ANIMAL FARM --------CHAPTERS 5 ­­– 7

GRADE 12 HOME LANGUAGE

TERM 1

|  |  |  |  |
| --- | --- | --- | --- |
| LO`s AND SUB - SKILLS | TEACHING AND LEARNING ACTIVITIES | EVIDENCE PRODUCED | ASSESSMENT METHODS + TOOLS |
| LO2,  Ass4  Ss4.3  4.4  4,5  4.6  LO2  ASS1  SS 1.1----1.8  LO2  ( inferred meaning)  ASS2  SS2, 4, 5, 6, 7, 8 | Learners will be asked to read Chapter 5 at home.  Educator outlines how learners should read and prepares pre-reading and post reading exercise.  PRE- READING   * Must ask questions to make predictions * Skim and scan the text * Read chapter 5 and make list of difficult words. Use dictionary. thesaurus, encyclopedia * Provide learners with questions based on the Chapter.   WHILE READING  Learners should take note of   * pigs (Napoleon and Snowball) as being master minds and reality. * Molly (donkey) a real donkey * Dogs ---- instruments of destruction.   Educator groups learners and asks them to re-read chapter 5 and make a summary plot.  Educator, using the whole class approach discusses with the learners , the following:   * How to look at plot development * How conflict helps the story to develop * How characters like Napoleon, Snowball, and the dogs contribute towards the story development. * What the narrator says about the characters and their actions. * Educator discusses how the narrator uses connotation, implied meaning, irony (dramatic irony) to give his conclusion and judgement. * Learners work in group and discuss sub—themes. * Before learners write a literature essay, the educator discusses the rubric with the learners. * Learners write a literature essay. (Formative exrcise). | Summary plot |  |