

Lesson Plan: Investigation			
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>

<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>			

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:

Accomplished
Developing
Beginning

Activity 8

The following simple rubric could be used

Assessment scale:

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

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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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	