



Province of the
EASTERN CAPE
EDUCATION

ENGLISH HOME LANGUAGE

LESSON PLAN EXEMPLARS

GRADE 3
TERM 4
2009



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION
CURRICULUM SECTION

NOTE TO SCHOOL MANAGEMENT TEAMS AND TEACHERS IN THE FOUNDATION PHASE

The exemplar Literacy Lesson Plans for **Grade 1 teachers** had been developed by the Provincial and District Foundation Phase Curriculum Advisors and Foundation Phase teachers as well. This is intended to support teachers in the Planning, Teaching and Assessment process for Term 4.

The contents include the 3 Learning Programmes (Literacy, Life Skills and Numeracy) in an integrated, flexible and very user friendly manner. The lesson plans provide specific content and context which should guide the teacher in the planning process.

We trust that these support materials will provide the necessary clarity and guidance for teachers to manage the NCS implementation process successfully and confidently.

It is the responsibility of the School Management Team to monitor and support teachers in the use of these resources. The teachers are responsible for using these resources to manage the Planning, Teaching and Assessment process successfully in the classroom. These are **exemplars** that are aligned to National Policies and prescripts and teachers are encouraged to use and adapt these lessons to suit the needs and context of the learners and the school.

If schools need more clarity and guidance on the use of these Resource Materials the District and Provincial Offices can be contacted.

We trust that every school will now be better equipped to improve learner performance in the Foundation Phase.

Yours in Quality Education

Dr T Reddy

CES: ECD/Foundation Phase: Head Office: Zwelitsha

INTRODUCTION

The Eastern Cape Department of Education, Curriculum Chief Directorate in collaboration with the District Curriculum Advisors developed this document to support teachers in planning for teaching, learning and assessment for effective implementation of the National Curriculum Statement (NCS) and the Foundations for Learning (FFL) in the Foundation Phase

The Home Languages, Afrikaans, English, IsiXhosa and SeSotho deal with the holistic development of the child, socially, emotionally, personally and physically. Language is of utmost importance in learners lives. It is the means of communication and conversation. No Learning Area (LA) can be taught without the use of language. So it is necessary for learners to master all aspects of language usage. This includes the ability to talk clearly, fluently and to express themselves without ambiguities; to listen with ease and understanding and to express clearly their thoughts **orally** and in **writing**. It also includes the ability to the **Listening, Speaking, Reading and Writing** in order to enrich their own lives and the lives of others.

This document serves to assist teachers to pace teaching, learning and assessment in Afrikaans, English, IsiXhosa and SeSotho Home Languages for Grades 1- 3, starting from Grade R in IsiXhosa and English First Additional Language (FAL) for Grade 3. A Work Schedule for term 4 has been developed in Learner Attainment Targets (LAT) documents. Integration of Assessment Standards has been done for the teachers. Planning accommodates Formal Assessment Tasks (FATs) and Learner Attainment Targets (LAT) as indicated in the Afrikaans, English, IsiXhosa, SeSotho Home Languages and First Additional Language (FAL) LAT documents available in all the Foundation Phase schools. Lesson plan exemplars can be adapted and refined so that they meet the needs and the context of the learner. The resources that are indicated are a guide. Teachers are at liberty to use other relevant material. The contact time for Literacy Learning Programme is 1 hour 50 minutes **daily** for **Grade 1**(10mins for FAL),1hr 50mins for **Grade 2** (20 mins for FAL) 2hours for **Grade 3** (30 mins for FAL). 5 hours 15 minutes **weekly** for the learners and 7 hours weekly for the teachers (1 hr 45 mins for preparations) according to FFL. All the aspects of Literacy have separate time on daily basis, for example **Drop All and Read** for 30 minutes. This time allocation for Literacy must be adhered to.



LESSON PLAN
LEARNING PROGRAMME: LITERACY (HL)

GRADE: 3 CONTENT IN CONTEXT: OUR COUNTRY SOUTH AFRICA
DURATION: 3 Weeks

Selected LO's and AS's	Learning Activities	Resources
<p>LO 1: LISTENING</p> <p>AS 1: Listens attentively and responds to an extended sequence of instruction to the learners' level</p> <p>AS 2: Demonstrates appropriate listening behaviour showing respect to the speaker, taking turns to speak, asking questions for clarification and summarising commenting on what has been heard.</p> <p>AS 4: Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding</p> <p>AS4.1 Listens for the topic or main idea</p> <p>AS 4.2 Listens for detail</p> <p>AS4.3 Predicts what will happen</p> <p>AS 4.4 Communicates back a sequence of events or ideas</p>	<p style="text-align: center;">DEMOCRACY AND OUR LEADERS</p> <p><u>A class election</u></p> <p>“Class I won’t be here for the following two days. Not all of you can go to the other class, there is not enough space for everybody. The classes are so small and there are so many learners. Ms Madisane will give you work to do. She won’t be able to be in your classroom the whole time, she has her own class.</p> <p>Therefore I want you to elect a class leader that will make sure that everything will be fine. You must think carefully who you want to elect. That leader will again choose a few learners to assist him/her. You are going to elect the leader yourselves, so then you must listen to the leader while I’m away.</p> <p>During break time learners are discussing the possible</p>	<p>Story books</p> <p>Reference books</p> <p>Information pamphlets</p> <p>Readers</p> <p>Phonic cards</p>

<p>AS 4.5 Answers questions about oral text</p> <p>AS 4.6 Expresses feelings about the text, giving reasons</p> <p>AS 4.7 Works out cause and effect in the oral texts</p> <p>As 4.8 Draws pictures to illustrate understanding of the oral text, and writes it in own words.</p> <p>AS 6 Listens to a speaker the learner cannot see (e. g. on the radio or over the intercom) and responds to questions and instructions.</p> <p>LO 2: SPEAKING:</p> <p>AS 1: Recounts personal experiences, and more general news events, and expresses feelings and opinions about it</p> <p>AS 2: Use languages imaginatively for fun and fantasy (eg. Telling jokes, creating own poems and code language)</p> <p>AS 5: Contributes to group and class discussions</p> <p>AS 5.1 Initiates topics in group discussion</p> <p>AS 5.2 Take turns and ask relevant questions</p> <p>AS 5.4 Shows sensitivity to the rights and feelings of others</p>	<p>candidates.</p> <p>“I think we must vote for Nabeel.”</p> <p>“I also like Nabeel, but I think Sindiswa is a better choice. She is clever and will be able to help us.”</p> <p>“Oh no! I don’t like her at all. What about Chris?’</p> <p>“Chris is too naughty, we will all be in trouble.”</p> <p>Sifiso goes to the girls and try to convince them to vote for him.</p> <p>“If you vote for me, I shall tell you stories everyday.”</p> <p>This is true. Sifiso can tell beautiful stories.</p> <p>“We can’t listen to Sifiso’s stories the whole day; Ms said that we must work.”</p> <p>“Mariaan said if we vote for her, she will bring a packet of sweets for everyone everyday to school.”</p> <p>‘Yes! Yes! I love sweets.”</p> <p>“This is nonsense, how will Mariaan be able to buy all those sweets?”</p> <p>The next day after break time the learners have to vote. Everybody receives a piece of paper and the learners have to write down the name of the learner he/she wants to be the class leader. Ms writes the names of those that appear on the pieces</p>	<p>Flash cards</p> <p>Magazines</p> <p>Newspapers</p>
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<p>AS 5.5 Summarises the group's work</p> <p>As 5.6 asks questions for clarity and information</p> <p>AS 5.7 answers questions and gives reasons for answers</p> <p>AS 5.8 gives constructive feedback to others</p> <p>AS 8: Engages in conversation as a social skill</p> <p>LO 3: READING AND VIEWING</p> <p>AS 2 Makes meaning of written text</p> <p>AS 2.1 Comments on a story or poem the learner has read and demonstrates understanding by answering questions:</p> <p>AS 2.1.1 Main idea</p> <p>AS2.1.2 key details such as main characters, sequence of events, setting cultural values</p> <p>AS 2.1.3 Cause and effect relations</p> <p>As 2.1.4 Conclusions (eg. What does the story/fable teach us)</p> <p>AS 2.2 Reads instructions to related to real life interests and needs</p> <p>AS 2.3 Reads a variety of fairly complex text, such as</p>	<p>of paper on the chalkboard. Ms counts the votes and Sifiso has the most votes. He elects Sindiswas and Thonga to help him.</p> <p>The next day the learners are alone, things are not going well. Thonga is fighting with all the boys. They can't do anything because he is the leader.</p> <p>"Why did we ever vote for Sifiso, because Thonga is his best friend and he is a real bully!"</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • Every school have leaders or prefects. • Why? • What role must they play? • Who elects them? • How are they been elected? • Why are they elected and not others? • How are the Head boy and Head girl elected? • What are the characteristics or a leader? • What happens if they are not good leaders? <p>Do a flow diagram together with these questions as captions.</p> <ul style="list-style-type: none"> • Every country needs leaders. • Use the previous flow diagram to illustrate how the leaders of our country are being elected. • Discuss the following concepts: 	
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<p>fiction and non-fiction books, tables of content and indexes</p> <p>AS 3 Reads texts alone, and uses a variety of strategies to make meaning:</p> <p>AS 3.1 Reads a printed text fluently and with understanding</p> <p>AS 3.1.1 Pronounces words with accuracy when reading aloud</p> <p>AS 3.1.2 Reads aloud with expression, using appropriate stress, pausing and intonation</p> <p>AS 3.1.3 Uses word recognition and comprehension skills to read unfamiliar text (E.g. Phonics, contextual cues, predicting)</p> <p>AS 3.1.4 Uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it aloud</p> <p>AS 5 Reads for information and enjoyment:</p> <p>As 5.1 chooses fiction and non-fiction books and says what was liked and not liked about them;</p> <p>AS 5.3 reads different kinds of texts (e. g. comics, magazines, newspapers)</p>	<p>Democracy</p> <p>Voters</p> <p>Parties</p> <p>Nominations</p> <p>Candidates</p> <p>Vote</p> <p>Ballot</p> <p>Ballot-box</p> <p>Results</p> <ul style="list-style-type: none"> • Write new words on the chalkboard. • Learners must write meaningful sentences. <p>ELECTIONS</p> <p>Today is voting day. People are voting at Isak's school, that is why the learners are staying at home.</p> <p>Although Isak doesn't have to go to school, he decides to go with his parents when they are going to his school. He doesn't want to go, but his parents don't want to leave him alone at home.</p> <p>They have to stand in a queue in front of the hall. Everyone is</p>	
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<p>AS 5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;</p> <p>AS 5.7 identifies and finds information sources (e. g. community members, library books).</p> <p>LO 4: WRITING</p> <p>AS 1: Use pre-writing strategies</p> <p>AS 1.1: Uses pre-writing strategies to gather information and choose a topic</p> <p>(eg. Brainstorming, free writing, talking with friends, visual images)</p> <p>AS 1.2: Begins to plan writing</p> <p>AS 2: Drafts a piece of writing for different purposes</p> <p>AS 2.1 Selects to suit the purpose and audience (e.g. Diary entry to feelings about an event)</p> <p>AS 2.2 Writes a selection of short texts for different purposes (eg. One- two paragraph stories, simple book reviews, recipes, letters, dialogues, instructions)</p> <p>AS 2.3 Where appropriate, writes the title that reflects the content</p> <p>AS 3: Revises own writing</p>	<p>talking about the candidates. Some meet some of the candidates. There are lots of posters everywhere.</p> <p>When they reach the front of the queue, a man drips ink onto his parents' thumbs. He's not allowed to have that; he is still too young to vote. Everybody gets only one chance to vote.</p> <p>His parents are gong into separate cubicles to vote. Nobody knows for whom you have voted.</p> <ul style="list-style-type: none"> • Learners listen for new words, every time they hear a new word, they clap their hands once. • They identify the word and the teacher writes it on the chalkboard. • After that, learners again read the new words. • Write the words in the dictionaries. • Learners do worksheet in their class work books. <p>FILL IN THE MISSING LETTERS:</p> <p>Our country is South Africa.</p> <p>It is one of the most beautiful countries in the worl... We also have a presiden...</p> <p>He sometimes wears a ha...</p> <p>He walks on a re... carpe... when he goes to parliamen...</p> <p>He greets the people by han...</p> <p>The presiden... and the ministers form the cabine...</p>	
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<p>AS 3.1 Discusses own and others' writing to get or give feedback</p> <p>AS 3.2 Edits own writing (eg. deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation)</p> <p>AS 3.3 Revises own writing after getting feedback from others.</p> <p>AS 4: Publishes own writing</p> <p>AS 4.1 shares work with others by reading it aloud and /or displaying it in the classroom</p> <p>AS 4.2 : Shares writing with intended audience, such as family or friends (eg. Letters, messages, instructions)</p> <p>AS 4.3 Makes own books and contributes to class anthologies</p> <p>AS 5 Builds vocabulary and spells words independently;</p> <p>AS 5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;</p> <p>AS 5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.</p>	<p>The presiden... works very har...</p> <p>He has a good hear...</p> <ul style="list-style-type: none"> • Words from this passage are given to learners to write down the synonyms and the antonyms. <p>NATIONAL SYMBOLS</p> <ul style="list-style-type: none"> • Show pictures of a R1-coin and a photo of a Springbuck player; a 20c-coin and a photo of a Protea cricket player. • Show a 5c-coin. • Ask what learners still remember from what they learned in Grade 2 • The flag, the coat of arms and the national anthem are unique. • Why is the national anthem in more than one language? • Do you still remember who wrote 'Nkosi Sikelel'iAfrika'? 	
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AS 6 Uses appropriate grammatical structures and writing conventions;

AS 6.1 begins to group sentences into paragraphs;

AS 6.2 uses punctuation appropriately (e. g. capital letters, full stops, question marks, commas, apostrophes, exclamation marks).

As 7 Writes legibly:

AS 7.1 writes with ease and increasing speed as a result of frequent practice;

AS 7.2 completes a writing task within a set time.

LO 5: THINKING AND REASONING

AS 2: Uses language to think and reason

AS 2.1: Understands and uses language for logic and reasoning (eg. Cause and effect, drawing conclusions).

AS 3: Uses language to investigate and explore

As 3.1 Ask questions for clarification, searches for explanation, suggest alternative (eg “If I do this, then” “What about?” “We could try”)

As 3.4 Uses simple strategies for getting information.

- Put pictures of our national symbols on the board.
- Show the learners a map of South Africa.
- Show learners where our province is.
- Show learners where all the other provinces are.
- Look on the map where the town/city is where you are staying.
- Indicate on the map where these national symbols originally come from:

Springbuck	Kalahari
Protea	Western Cape
Yellowwood Tree	Tsitsikamma
Bluecrane	Karoo
Galjoen	Atlantic Ocean

<p>As 3.4.1 Ask relevant questions</p> <p>As 3.4.2 carries out interviews and surveys;</p> <p>AS 3.4.3 does library searches (with the help of an adult or other learner)</p> <p>AS 3.6 summarises information and presents it in an appropriate and interesting way.</p> <p>AS 4 Process information;</p> <p>AS 4.1 records and organises information in different ways</p> <p>AS 4.1.1 selects information and takes notes;</p> <p>AS 4.1.3 constructs tables, diagrams, charts and flowcharts.</p> <p>LO 6: LANGUAGE STRUCTURE AND USE</p> <p>AS 1: Relates sounds to letters and words</p> <p>AS 1.1: uses phonics to read and spell more difficult words</p> <p>AS 2: Works with words</p> <p>AS 2.1: uses some spelling rules to spell correctly</p> <p>AS 2.4: identifies and uses more synonyms and antonyms</p>	<ul style="list-style-type: none"> • <i>Concentrate on the following</i> <p>Capital letters</p> <p>Names of the provinces</p> <p>Name of your town/city</p> <p><i>Fill in the question and exclamation marks:</i></p> <ul style="list-style-type: none"> • How old was Mandela when his father died • Hoe long was he in jail • Be careful here comes the police • Did Mandela work in a mine • Go away You are no allowed to come here <p><i>Write the following sentences in the negative form:</i></p> <ul style="list-style-type: none"> • South Africa has five provinces. • Port Eizabeth is in Gauteng. • The Kudu is a national symbol of our country. • You can vote more than once in a national election. 	
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<p>AS 3 Work with sentences</p> <p>AS 3.1: Identifies subject, verb and object in a sentence.</p> <p>AS 3.2: uses subject-verb agreement correctly.</p> <p>AS 3.3: uses connecting words to express cause and effect (eg I don't like her because she is rude)</p> <p>AS 3.4: uses more complex tences (eg. Present, perfect, progressive in English – "I have been learning Xhosa for three years")</p> <p>AS 3.5: Uses a variety of sentence types (questions, statements and commands)</p> <p>AS 3.6: Identifies correctly uses nouns, pronouns (me, her, him,etc) adjectives, verbs, adverbs and prepositions</p> <p>AS 3.7: Uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng –eg I'm, can't</p> <p>AS 4: Works with texts :</p> <p>AS 4.1: Links sentences to form paragraphs, maintaining consistency in use of tenses</p> <p>AS 5: Develop critical language awareness</p>		
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AS 5.1: Explores the way class uses slang, with whom and for what purposes		
REFLECTIONS		

SUMMARY OF FORMAL ASSESSMENT TASKS

GRADE 3

FOURTH TERM

TASK 1	TASK 2	TASK 3	TASK 4
LO 1 AS 4 LO 2 AS 5	LO 3 AS 3 LO 5 AS 2 LO6 AS 2	LO 1 AS 4 LO 1 AS 6 LO 2 AS 2	LO 4 AS 2 LO 4 AS 6 LO 4 AS 7 LO 5 AS 3 LO 5 AS 4

			LO 6 AS 6
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LESSON PLAN
LEARNING PROGRAMME: LITERACY (HL)

GRADE: 3 CONTENT IN CONTEXT: DIFFERENT RELIGIONS DURATION: 2 WEEKS

Selected LO's and AS's	Learning Activities	Resources
LO 1: LISTENING	Learners go and do research to have interviews with people of	

<p>AS 1: Listens attentively and responds to an extended sequence of instruction to the learners' level</p> <p>AS 2: Demonstrates appropriate listening behaviour showing respect to the speaker, taking turns to speak, asking questions for clarification and summarising commenting on what has been heard.</p> <p>AS 4: Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding</p> <p>AS4.1 Listens for the topic or main idea</p> <p>AS 4.2 Listens for detail</p> <p>AS4.3 Predicts what will happen</p> <p>AS 4.4 Communicates back a sequence of events or ideas</p> <p>AS 4.5 Answers questions about oral text</p> <p>AS 4.6 Expresses feelings about the text, giving reasons</p> <p>AS 4.7 Works out cause and effect in the oral text</p> <p>AS 4. 8 Draws pictures to illustrate understanding of the oral text, and writes it in own words.</p> <p>AS 5 Listens, enjoys and responds appropriately to riddles and jokes.</p>	<p>different religion.</p> <p>Samuel: "My name is Samuel. May I Ask you a few questions about your religion?"</p> <p>Jenny: "My name is Jenny. You may ask me questions."</p> <p>Samuel: : "To what religion do you belong?"</p> <p>Jenny: "I am a Christian; I read the Bible and live according to the ten commandments."</p> <p>Samuel: "Do you have any symbols in your religion?"</p> <p>Jenny: "Yes. Jesus died on the cross for our sins; therefore the cross is very important."</p> <p>Samuel: "Do you wear specific clothes?"</p> <p>Jenny: "No we don't wear specific clothes."</p> <p>Samuel: "Is their any special day of the week for the Christian?"</p> <p>Jenny: "Yes we go to church on Sunday to listen to the message the minister brings us."</p> <p>Samuel: "What special days are you celebrating?"</p>	<p>Story books</p> <p>Reference books</p> <p>Information</p> <p>Pamphlets</p> <p>Dictionaries</p> <p>Newspapers</p> <p>Magazines</p> <p>Flashcards</p> <p>Phonic cards</p>
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AS 6 Listens to a speaker the learner cannot see (e. g. the radio or over the intercom) and responds to questions and instructions.

LO 2: SPEAKING:

AS 1: Recounts personal experiences, and more general news events, and expresses feelings and opinions about it

AS 5: Contributes to group and class discussions

AS 5.1 Initiates topics in group discussion

AS 5.2 Take turns and ask relevant questions

AS 5.3 Suggests or elaborate on ideas

AS 5.4 Shows sensitivity to the rights and feelings of others

AS 5.5 summarises the group's work

As 5.6 asks questions for clarity and information

AS 5.7 answers questions and gives reasons for answers

AS 5.8 gives constructive feedback to others

AS 8: Engages in conversation as a social skill

LO 3: READING AND VIEWING

Jenny: "Good Friday, Easter Monday, Christmas and Ascension Day. On Christmas day we visit our friends and family and exchange gifts. This is to remind us about the birth of Christ."

Samuel: "Is there any specific food that you must eat?"

Jenny: " We don't follow a specific diet, but over Easter we eat hot cross buns and Easter eggs to remind us that Jesus died for our sins on the cross."

Samuel: "Thanks a lot, Jenny. Now I know a lot more about your religion."

Jenny: "It was a pleasure speaking to you, Sameul!"

Interviews *must be done with different religions.*

Learners can compile diagrams to compare the different religions:

	Diet	Clothes	Symbols
Christian	Easter eggs Hot cross buns	No specific clothes	Cross

<p>AS 2 Makes meaning of written text</p> <p>AS 2.1 Comments on a story or poem the learner has read and demonstrates understanding by answering questions:</p> <p>AS 2.1.1 Main idea</p> <p>AS2.1.2 key details such as main characters, sequence of events, setting cultural values</p> <p>AS 2.1.3 Cause and effect relations</p> <p>As 2.1.4 Conclusions (eg. What does the story/fable teach us)</p> <p>AS 2.2 Reads instructions to related to real life interests and needs</p> <p>AS 2.3 Reads a variety of fairly complex text, such as fiction and non-fiction books, tables of content and indexes</p> <p>AS 3; Reads texts alone, and uses a variety of strategies to make meaning:</p> <p>AS 3.1 Reads a printed text fluently and with understanding</p> <p>AS 3.1.1 Pronounces words with accuracy when reading aloud</p>	Muslim	Halaal No pork	Men wear “fes” Women cover their faces	Moon and a star	
	Jews	Kosher food	Men wear a ‘yarmelka’ on their heads and a cloak round their shoulders	‘Menora’(a chandelier) and the Star of David	
	Hindu,	Vegetarian food, no eggs or fish	Women wear a sari and a Tilaka (red dot on the forehead)	‘Om’ sign	
<p>Also read other stories to learners.</p> <p><u>Holy days and holidays</u></p>					

<p>AS 3.1.2 Reads aloud with expression, using appropriate stress, pausing and intonation</p> <p>AS 3.1.3 Uses word recognition and comprehension skills to read unfamiliar text (Eg. Phonics, contextual cues, predicting)</p> <p>AS 3.1.4 Uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it aloud</p> <p>AS 5 Reads for information and enjoyment:</p> <p>As 5.1 chooses fiction and non-fiction books and says what was liked and not liked about them;</p> <p>AS 5.3 reads different kinds of texts (e. g. comics, magazines, newspapers)</p> <p>AS 5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;</p> <p>AS 5.7 identifies and finds information sources (e. g. community members, library books).</p> <p>LO 4: WRITING</p> <p>AS 1: Use pre-writing strategies</p> <p>AS 1.1: Uses pre-writing strategies to gather information and choose a topic</p>	<p>“Where have you been yesterday, Herschelle? I waited for you at the gate. Why didn’t you come to school?”</p> <p>John asked.</p> <p>“Yesterday was a holiday.” Herschelle replies.</p> <p>“No, it can’t be, everybody was in the class, except for you.”</p> <p>“No really! It was Rosh Hashannah.”</p> <p>“You are on holiday and we must sit in the classroom. What is this Rosh Hashannah in any case?”</p> <p>It is our Jewish New year. It means the birth of the world. On that day the Jews decide on good things what they are going to do in the new year. We exchange gifts and eat nice sweet things.”</p> <p>“Did you bring something for me?”</p>	
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<p>(eg. Brainstorming, free writing, talking with friends, visual images)</p> <p>AS 1.2: Begins to plan writing reflects the content</p> <p>AS 3: Revises own writing</p> <p>AS 3.1 Discusses own and others' writing to get or give feedback</p> <p>AS 3.2 Edits own writing (eg. deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation)</p> <p>AS 3.3 Revises own writing after getting feedback from others.</p> <p>AS 4: Publishes own writing</p> <p>AS 4.1 shares work with others by reading it aloud and /or displaying it in the classroom</p> <p>AS 4.3 Makes own books and contributes to class anthologies</p> <p>AS 5 Builds vocabulary and spells words independently;</p> <p>AS 5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;</p>	<p>Herschell laughs. "Yes, I brought you some sweets and biscuits. Don't you have holy days?"</p> <p>"Of course, Good Friday is the day when we are reminded that Jesus died for our sins on the cross. There is also Ascension Day and Christmas Day."</p> <p>"Christmas is a very special day for the Christians, is that true?" asks Ashaya, who just joined them.</p> <p>"Yes, this is when we celebrate the birth of Christ. We exchange gifts. My mother says it is because Jesus taught us to love and not to hate."</p> <p>"This is exactly what Yom Kippur is about. This is the day that we make peace with everyone. This is the most important day in the lives of the Jews," Herschelle replies.</p> <p>"When it is Ramadan the adults fast for thirty days. They don't eat or drink anything from sunrise to sunset. They pray for the people that are hungry and poor. We thank Allah for everything and we give money to those who don't have." replies Ashaya</p>	
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AS 5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.

AS 6 Uses appropriate grammatical structures and writing conventions;

AS 6.1 begins to group sentences into paragraphs;

AS 6.2 uses punctuation appropriately (e. g. capital letters, full stops, question marks, commas, apostrophes, exclamation marks).

As 7 Writes legibly:

AS 7.1 writes with ease and increasing speed as a result of frequent practice;

AS 7.2 completes a writing task within a set time.

LO 5: THINKING AND REASONING

AS 2: Uses language to think and reason

AS 2.1: Understands and uses language for logic and reasoning (eg. Cause and effect, drawing conclusions).

AS 3: Uses language to investigate and explore

As 3.4 Uses simple strategies for getting information.

As 3.4.1 Ask relevant questions

John is shocked. "So you have thirty more days holiday."

"No man! We are going to school and our parents are going to work. Ramadan is very important for us as Muslims."

- Ask questions to test learners understanding.
- Divide the learners into groups and let each group write sentences on a specific religion.
- Emphasise the importance of punctuation.
- The groups give feedback to the class.
- Publish this group work and put it in the reading corner.
- Learners can also perform a drama.

As 3.4.2 carries out interviews and surveys;

AS 3.4.3 does library searches (with the help of an adult or other learner)

AS 3.6 summarises information and presents it in an appropriate and interesting way.

AS 4 Process information;

AS 4.1 records and organises information in different ways

AS 4.1.1 selects information and takes notes;

AS 4.1.3 constructs tables, diagrams, charts and flowcharts.

LO 6: LANGUAGE STRUCTURE AND USE

AS 1: Relates sounds to letters and words

AS 1.1: uses phonics to read and spell more difficult words

AS 2: Works with words

AS 2.1: uses some spelling rules to spell correctly

AS 3 Work with sentences

AS 3.2: uses subject-verb agreement correctly.

- Learners write new word in their dictionaries

<p>AS 4: Works with texts :</p> <p>AS 4.1: Links sentences to form paragraphs, maintaining consistency in use of tenses</p> <p>AS 5: Develop critical language awareness</p> <p>AS 5.1: explores the way class uses slang, with whom and for what purposes</p>		
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LESSON PLAN
LEARNING PROGRAMME: LITERACY (HL)

Selected LO's and AS's	Learning Activities	Resources
<p>LO 1: LISTENING</p> <p>AS 1: Listens attentively and responds to an extended sequence of instruction to the learners' level</p> <p>AS 2: Demonstrates appropriate listening behaviour showing respect to the speaker, taking turns to speak, asking questions for clarification and summarising commenting on what has been heard.</p> <p>AS 4: Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding</p> <p>AS4.1 Listens for the topic or main idea</p> <p>AS 4.2 Listens for detail</p> <p>AS4.3 Predicts what will happen</p> <p>AS 4.4 Communicates back a sequence of events or ideas</p> <p>AS 4.5 Answers questions about oral text</p> <p>AS 4.6 Expresses feelings about the text, giving reasons</p>	<p>Read stories to learners about acts of heroism, e. g. :</p> <p>Wolraad Woltemade</p> <p>Racheltjie de Beer</p> <p>The story of Nelson Mandela</p> <p><u>A modern hero</u></p> <p>Carol is very proud of her cousin, Cashes. When she's going back to school she will make sure that the teachers and all the learners will hear of Cashes' heroic deed; he saved Carol's life. It happened like this:</p> <p>On a day in September 1998 Carol and Cashes were on their way home from school. They are not only cousins, but also best friends. When they walked past the big gravel pit, Cashes suggested that they must look how much water there is in the pit.</p> <p>Carol was scared to look down the pit, because it is very deep pit. She reminded Cashes to be very careful, but the next moment she lost her balance and fell into the pit. She fell on a big rock and immediately blood was streaming from the wound</p>	<p>Story books</p> <p>Readers</p> <p>Information brochures</p> <p>Dictionaries</p> <p>Reference books</p> <p>Flashcards</p> <p>Newspapers</p> <p>Pamphlets</p> <p>Magazines</p> <p>Work books</p> <p>Chalkboard</p> <p>Pencils</p> <p>Worksheets</p>

<p>AS 4.7 Works out cause and effect in the oral text</p> <p>LO 2: SPEAKING:</p> <p>AS 1: Recounts personal experiences, and more general news events, and expresses feelings and opinions about it</p> <p>AS 5: Contributes to group and class discussions</p> <p>AS 5.1 Initiates topics in group discussion</p> <p>AS 5.2 Take turns and ask relevant questions</p> <p>AS 5.3 Suggests or elaborate on ideas</p> <p>AS 5.4 Shows sensitivity to the rights and feelings of others</p> <p>AS 5.5 summarises the group's work</p> <p>As 5.6 asks questions for clarity and information</p> <p>AS 5.7 answers questions and gives reasons for answers</p> <p>AS 5.8 gives constructive feedback to others</p> <p>AS 8: Engages in conversation as a social skill</p> <p>LO 3: READING AND VIEWING</p>	<p>on her head. She didn't realise that both her legs were broken.</p> <p>Cashes was in a state of shock. There was nobody nearby and he didn't know what to do to help Carol. Carol was not moving – he knew he had to help her. Without thinking, he jumped down the pit. When he was sure that Carol was still alive, he tried to speak to her, assuring her that he will go and seek for help. He was in pain, because he also hurt his leg when he jumped down the pit.</p> <p>With a lot of effort he managed to get out of the pit. When he reached the top again, he saw a man walking and shouted for help. After being told what happened, the man slowly climbed down the pit, picked Carol up and carried her to the nearby tar road. Cashes was in a lot of pain, but he followed the man.</p> <p>Cashes couldn't believe his eyes! One of his teachers was driving down the road and stopped when she saw them. She immediately took them to the doctor and informed their parents about the accident.</p> <p>After four days in hospital and arms in plaster of Paris, she could only smile and thank Cashes for saving her life. He is a real hero!</p> <ul style="list-style-type: none"> • The teacher puts the four letters 'o, h, r,e' on the chalkboard. • Learners must shuffle these letters to form the word, 'hero'. • What is a hero? • Discuss the characteristics of a hero, e. g. helpfulness, 	
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<p>AS 2 Makes meaning of written text</p> <p>AS 2.1 Comments on a story or poem the learner has read and demonstrates understanding by answering questions:</p> <p>AS 2.1.1 Main idea</p> <p>AS2.1.2 key details such as main characters, sequence of events, setting cultural values</p> <p>AS 2.1.3 Cause and effect relations</p> <p>As 2.1.4 Conclusions (eg. What does the story/fable teach us)</p> <p>AS 2.2 Reads instructions to related to real life interests and needs</p> <p>AS 2.3 Reads a variety of fairly complex text, such as fiction and non-fiction books, tables of content and indexes</p> <p>AS 3; Reads texts alone, and uses a variety of strategies to make meaning:</p> <p>AS 3.1 Reads a printed text fluently and with understanding</p> <p>AS 3.1.1 Pronounces words with accuracy when reading aloud</p>	<p>honest, loyal, courageous, perseverance, sincere</p> <ul style="list-style-type: none"> • Learners must look if they can pick up these characteristics in the story. • <p>Class discussion:</p> <ul style="list-style-type: none"> • Ask learners who their heroes are. • Learners must motivate why they regard these people as their heroes. • Learners page through magazines, newspapers, etc. to look for a picture of the person they regard as their hero. • Discuss the learners' choices. • Paste these pictures onto big sheets of paper. • Learners write a small article about their heroes. • Choose a story to about a heroic deed to dramatise. <p>Learners must fill in the missing letters:</p> <p>One man that die..., because he fought... against aparthei..., is Steve Biko.</p> <p>He wante... to become a doctor. While he was a studen..., he spoke a lot agains... aparthei...he motivate...people to figh...for their freedom.</p> <p>He was only thirty one years ol... when he die...The people did not forge... him.</p> <ul style="list-style-type: none"> • Select appropriate reading lessons. • Apply spelling rules. • Flash phonics – learners look for that in the reading lesson. 	
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<p>AS 3.1.2 Reads aloud with expression, using appropriate stress, pausing and intonation</p> <p>AS 3.1.3 Uses word recognition and comprehension skills to read unfamiliar text (eg. Phonics, contextual cues, predicting)</p> <p>AS 3.1.4 Uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it aloud</p> <p>AS 5 Reads for information and enjoyment:</p> <p>As 5.1 chooses fiction and non-fiction books and says what was liked and not liked about them;</p> <p>AS 5.3 reads different kinds of texts (e. g. comics, magazines, newspapers)</p> <p>AS 5.4 develops vocabulary by using a dictionary and keeping a personal dictionary;</p> <p>AS 5.5 uses the table of contents, index, keywords, headings, captions and page numbers to find the information;</p> <p>AS 5.6 plays word games that draw on reading, vocabulary knowledge and skills;</p> <p>AS 5.7 identifies and finds information sources (e. g.</p>	<ul style="list-style-type: none"> • They read sight words. • Flash five words, learners must read these words softly. • Repeat but take one word away. • Learners must name this word. • Learners must also write this word down. <ul style="list-style-type: none"> • <i>Invite role models from the community to come to school to speak to the learners.</i> <p><u>Eleven languages in my country</u></p> <p>I feel so sorry for people in other countries that speaks only one language.</p> <p>Because here in South Africa, we speak eleven, my friend!</p> <p>There's Sephedhi, Sesotho, Setswana, also Siswati and Tsivenda.</p> <p>There's Afrikaans, English and isiXhosa isiZulu, isiNdebele and Xitsonga. Because I feel so sorry for people in other countries</p>	
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community members, library books).

LO 4: WRITING

AS 1: Use pre-writing strategies

AS 1.1: Uses pre-writing strategies to gather information and choose a topic

(eg. Brainstorming, free writing, talking with friends, visual images)

AS 1.2: Begins to plan writing reflects the content

AS 3: Revises own writing

AS 3.1 Discusses own and others' writing to get or give feedback

AS 3.2 Edits own writing (eg. deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation)

AS 3.3 Revises own writing after getting feedback from others.

AS 4: Publishes own writing

AS 4.1 shares work with others by reading it aloud and /or displaying it in the classroom

AS 4.3 Makes own books and contributes to class

that speaks only one language.

Because here in South Africa,
we speak eleven my friend!

My country, South Africa

South Africa – here I stay

Because this is a wonderful place.

The sea, the Kruger National Park and Table Mountain,
here is something for everyone - big and small.

Braavleis, pap and sunny skies,
it is better here than anywhere.

In America, London and especially Egypt,

I don't want to stay,

Because who wants to ride a camel?

- Compare the cultures of other countries with that of South Africa.

anthologies

AS 5 Builds vocabulary and spells words independently;

AS 5.2 experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;

AS 5.5 uses knowledge of phonics and spelling rules to write unfamiliar words.

AS 6 Uses appropriate grammatical structures and writing conventions;

AS 6.1 begins to group sentences into paragraphs;

AS 6.2 uses punctuation appropriately (e. g. capital letters, full stops, question marks, commas, apostrophes, exclamation marks).

As 7 Writes legibly:

AS 7.1 writes with ease and increasing speed as a result of frequent practice;

AS 7.2 completes a writing task within a set time.

LO 5: THINKING AND REASONING

AS 2: Uses language to think and reason

- Let learners go and do research about their cultures.
- Have a cultural day at school.
- Learners can write stories, create their own books and exhibit it in the reading corner.

AS 2.1: Understands and uses language for logic and reasoning (eg. Cause and effect, drawing conclusions).

AS 3: Uses language to investigate and explore

As 3.4 Uses simple strategies for getting information.

As 3.4.1 Ask relevant questions

As 3.4.2 carries out interviews and surveys;

AS 3.4.3 does library searches (with the help of an adult or other learner)

AS 3.6 summarises information and presents it in an appropriate and interesting way.

LO 6: LANGUAGE STRUCTURE AND USE

AS 1: Relates sounds to letters and words

AS 1.1: uses phonics to read and spell more difficult words

AS 2: Works with words

AS 2.1: uses some spelling rules to spell correctly

AS 3 Work with sentences

AS 3.2: uses subject-verb agreement correctly.

- Use a reading lesson to explain the apostrophe 's'
- Learners must do a worksheet

<p>AS 3.3: uses connecting words to express cause and effect (eg I don't like her because she is rude)</p> <p>AS 3.4: uses more complex tences (eg. Present, perfect, progressive in English – "I have been learning Xhosa for three years")</p> <p>AS 3.5: Uses a variety of sentence types (questions, statements and commands)</p> <p>AS 3.6: Identifies correctly uses nouns, pronouns (me, her, him,etc) adjectives, verbs, adverbs and prepositions</p> <p>AS 3.7: Uses punctuation correctly (exclamation marks, apostrophes in contractions in Eng –eg I'm, can't</p> <p>AS 4: Works with texts :</p> <p>AS 4.1: Links sentences to form paragraphs, maintaining consistency in use of tenses</p> <p>AS 5: Develop critical language awareness</p> <p>AS 5.1: explores the way class uses slang, with whom and for what purpose</p>		
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