Language | | Grade 8 | |
| Content in context: Healthy environment | | Topic: Text from other Learning Area: The Spiders | |
| Los and ASs | Learning Activities | Details of Assessment | Barriers to Learning |
| <p>LO5 Thinking and reasoning AS 3 Collects and records information in different ways</p> <p>LO 4 Writing AS 1 Writes to communicate information</p> <p>LO 5 Thinking and reasoning As 3 Collects and records information in different ways (Transfers information from one mode to another</p> | <p>Background The teacher plans to get the learners to practise investigative abilities by learning about locusts which is part of the Natural Science programme in the theme Life and Living.</p> <p>Activity one Learners are expected to gather information in groups on the following (by reading up from books, asking experts and doing observation in a field study)</p> <ul style="list-style-type: none"> • Different types of spiders they can find • Places where spiders are found • Observe what spiders eat • Observe how spiders reproduce • Observe their seasonal behaviour • Any other interesting observations <p>Activity two Each learner will be expected to hand in a write up of the information based on their group's research as well as their own research. The written assignment of not more than four a4 pages that have to meet the following requirements:</p> <ul style="list-style-type: none"> • Information categorized under the mentioned headings. • Both group and individual research • A list of references <p>Learners will be assessed according to the rubric attached which they are given beforehand</p> <p>Activity three Learners must make drawings to clarify information</p> | <p><u>Form</u>: Written assignment</p> <p><u>Method</u>: Teacher assessment</p> <p><u>Tool</u>: Rubric</p> <p><u>Form</u>: Drawings as part of written assignment</p> <p><u>Method</u>: Teacher assessment</p> <p><u>Tool</u>: Rubric</p> | <p><u>Auditory memory and discrimination</u> Learners have access to a copy of the report and will be assisted by a partner (mixed ability pairs).</p> <p><u>Learners with speech problems</u> Learners can be given an opportunity to read and present to the teacher when the other learners are out of class.</p> |

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| <p>LO 2 Speaking AS 3 Shows developing ability to use features of spoken language to communicate</p> <p>LO 3 Reading and viewing As 6 Uses reading strategies</p> <p>LO 1 Listening AS 3 Listens for specific information</p> <p>LO 5 Thinking and reasoning AS 2 Uses Language for thinking</p> | <p>Activity four Learners are also expected to make a prepared verbal/ oral presentation as part of their group presentation to assess their progress in communication skills.</p> <p>Activity five Reading aloud: Learners are expected to showcase different ways of reading different texts; They are also expected to develop and evaluate reading speed</p> <p>Activity six As groups are giving their oral/ verbal presentations or reading the observations of their research other take very simple notes and uses information to complete table or chart</p> | <p><u>Form:</u> Oral presentation</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Rubric</p> <p><u>Form:</u> Unprepared reading aloud</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Rubric</p> <p><u>Form:</u> Note taking</p> <p><u>Method:</u> Peer assessment</p> <p><u>Tool:</u> Checklist</p> <p><u>Form:</u> Multiple choice questionnaire</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Assessment scale</p> | |
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| | <p>Activity seven At the end of the oral presentation the groups will each make up five questions on the content they have covered. A multiple choice Questionnaire will be made up from these questions. The purpose is to reinforce learners' knowledge of the spider.</p> <p>Activity eight Groups are asked to talk about the following:</p> <ul style="list-style-type: none"> • How do you think you worked together? • What is <u>one</u> you could do to improve your groups cooperation? <p>Activity nine Learners are expected to do some reflective thinking and to write in their journal about:</p> <ul style="list-style-type: none"> • What did you dislike about the activity? • What would you like to do better next time? | <p><u>Form</u>: Ability to work in groups</p> <p><u>Method</u>: Peer assessment</p> <p><u>Tool</u>: Simple rubric with assessment scale</p> <p><u>Form</u>: Self reflection</p> <p><u>Method</u>: Self assessment</p> <p><u>Tool</u>: Journal</p> | <p>Slow learners will be given opportunities To do the questionnaire more than once if necessary</p> |
| <p>Resources: Text Book; Locusts collected; School grounds; Experts interviewed; Reference books</p> | | | |
| <p>Teacher reflection: Example: Learners experienced difficulty to locate appropriate books on the topic provided. Support to be provided. Not all learners participated in the group activity.</p> <p>Expanded opportunities: More competent learners could be asked to provide more details</p> | | | |
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Assessment Tools:

Activity 2

Assessment rubric for an investigation in additional language on page 73 of the National Assessment Guideline Document for Languages InterSen could be used

Activity 4

Assessment rubric for an prepared speech in additional language on page 41 of the National Assessment Guideline Document for Languages InterSen could be used

Activity 5

Rubric for this activity is attached underneath

Activity 7

Use the following assessment scale:

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| Accomplished |
| Developing |
| Beginning |

Activity 8

The following simple rubric could be used

Assessment scale:

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| C | Comfortable |
| NC | Not comfortable |

Activity 9

Learners write their responses to questions in their journals to develop reflective thinking

ACTIVITY 5

ASSESSMENT RUBRIC FOR READING ALOUD (UNPREPARED)

Reading level: Tick the correct box below

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|---------|---------|---------|---------|
| LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|---------|---------|---------|---------|

| CRITERIA | LEVEL 4 OUTSTANDING 7-10 | LEVEL 3 SATISFACTORY 5-6 | LEVEL 2 ACCEPTABLE 3-4 | LEVEL 1 UNACCEPTABLE 1-2 | MARK OBTAINED |
|--------------------------|--|---|--|--|------------------|
| Audience Reaction | Audience reaction shows a high degree of interest in the text | Audience reaction showing interest in the text | Some members of the audience show interest | Very little audience interest | |
| Fluency | Fluent, very entertaining reading | Reading with an effort at fluency | Reads with limited fluency | Halting reading | |
| Voice Projection | Excellent voice projection and diction which enhances meaning | Good voice projection and diction which enhances meaning. | Reading is audible and pronunciation does not affect meaning. | Poor pronunciation and poor delivery making the reading almost incomprehensible | |
| Body Language | Altogether excellent and appropriate use of eye contact, gestures, facial expressions to enhance meaning | Good eye contact, gestures, facial expressions used to convey meaning | Adequate eye contact, gestures, facial expressions used some of the time | Almost no eye contact. Distracting gestures and inappropriate body language. Extremely nervous | |

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| | <p>The purpose is to tap into learner's background knowledge in order for them to make closer connections with the story.</p> <p><u>Activity four</u> <u>Summarising</u> Provide learners with a handout of sentences that contain sentence-like summaries of short texts. Read the texts to learners and ask them to select the most suitable sentence that summarizes the text that you read them.</p> <p><u>Activity 5</u> <u>Structure of a recount:</u> <u>Pre-listening Phase</u> (the purpose of this phase is to get learners tuned-in, through activating background knowledge, brainstorming or predicting) <ul style="list-style-type: none"> • Divide learners into pairs. • Introduce the focus of the lesson - looking at a specific type of story called a recount. • Explain to learners that when we recount or retell something, we normally tell of events that have happened in our lives and the lives of others. • Now tell learners of three significant events in your life e.g. 21st birthday, graduation, wedding (bringing photos along would be a good idea). Ask them, as they listen, to take note of what these events were. • Ask selected learners to retell what the three events were that you told them about. • Ask them to tell each other about three events in their lives • Ask four or five selected learners to give feedback (modelling the structure of the recount). The rest of the class must listen. • Tell the class that they are now going to listen to the personal narratives of two people's childhood memories. <p><u>Activity 6</u> <u>While-listening Phase</u> <u>Practice the listening skill:</u> <u>Modelling Phase:</u> <ul style="list-style-type: none"> • Hand all learners a copy of Worksheet 1. Explain to learners that you are going to do the first example with them. Afterwards explain </p> </p> | <p><u>Form:</u> Oral response</p> <p><u>Method:</u> Teacher</p> <p><u>Tool:</u> Rubric</p> <p><u>Form:</u> Oral response</p> <p><u>Method:</u> Teacher</p> <p><u>Tool:</u> Rubric</p> <p><u>Form:</u> Oral response</p> <p><u>Method:</u> Teacher</p> <p><u>Tool:</u> Rubric</p> | <p><u>Learners with speech problems</u> Learners can be given an opportunity to present to the</p> |
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| | <p>to them how you completed the answer correctly. If necessary, do a few more examples until learners feel confident enough to try the activity on their own.</p> <ul style="list-style-type: none"> • <u>Practice Phase:</u> Ask learners to do the rest of the activity on their own. • Tell them to listen and complete the second section of the worksheet. (Read/ Play the text at least twice. This ensures that learners have another opportunity to check over their work) • Ask learners to compare their answers in their pairs. • Get feedback from the learners <p>Worksheet 1</p> <p>The first speaker's name is..... He isyears old He grew up in.....</p> <p>The three things that happened to him are</p> <ul style="list-style-type: none"> • Firstly, • Secondly,... • Finally..... <p>The second speaker's name is..... • He isyears old • He grew up in.....</p> <p>The three things that happened to him are</p> <ul style="list-style-type: none"> • Firstly, • Secondly,... <p>Finally.....</p> <p>Activity 7</p> <p>Post-listening Phase: (The purpose of this phase is to apply what was learnt in the while-listening phase)</p> <ul style="list-style-type: none"> • Learners write a short paragraph using the frame below: My name is..... I amyears old When I was years old..... Another thing that happened to me was..... Finally,..... | <p><u>Form:</u> Written response</p> <p><u>Method:</u> Peer</p> <p>Tool: Rubric</p> | <p>teacher when the other learners are out of class.</p> |
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| | Assessment Focus: Teacher can check whether learners have captured information correctly | | |
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