

**GRADE 4**

**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**

<b>MANAGEMENT NOTES</b>	5
Materials and Resources Provided	5
Cycle Routine	6
Cycle Preparation	7
Themes and Reading Schedule	8
Term 2 Programme of Assessment	9
EFAL Theme Display	11
<b>CORE METHODOLOGIES</b>	12
Phonics Review	11
Listening Lessons	12
Speaking Lessons	14
Oral Activities	15
1. Oral Activities: Song / Rhyme / Poem	15
2. Oral Activities: Theme Vocabulary	15
3. Oral Activities: The Question of the Day	16
Shared Reading & Teaching the Comprehension Skill	19
Pre-Read	20
First Read	21
Second Read	21
Teach the Comprehension Skill	22
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	32
Writing	33
Teach the Genre	33
Plan the writing	33
LSC and Drafting	33
Editing and Presenting	33
Writing Strategies	34
<b>LESSONS</b>	35
Week 1 - Misunderstandings	37
Week 2 - Misunderstandings	59
Week 3 - Going Shopping	76
Week 4 - Going Shopping	97
Week 5 - Incredible Insects	115
Week 6 - Incredible Insects	134
Week 7 - Butterflies	154
Week 8 - Butterflies	174
Week 9 - Assessment	190
Week 10 - Assessment	190

# LEARNING OUTCOMES

## Term 2 Learning Outcomes

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

### Listening & Speaking

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

private	conversation	overhear	overheard	misunder- standing	nosy
message	beware	curious	confused	urgent	fluent
fluently	accident	accidentally	corrected	country	heat
holiday	Valentine's Day	code	competition	onlooker	prize
collected	donate	advertisement	compart- ments	stylish	organised
available	expensive	cheap	exhausted	relaxed	dreamed
starving	fridge	cupboard	addiction	credit card	insect
fascinated	expert	crime	intelligent	thorax	abdomen
antennae	microscope	magnifying glass	sting	beehive	pollen
snail	slimy	sickness	creature	beetle	pincers
concentrate	judgemental	judge	peered	cocoon	wriggling
identical	caterpillar	fuzzy	flapping	graceful	magical
miserable	species	hatch	unique	pattern	life cycle
attach	stage	usually			

### 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	

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

ran	towards	fast	laugh	help	could
thought	since	meant	answer	different	usually
finally	going	herself	quietly	woke	bought
himself	can't	don't	who	with	use
type	because	female	around	instead	being
scared	people	interesting	weight	notice	fight

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

### My mother's old friend

My mother was friends with a very old lady in her village, Mrs Gumede. Mrs Gumede was sick and in bed. On Thursday, my mother was worried. She had not seen Mrs Gumede since Monday.

'Thabo, I am worried,' my mother said to me. 'Go and find out how old Mrs Gumede is.'

So, I went to Mrs Gumede's house to see her. When I got back, my mother met me at the door. 'And?' asked mother. 'What did Mrs Gumede say?'

'She was angry,' I answered. 'Mrs Gumede said it is none of your business how old she is. She wants to know when you are going to see her.'

'Haibo Thabo!' said my mother. 'You are a silly boy! I told you to see how Mrs Gumede is feeling!'

## 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 2 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. For the last two weeks of Term 2, you will be doing formal assessments.
Term 2 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 2 Resource Pack	1	The resource pack includes all the flashcard words and theme vocabulary illustrations required. It now also includes some 'Phonics Reading Worksheets' that may be used with learners who are struggling to read. 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 2 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
<b>L&amp;S / LSC</b> THEME INTRO ORAL ACTIVITIES	<b>L&amp;S</b> SPEAKING ACTIVITY	<b>L&amp;S / LSC</b> ORAL ACTIVITIES	<b>R&amp;V</b> SHARED READING: SECOND READ	<b>R&amp;V</b> SHARED READING: POST-READ
<b>L&amp;S</b> LISTENING ACTIVITY	<b>R&amp;V</b> PHONICS REVIEW SHARED READING: PRE-READ	<b>R&amp;V / LSC</b> SHARED READING: FIRST READ LSC IN CONTEXT	<b>R&amp;V</b> TEACH COMPREHENSION STRATEGY	<b>W&amp;P</b> TEACH THE GENRE
MONDAY / DAY 1	TUESDAY / DAY 2	WEDNESDAY / DAY 3	THURSDAY / DAY 4	FRIDAY / DAY 5
<b>W&amp;P</b> PLAN WRITING	<b>L&amp;S</b> ORAL ACTIVITIES	<b>W&amp;P / LSC</b> TEACH LSC DRAFT WRITING	<b>L&amp;S</b> ORAL ACTIVITIES	<b>W&amp;P</b> EDIT & PRESENT WRITING
<b>R&amp;V</b> GROUP GUIDED READING & COMPREHENSION	<b>R&amp;V</b> GROUP GUIDED READING & COMPREHENSION	<b>R&amp;V</b> GROUP GUIDED READING & COMPREHENSION	<b>R&amp;V</b> GROUP GUIDED READING & COMPREHENSION	<b>R&amp;V</b> GROUP GUIDED READING & COMPREHENSION

L&S: 2 HOURS; LSC: 1 HOUR, R&V: 5 HOURS; W&P: 2 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.
  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.
  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	LITERATURE TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	Misunderstandings	DBE Workbook 1 page 104: <i>Frog and Crow get the wrong message</i>	A Private Conversation	Week 2 Worksheet
2				
3	Going Shopping	DBE Workbook 1 page 92: Buying a Backpack	Vuyo Tshabalala (45) Wins Shopping Prize	Week 4 Worksheet
4				
5	Incredible Insects	DBE Workbook page 112: What do insects look like?	Bernard Greenberg	Week 6 Worksheet
6				
7	Butterflies & Assessment	DBE Workbook 1 page 128: Butterflies flutter by	Judgemental Judy	Week 8 Worksheet
8				
9	ASSESSMENT WEEKS			
10				

## Term 2 Programme of Assessment

1. There are three formal assessment tasks for Grade 4 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 4 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	<b>Paper 1</b> 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	<b>Paper 2</b> Literary / non-literary text comprehension	15	9	ASSESSMENT WEEK		
	Visual text comprehension	10				
	Summary writing	5				
	Language Structures and Conventions in Context	10				
Total		90				

## 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.
3. Every two weeks, please stick up the **theme heading**, the **theme vocabulary words**, and the **theme vocabulary illustrations**.
4. You can also stick up **pictures and magazine or newspaper articles** that relate to the theme.
5. You may also want to create a **theme table** with **real objects or items** that relate to the theme.
6. Once you have taken down a set of words, either file them or create a 'word wall' in your classroom for learners to refer to.
7. 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'

- a. total physical response.
- b. 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...**

<b>India</b>	<b>the USA</b>	<b>Ethiopia</b>

## 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:

- Count the number of crosses in each column.
- Write the total number at the bottom of each column.
- Ask learners to identify where most learners would like to travel to.
- 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 (For predicting with pictures)	<ol style="list-style-type: none"> <li>1. Look at the picture.</li> <li>2. Ask learners: What do you think is happening here?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples (For predicting with pictures)	<ol style="list-style-type: none"> <li>1. What do you think is happening here?</li> <li>2. How do you think this character feels? Why?</li> <li>3. What do you think you will see in the next picture?</li> </ol>

Steps (For predicting with text)	<ol style="list-style-type: none"> <li>1. Read a page of text.</li> <li>2. Ask learners: What do you think happens next?</li> <li>3. Let learners think about the question.</li> <li>4. If learners cannot answer, give an example answer to the question.</li> </ol>
Examples (For predicting with text)	<ol style="list-style-type: none"> <li>1. What do you think happens next?</li> <li>2. What do you think this character does next?</li> <li>3. How do you think this story ends?</li> </ol>
<b>Strategy 2: Visualise</b>	
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"> <li>1. Read the text on the page.</li> <li>2. Say: Now we are going to visualise the story as if we were watching a movie.</li> <li>3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind.</li> <li>4. Read the text again.</li> <li>5. Tell learners what you visualised. (Model the skill.)</li> <li>6. Ask learners: What did you see? (What happened in your movie?)</li> <li>7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. I visualised....</li> <li>2. What did you visualise? What happened in your movie?</li> </ol>
<b>Strategy 3: Search the text</b>	
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"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question about the information in the text, like: What did x do?</li> <li>3. Let learners answer the question.</li> <li>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.</li> </ol>
Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• When?</li> <li>• Where?</li> <li>• Name...</li> <li>• List...</li> <li>• Describe...</li> </ul>
<b>Strategy 4: Summarise</b>	
Explanation	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.
Purpose	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.

Steps	<ol style="list-style-type: none"> <li>1. Read the text.</li> <li>2. Remind learners: When we summarise, we think of the most important parts of a text.</li> <li>3. Explain: Today we will summarise the text we just read. That means we will explain only the main points of the text.</li> <li>4. If the text is a story, you may want to think about: what happened first; what happened next; and what happened last.</li> <li>5. You could also summarise a story by thinking about: <ul style="list-style-type: none"> <li>• Who are the main characters?</li> <li>• Where does the story take place?</li> <li>• What happens first?</li> <li>• What problem arises?</li> <li>• How is the problem solved?</li> <li>• How does the story end?</li> </ul> </li> <li>6. If the text is non-fiction, think about: what are the main things this text teaches me?</li> <li>7. Always give learners time to think about the text.</li> <li>8. Always instruct learners to turn and talk and tell their summary to a friend (oral recount).</li> <li>9. Next, instruct learners to write their summary down.</li> <li>10. Give learners a frame to help with more complex summaries.</li> </ol>
Examples	<p>Summarise the story in the following way:</p> <ol style="list-style-type: none"> <li>1. Who were the main characters in the story?</li> <li>2. What was the story about?</li> <li>3. What problem arose in the story?</li> <li>4. How was the problem resolved?</li> </ol>
<b>Strategy 5: Think about the text (Wonder)</b>	
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	<p>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.</p> <p>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.</p>

Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>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.)</li> <li>3. Say: I see / I notice ...</li> <li>4. Say: I wonder ...</li> <li>5. Let learners think about the question.</li> <li>6. Give a sample answer to the question.</li> <li>7. Learners do <b>not</b> need to answer the question.</li> </ol>
Example	<b>I see</b> that xx. <b>I wonder</b> how xx?
<b>Strategy 6: Make connections</b>	
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"> <li>1. Read the text on the page.</li> <li>2. Ask learners a question, like: When was a time that you felt x?</li> <li>3. Use modelling to give a sample answer, like: xx</li> </ol>
Examples	<ol style="list-style-type: none"> <li>1. How does this remind you of your own life?</li> <li>2. Tell me about a time when something similar happened to you.</li> <li>3. If you were x, what do you think you would have done?</li> <li>4. How do you think x felt when x?</li> <li>5. Which other character does this remind you of?</li> </ol>
<b>Strategy 7: Make inferences</b>	
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	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.
Steps	<ol style="list-style-type: none"> <li>1. Read the text on the page.</li> <li>2. Ask learners: What do you know about this? What does the text say?</li> <li>3. Ask learners: What else can we guess about this? Is there something that the text does not say?</li> <li>4. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...</li> </ol>
Example	<p><b>Text:</b> We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p><b>Inference:</b> 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>
<b>Strategy 8: Evaluate</b>	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
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"> <li>1. Read the text on the page.</li> <li>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?</li> <li>3. Listen to and <b>discuss</b> learners' answers. Make sure learners' answers are logical.</li> <li>4. If learners struggle, share your own evaluation as an example: <b>I think</b> x did the right thing <b>because</b> x</li> </ol>
Example	<p><b>Some evaluation questions start with:</b></p> <ol style="list-style-type: none"> <li>1. Do you think...</li> <li>2. Do you agree with...</li> <li>3. In your view...</li> <li>4. Did you like...</li> </ol>

## 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 was 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"> <li>This learner knows no or very few words.</li> <li>This learner does not seem to recognise many letter-sound relationships.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows just a few common words.</li> <li>This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows many common words.</li> <li>This learner needs help to decode previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows many common words and can decode most previously unseen words.</li> <li>This learner occasionally needs help to decode more challenging words.</li> <li>This learner reads with some fluency.</li> </ul>	<ul style="list-style-type: none"> <li>This learner knows many common words.</li> <li>This learner can decode previously unseen words.</li> <li>This learner reads with fluency and expression.</li> <li>This is one of the best readers in the class.</li> </ul>



**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 swap 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 4 - TERM 2

## WEEK 1

### THEME: MISUNDERSTANDINGS

'Do not make assumptions unless you know the whole story. If in doubt, ask the person directly.'

- Unknown

TERM 2: WEEK 1	
OVERVIEW	
THEME	<b>Misunderstandings</b>
THEME VOCABULARY	private, conversation, overhear / overheard, misunderstanding, nosy, message, beware, curious, confused, urgent
LSC	First person
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make connections</b>
WRITING GENRE	Personal recount
WRITING TOPIC	Write about a time you had a misunderstanding with someone.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a story about a message or a misunderstanding.</li> <li>5. Try to find some pictures of children playing 'broken telephone', two people having a misunderstanding, someone eavesdropping on a conversation, or someone that looks confused.</li> <li>6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: Find out if a misunderstanding has ever led to a war.</li> </ol> <p>Broken telephone is a great game to play during this theme. Tell children that you want to send a message to a child on the other side of the room. Whisper a message into the first child's ear. That child must whisper into the next child's ear, who whispers it into the next child's ear, and so on. Finally, the message gets to the last child, who then says the message aloud. Then, you say the original message aloud (don't forget what it is). Compare what was said originally, to what is finally heard. Tell learners that this is one way that misunderstandings happen.</p>



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

PICTURE	1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: <b>page 104.</b> 3. Instruct learners to look at the picture and the title.	
	<ul style="list-style-type: none"><li>• Ask learners: What kind of text do you think we will read this week?</li><li>• Listen to learner responses. This will help you understand what learners already know.</li><li>• Explain that we will read a story.</li><li>• Ask learners: What do you see on the page? What do you think this story will be about?</li><li>• Explain that the topic of the story is a wrong message.</li><li>• Explain that this is related to our theme this week: <b>Misunderstandings</b>. Explain that a misunderstanding is like a wrong message – it is when we think we know something, but we do not!</li></ul>	
SONG / RHYME	<b>Lyrics</b>	<b>Actions</b>
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>
	So I ran outside to see!	<i>Use your arms to imitate running</i>
	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>
	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
THEME VOCABULARY	private, conversation, overhear / overheard, misunderstanding, nosy	
<b>QUESTION OF THE DAY</b>		
Question	Have you ever tried to overhear a private conversation like Thandi?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
<b>Follow up questions</b>		
<b>Question</b>	<b>How many learners have tried to overhear a private conversation?</b>	
Answer	__ learners have tried to overhear a private conversation.	
<b>Question</b>	<b>How many learners have never tried to overhear a private conversation?</b>	

Answer	__ learners have never tried to overhear a private conversation.
<b>Question</b>	<b>Have more learners tried to overhear a private conversation or not?</b>
Answer	More learners have / have never tried to overhear a private conversation.
<b>Question</b>	<b>Have fewer learners tried to overhear a private conversation or not?</b>
Answer	Fewer learners have / have never tried to overhear a private conversation.
<b>Question</b>	<b>Have you ever tried to overhear a private conversation?</b>
Answer	Yes, I have.
Answer	No, I have not.
<b>PERSONAL DICTIONARIES</b>	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
<b>HOMEWORK</b>	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 1 MONDAY / DAY 1: LISTENING

## LISTEN TO...

1. This week, learners will listen to a **personal recount**: A Private Conversation
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
I was lying on my bed reading a book. My bedroom door was slightly open, and I could hear my mother speaking on the phone. She was whispering, and it sounded like something was wrong. I walked closer to my bedroom door, so that I could hear her private conversation. 'I'm very worried about Thandi,' she said.	I can <b>make a connection</b> to the person in this story. The other day, I heard my sister and her friend talking inside my sister's bedroom with the door closed. It sounded like they were having a serious chat! I felt so curious about what they were talking about. I put my ear against the door to try to hear what they were saying.	<ol style="list-style-type: none"> <li>1. What was the narrator doing when she heard her mother speaking on the phone? (She was lying on her bed reading a book.)</li> <li>2. Who is the narrator's mother worried about? (Thandi.)</li> </ol>
I was lying on my bed reading a book. My bedroom door was slightly open, and I could hear my mother speaking on the phone. She was whispering, and it sounded like something was wrong. I walked closer to my bedroom door, so that I could hear her private conversation. 'I'm very worried about Thandi,' she said.	I think the person in this story must feel so curious about what her mother is saying, <b>just like I felt</b> curious.	<ol style="list-style-type: none"> <li>3. Can you <b>make a connection</b>? Have you every felt curious about someone else's conversation? (I can <b>make a connection</b>! I felt curious when...)</li> </ol>

<p>My name is Thandi! I wondered why my mother was worried about me. I took a deep breath and continued to listen to her conversation, 'I think she is very ill. Her legs are very skinny, and she has not been eating,' said my mother. I looked at my legs. They were very skinny. I got a big fright and I became very worried. I quickly pushed open my bedroom door and ran fast towards my mother, 'Mom, am I ill?'</p>	<p>I can <b>make a connection</b>. Once I overheard my father on the phone, talking about getting a new job and moving to the city. I started thinking about leaving my school and all of my friends. I got very upset. I ran to my bed and began to cry! I was so worried about moving, <b>just like</b> Thandi is so worried about being ill.</p>	<ol style="list-style-type: none"> <li>1. Who does Thandi think her mother is talking about? (She thinks her mother is talking about her!)</li> <li>2. Why was Thandi worried? (She was worried that she was ill.)</li> </ol>
<p>My mother put down the phone and looked at me with confusion, 'What? No, Thandi, I don't think you are ill,' she said. 'But mom, I heard you saying that I am ill! I heard you on the phone,' I yelled. My mother burst out laughing, 'No Thandi, I wasn't speaking about you. I was speaking about our neighbours' dog...her name is also Thandi.' I also laughed, 'Oh! What a misunderstanding. Thank goodness I am not ill,' I said.</p>	<p>I can <b>make a connection</b> because in my story, there was a big misunderstanding too! When my father got off the phone, I went to him, crying. I asked, 'Dad, when will we have to move?' He looked very confused, <b>just like</b> Thandi's mother. I said, 'I heard you on the phone!' My dad looked annoyed. He said, 'No! I was talking about my friend at work!' I felt so relieved that we weren't moving, <b>just like</b> Thandi feels so relieved that she isn't ill!</p>	<ol style="list-style-type: none"> <li>1. What was the misunderstanding? (The misunderstanding was that it is the neighbour's dog Thandi who is sick, but the girl in the story is named Thandi and she thinks her mother is talking about her!)</li> <li>2. Why did Thandi's mother laugh? (Because Thandi thinks she is talking about her, but she is really talking about the neighbour's dog! She laughs about the misunderstanding.)</li> </ol>
		<ol style="list-style-type: none"> <li>3. Can you <b>make a connection</b>? Have you ever had a misunderstanding like Thandi and her mother? (I can <b>make a connection</b>! I had a misunderstanding with... because...)</li> </ol>

<p>My mother stopped laughing and looked at me seriously, 'Yes, it was a misunderstanding. But Thandi, you shouldn't be listening to my private conversations. I was speaking quietly because I didn't want to wake you.'</p> <p>I nodded my head. 'Sorry mom, it won't happen again,' I replied.</p> <p>My mother smiled, 'Good... because misunderstandings can lead to problems.'</p>	<p>I can <b>make a connection</b>. My father was upset, <b>just like</b> Thandi's mother. He said, 'You musn't listen to other people on the phone! Look how upset a silly misunderstanding made you?' I apologised to him for being nosy, <b>just like</b> Thandi had to apologise.</p>	<ol style="list-style-type: none"><li>1. Why was Thandi's mother speaking quietly? (Because she didn't want to wake Thandi.)</li><li>2. Why did Thandi think her mother was speaking quietly? (Maybe she thought her mother was talking about something that was meant to be a secret.)</li></ol>
--	--	---

## WEEK 1: TUESDAY / DAY 2: SPEAKING

### DISCUSS...

1. This week, learners will discuss a **personal recount**: A private conversation
2. **Before class begins, write the following conversation frame on the board:**
  - a. In this story...
  - b. I can make a connection to this story because...
  - c. I think...would enjoy this story 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

I was lying on my bed reading a book. My bedroom door was slightly open, and I could hear my mother speaking on the phone. She was whispering, and it sounded like something was wrong. I walked closer to my bedroom door, so that I could hear her private conversation.

'I'm very worried about Thandi,' she said.

My name is Thandi! I wondered why my mother was worried about me.

I took a deep breath and continued to listen to her conversation, 'I think she is very ill. Her legs are very skinny, and she has not been eating,' said my mother.

I looked at my legs. They were very skinny. I got a big fright and I became very worried. I quickly pushed open my bedroom door and ran fast towards my mother, 'Mom, am I ill?'

My mother put down the phone and looked at me with confusion, 'What? No, Thandi, I don't think you are ill,' she said.

'But mom, I heard you saying that I am ill! I heard you on the phone,' I yelled.

My mother burst out laughing, 'No Thandi, I wasn't speaking about you. I was speaking about our neighbours' dog...her name is also Thandi.'

I also laughed, 'Oh! What a misunderstanding. Thank goodness I am not ill,' I said.

My mother stopped laughing and looked at me seriously, 'Yes, it was a misunderstanding. But Thandi, you shouldn't be listening to my private conversations. I was speaking quietly because I didn't want to wake you.'

I nodded my head, 'Sorry mom, it won't happen again,' I replied.

My mother smiled, 'Good...because misunderstandings can lead to problems.'

### 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	<div>1. Write the following sounds on the chalkboard: ch and ai</div> <div>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</div> <div>3. Write the following words on the chalkboard and sound each word out as follows: /ch/ - /i/ - /ck/ = chick /p/ - /ai/ - /n/ = pain</div> <div>4. Ask learners to sound out and read each word after you.</div>									
Word find	<div>Write the following table on the chalkboard:</div> <table><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> <div>MODEL</div> <div>1. Review all of the sounds on the chalkboard.</div> <div>2. Tell learners to copy the table into their books.</div> <div>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.</div> <div>4. Show learners how to build one or two words, like: chain or mop</div> <div>5. Possible words (this is not a complete list): chain, chop, chip, chin, pain, main, jail, mail, pail, mop, pin, nip, etc.</div>	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	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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: **Frog and Crow get the wrong message**
2. Explain the meaning of the title, e.g. Frog and Crow get the wrong message about something. This means someone tells them something that is incorrect!
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 learners to circle any words they do not know the meaning of.
5. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. Explain that learners might need to look for words that could relate to the word: **message!**
6. Give learners 1 minute to scan 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:
  - 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?
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	Lyrics	Actions
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>
	So I ran outside to see!	<i>Use your arms to imitate running</i>
	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>
	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
THEME VOCABULARY	message, beware, curious, confused, urgent	
QUESTION OF THE DAY		
Question	What do you think is the best way to describe Crow and Frog?	
Graph	3 COLUMN GRAPH	
Options	they are curious / they are nosy / they are confused	
Follow up questions		
Question	How many learners think they are curious?	
Answer	__ learners think they are curious.	
Question	How many learners think they are nosy?	
Answer	__ learners think they are nosy.	
Question	How many learners think they are confused?	
Answer	__ learners think they are confused.	
Question	How do most learners describe Crow and Frog?	
Answer	Most learners think they are __.	
Question	How do fewest learners describe Crow and Frog?	
Answer	Fewest learners think they are __.	
Question	What do you think is the best way to describe Crow and Frog?	
Answer	I think they are curious.	
Answer	I think they are nosy.	
Answer	I think they are confused.	

## WEEK 1 - WEDNESDAY

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

### WEEK 1: WEDNESDAY / DAY 3: FIRST READ

TITLE	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make connections</b>
PURPOSE	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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!</li> </ul>
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the story on <b>page 104</b>.</li> <li>3. Allow learners a few minutes to try and read the story on their own, in silence.</li> <li>4. Explain that you will read the story to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the story with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	

Text	Think Aloud: First Read
<p>One sunny day, Mr Crow sat on a branch of the marula tree watching the animals busily collecting their food. Suddenly he saw a piece of paper blow past. Crow swooped down and caught the scrap of paper and read it.</p> <p>It said "DM – BW- 2".</p> <p>"This must be a secret message," Crow said to himself.</p>	<p><b>I wonder</b> what this secret message means? I feel so curious about finding out! Mr Crow must feel curious too!</p>
<p>Frog was hopping by and overheard Crow. "A secret?" he said. "I love secrets!"</p> <p>Crow showed Frog the note.</p> <p>"I wonder what it means?" asked Frog, nervously.</p>	<p><b>I wonder</b> if Crow and Frog will be able to figure out what the message means? <b>If I were</b> Crow and Frog, I would really want to figure it out!</p>
<p>"DM," Crow muttered. "DM must mean Don't Move. Someone is watching me! I'm sure they are tough. I must be in terrible danger. What can I do?"</p> <p>"I wonder what BW means?" Crow asked, flapping his wings.</p> <p>"I've got it!" he screeched. "BW means Beware. I must not move and I must beware. Poor me, what can I do?"</p> <p>"Wait a minute," Frog cried. "The note is for me too.</p> <p>It says 2. It means the note is for both of us."</p> <p>"We're in terrible danger," screeched Crow.</p> <p>"We're in big trouble!"</p> <p>"What can we do?" Frog croaked. "Oh, what can we do?"</p> <p>They fell to the ground, holding their heads.</p>	<p><b>I wonder</b> if the note really means, 'Don't Move! Beware!' If I got a note like that, I would feel very scared! <b>I wonder</b> who would have sent them a note like that?</p>
<p>Just then, Mrs Hen came down the path carrying a shopping basket.</p> <p>"What is the matter with the two of you?" she asked. "Why are you lying on the ground moaning?" Then she saw the scrap of paper and she took it.</p> <p>"Oh you found my second shopping list. I've been looking for it everywhere," said Mrs Hen.</p>	<p><b>I wonder</b> what Crow and Frog will think now that they know it is just a shopping list? <b>I wonder</b> what they will think about this misunderstanding?</p>

<p>"Your second shopping list?" Crow and Frog asked.</p> <p>"Yes, it says number 2. DM means Dried Mealies. And BW means Bag of Worms. There's nothing tastier than mealies and dried worms."</p>	
<p>Crow and Frog looked at each other and they began to laugh. They fell to the floor laughing at each other. Mrs Hen walked off with her basket.</p> <p>"I wonder what's so funny. I can't wait to have mealies and worms for supper. I can never eat enough worms," she thought.</p>	<p>Oh! They laugh about the misunderstanding. I can <b>connect</b> to feeling silly about a misunderstanding! Last week, my sister asked me to call my granny. I thought she was outside. I went outside and called and called her name. My sister came outside. She began to laugh! She said, 'I meant you must call her on the phone!' My sister and I laughed and laughed about the misunderstanding, <b>just like</b> Crow and Frog.</p>
Follow up questions	Responses
What did Crow and Frog think DM meant?	They thought DM meant 'Don't Move!'
What was the secret message?	It was really Mrs Hen's second shopping list.
Why question	Possible response
Why did Frog and Crow fall to the ground, holding their heads?	<ul style="list-style-type: none"> <li>Because they thought the message told them 'Don't move, beware!'</li> <li>Because they were scared that someone was watching them.</li> <li>Because they misunderstood the message.</li> <li>Because they thought that Mrs Hen's shopping list was a secret message.</li> </ul>
Introduce the LSC in context	
<ol style="list-style-type: none"> <li>1. Explain to learners that in this cycle, they will learn about: writing in the first person</li> <li>2. Point out the following example of this: We use the first person when we write a personal recount, for instance: I went to the shop to buy my lunch.</li> <li>3. Introduce this LSC as follows: When we write in the first person, we use words like: I, me, my, mine, our and we.</li> </ol>	

WEEK 1: THURSDAY / DAY 3: SECOND READ	
TITLE	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make connections</b>
PURPOSE	<ul style="list-style-type: none"> <li>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.</li> <li>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!</li> </ul>
<ol style="list-style-type: none"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board: <ol style="list-style-type: none"> <li>Can you <b>make a connection</b> to feeling curious? When was a time you felt curious about something, like Crow and Frog feel curious about what the note says?</li> <li>What did Mrs Hen take from Crow and Hen?</li> <li>Why did Crow and Frog fall on the floor laughing at the end of the story?</li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the story on <b>page 104</b>.</li> <li>Explain that you will read the story to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the story with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>Second Read</b> column.</li> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the story</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
One sunny day, Mr Crow sat on a branch of the marula tree watching the animals busily collecting their food. Suddenly he saw a piece of paper blow past.	I can <b>connect</b> to Mr Crow when he feels curious about what is written on the paper. One day, an envelope came from the clinic for my mother.

<p>Crow swooped down and caught the scrap of paper and read it.</p>	<p>It had a big red stamp on the outside that said URGENT! I was so curious about what could be urgent.</p>
<p>It said "DM – BW- 2". "This must be a secret message," Crow said to himself.</p>	
<p>Frog was hopping by and overheard Crow. "A secret?" he said. "I love secrets!" Crow showed Frog the note. "I wonder what it means?" asked Frog, nervously.</p>	--
<p>"DM," Crow muttered. "DM must Don't Move. Someone is watching me! I'm sure they are tough. I must be in terrible danger. What can I do?" "I wonder what BW means?" Crow asked, flapping his wings. "I've got it!" he screeched. "BW means Beware. I must not move and I must beware. Poor me, what can I do?" "Wait a minute," Frog cried. "The note is for me too. It says 2. It means the note is for both of us." "We're in terrible danger," screeched Crow. "We're in big trouble!" "What can we do?" Frog croaked. "Oh, what can we do?" They fell to the ground, holding their heads.</p>	<p>I can <b>connect</b> to how worried Crow and Frog feel about this misunderstanding. It <b>reminds me</b> of when the letter came from the clinic for my mom with the word URGENT on the front. I thought it meant my mom was very ill. I was laying on my bed, worrying about my mom being sick. But then, when she came home, she explained that it was a bill that needed to be paid right away! I felt so silly for being so worried!</p>
<p>Just then, Mrs Hen came down the path carrying a shopping basket. "What is the matter with the two of you?" she asked. "Why are you lying on the ground moaning?" Then she saw the scrap of paper and she took it. "Oh you found my second shopping list. I've been looking for it everywhere," said Mrs Hen. "Your second shopping list?" Crow and Frog asked. "Yes, it says number 2. DM means Dried Mealies. And BW means Bag of Worms. There's nothing tastier than mealies and dried worms."</p>	<p>I can <b>connect</b> to Crow and Frog's confusion. They thought that they had found a secret message but it was really just a shopping list! They were confused, <b>just like</b> when I thought my mom had to urgently go to the hospital!</p>

Crow and Frog looked at each other and they began to laugh. They fell to the floor laughing at each other. Mrs Hen walked off with her basket. "I wonder what's so funny. I can't wait to have mealies and worms for supper. I can never eat enough worms," she thought.	I can <b>connect</b> to Crow and Frog when they laugh at themselves! They must be feeling so silly for being worried, <b>just like</b> I felt silly for worrying about my mother's urgent hospital bill without knowing what it was!
Follow up questions	Responses
Can you <b>make a connection</b> to feeling curious? When was a time you felt curious about something, like Crow and Frog feel curious about what the note says?	I felt curious like Crow and Frog when...
What did Mrs Hen take from Crow and Hen?	She took back her shopping list, which Crow and Frog thought was a secret message!
Why question	Possible response
Why did Crow and Frog fall on the floor laughing at the end of the story?	<ul style="list-style-type: none"> <li>• Because they felt silly about the misunderstanding.</li> <li>• Because they were worried about the secret message, but it was really just Mrs Hen's shopping list!</li> <li>• Because sometimes it is funny to have a misunderstanding!</li> </ul>
<b>Ask learners to formulate a question about the text.</b> <ol style="list-style-type: none"> <li>1. Ask learners to independently think of a question that they can ask about the text.</li> <li>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.</li> <li>3. Tell learners to turn and talk, and share their questions with each other.</li> <li>4. Then, ask a few learners to share their questions with the class.</li> <li>5. Give other learners the opportunity to answer these questions.</li> </ol>	

## WEEK 1: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

<b>Modelling (I DO)</b>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>making connections</b>.</li> <li>2. Explain that when we <b>make connections</b>, 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.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 104</b></li> <li>5. Read out loud while learners follow along: "I wonder what it means?" asked Frog, nervously.</li> <li>6. Explain that in this sentence, you know Frog is feeling <b>curious</b> because of the question he asks. You also know he is feeling <b>nervous</b>, because the words on the page say that!</li> <li>7. That means you think about a time when you felt <b>curious and / or nervous</b> like Frog: <ol style="list-style-type: none"> <li>a. I <b>connect</b> to feeling curious, because if I hear my sister talking on the phone, I always want to listen and find out who she is talking to and what they are talking about!</li> <li>b. That <b>reminds</b> me of one time, I saw a person in a fancy black suit outside of my house. I felt curious about who he was, but I felt nervous because I had never seen him before and he looked very serious!</li> </ol> </li> </ol>
<b>Work with learners (WE DO)</b>	<ol style="list-style-type: none"> <li>1. Read out loud while learners follow along: "We're in terrible danger," screeched Crow. "We're in big trouble!"</li> <li>2. Ask learners: How is Crow feeling? Why?</li> <li>3. Listen to learners ideas, like: Crow is scared! He is scared because he thinks that they are in danger. But, we know that they are really confused. They are really having a misunderstanding! They are scared for no reason!</li> <li>4. Ask learners: Can you make a connection? When is a time in your own life that you felt scared because of a misunderstanding?</li> </ol>
<b>Work with learners (WE DO)</b>	<ol style="list-style-type: none"> <li>5. Listen to learners ideas, like: <ol style="list-style-type: none"> <li>a. I can <b>connect</b> to Crow because one time, I felt scared when I heard someone walking around the house at night! I thought someone broke into the house, because it was late. I thought everyone in my family was in bed. But, it was really my brother getting some water in the middle of the night. I was scared for no reason just like Crow!</li> <li>b. I can <b>connect</b> to Crow because I was sitting at the table doing my homework. My sister came up behind me to bring me a snack. When she tapped my shoulder, I screamed! But, there was nothing to be scared about!</li> </ol> </li> </ol>



<b>Pair work (YOU DO)</b>	<ol style="list-style-type: none"> <li>Write the following questions on the board:               <ol style="list-style-type: none"> <li>How can you connect to this? (What does this remind you of from your own life?)</li> <li>How was your connection similar to your partner?</li> <li>How was your connection different from your partner?</li> </ol> </li> <li>Explain that now, learners will think about a connection they can make.</li> <li>Read out loud while learners follow along: Crow and Frog looked at each other and began to laugh. They fell to the floor laughing at each other.</li> <li>Explain that Crow and Frog found out their secret message was really Mrs Hen's shopping list. Then, they began to laugh.</li> <li>Ask learners: Can you think of a time when you laughed at yourself like Frog and Crow? Or, you can think about a time when someone you know laughed at themselves.</li> <li>Give learners a minute to think about their idea.</li> <li>Then instruct learners to <b>turn and talk</b> about the questions written on the board.</li> <li>After 3-5 minutes, call learners back together.</li> <li>Call on 2-3 learners to share their answer to each question.</li> </ol>
<b>NOTES</b>	<p><b>Tell learners to open their exercise books, and copy down the following notes to remind them of how to make a connection:</b></p> <p><b>Make connections</b></p> <p>To make a connection, we:</p> <p>Think about what a character does, thinks or feels.</p> <p>Think about how this is like something from our own lives.</p> <p>Say: That reminds me... or That's like when I...</p>

## WEEK 1: FRIDAY / DAY 5: POST-READING

TITLE	Frog and Crow get the wrong message
DBE WORKBOOK 1, PAGE	104
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	<b>Summarise</b> <b>Make connections</b> <b>Make evaluations</b>
PURPOSE	<ul style="list-style-type: none"> <li>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.</li> <li>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!</li> <li>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.</li> </ul>

## 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. 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.
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:  
**This text is about...**  
**I can connect to the story when... That reminds me....**  
**Overall, I think the story is...**
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. 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.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.

8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a class summary, like: **This text is about** when Crow and Frog find a message and think it a secret message but it is really just a shopping list! **I can connect to the story when** Crow picks up the scrap paper with the message. **That reminds me** of when I found a note my sister wrote. **Overall, I think the story** is funny because the misunderstanding is funny at the end.

## WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>PERSONAL RECOUNT</b>	A piece of writing that records a personal experience.	<ol style="list-style-type: none"> <li>1. Orientation: set the scene or establish the context (where and when)</li> <li>2. Narration of events: explain what happened in <b>chronological</b> order. Add details as necessary.</li> <li>3. Reorientation: make a closing statement.</li> </ol>	<p>Explain that a recount is simple and informative.</p> <p>It is about something that has already happened, so it is usually written in the past tense.</p> <p>Because it is someone talking about themselves, it is usually told in the first person 'I'.</p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write a <b>personal recount</b>.</li> <li>2. Remind learners that a <b>paragraph</b> 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. It is called a <b>topic sentence</b>. The <b>body</b> sentences add more details about the topic. The final sentence is called the <b>conclusion sentence</b>. It summarises the paragraph.</li> <li>3. Explain to learners that a <b>personal recount</b> is told in chronological order. This means we tell the events in order of how they happened.</li> <li>4. In a personal recount, we might add details about what we see, hear, smell, taste, feel.</li> </ol>		

READ THE SAMPLE TEXT	<p><b>A misunderstanding about the police!</b></p> <p>A few years ago, my father drove me to the shops. On the way to the shops we saw a big car accident. There were many policemen around the accident. My father told me that when you have an accident, the police will come and help you.</p> <p>I thought my father meant that when you have an accident in your pants, the police will come and help you. So, I told my baby sister that if she had an accident in her pants, the police would come. What a misunderstanding! I felt bad because my sister was scared!</p>
DISCUSS	<ol style="list-style-type: none"> <li>1. What is the setting? (When and where did this take place?)</li> <li>2. What is the misunderstanding in this personal recount?</li> <li>3. Who is telling this story? (Is the person talking about herself or someone else?)</li> <li>4. How can we <b>infer</b> that this is a personal recount?</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b>Personal recount</b></p> <ol style="list-style-type: none"> <li>1. Is a story about me.</li> <li>2. I use the words I, me and we.</li> <li>3. I write the events in the order that they happened.</li> <li>4. I write in the past tense.</li> </ol>

# GRADE 4 - TERM 2



## THEME: MISUNDERSTANDINGS

'The worst distance between two people is misunderstanding.'  
- Unknown

## TERM 1: WEEK 2

## OVERVIEW

THEME	<b>Misunderstandings</b>
THEME VOCABULARY	private, conversation, overhear / overheard, misunderstanding, nosy, message, beware, curious, confused, urgent, fluent, fluently, accident, accidentally, corrected, country, heat, holiday, Valentine's Day, code
LSC	First person
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Make connections</b>
WRITING GENRE	Personal recount
WRITING TOPIC	Write about a time you had a misunderstanding with someone.

WEEK 2: MONDAY / DAY 1: PLANNING		
TOPIC	<b>Write about a time you had a misunderstanding with someone.</b>	
GENRE	<b>Personal recount</b>	
PLANNING STRATEGY	<b>Write a list</b>	
MODEL THE PLANNING STRATEGY ( <b>I DO</b> )	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Orally, explain a time you had a misunderstanding with someone, like:   <i>In my first year of teaching, I spilled a glass of water on my lap. One of the learners asked me what happened. I told him that I had an accident. I meant that I had accidentally spilled my water, but he thought I had wet my pants! I overheard him telling another in the learner in the class that I had wet pants! It was a funny misunderstanding.</i> </li> <li>4. Have the planning frame written on one side of the chalkboard.</li> <li>5. Show learners how you make a list by answering the questions.</li> <li>6. Complete the plan on the other side of the chalkboard.</li> </ol>	
	<b><u>A misunderstanding</u></b> <ol style="list-style-type: none"> <li>1. When did this happen?</li> <li>2. What happened <b>before</b> the misunderstanding?</li> <li>3. Where were you?</li> <li>4. What was the misunderstanding?</li> <li>5. How did you feel?</li> <li>6. How did the misunderstanding end or get fixed?</li> </ol>	<b><u>A misunderstanding</u></b> <ol style="list-style-type: none"> <li>1. My first year of teaching.</li> <li>2. I spilled some water on my lap.</li> <li>3. At school, in my classroom.</li> <li>4. I spilled water but a learner thought that I wet my pants.</li> <li>5. I felt embarrassed that learners thought I had an accident in my pants! I felt worried they might go home and tell their parents!</li> <li>6. I explained to the learners that there was a misunderstanding!</li> </ol>

LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> <li>1. Tell learners to close their eyes and think of a time when they had a misunderstanding with someone.</li> <li>2. Next, tell learners to <b>turn and talk</b> with a partner, to share their stories.</li> <li>3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their personal recount, just like you did.</li> <li>4. <b>Hand out exercise books.</b></li> </ol>
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> <li>1. Tell learners they must write their own ideas – they must <b>not</b> to copy your plan.</li> <li>2. As learners work, walk around the room and hold mini-conferences.</li> </ol>

## Planning

### A misunderstanding

1. During break
2. I was telling my friend about a movie.
3. At school. On the field.
4. A girl overheard our conversation and thought I was talking about myself
5. I felt cross that the girl told the teacher.
6. I told the teacher that I was telling my friend about a movie.



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

## GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	<b>The Italian Visitor</b>
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	Lyrics	Actions
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>
	So I ran outside to see!	<i>Use your arms to imitate running</i>
	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>
	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
THEME VOCABULARY	fluent, <b>fluently</b> , accident, <b>accidentally</b> , corrected <i>Remind learners that last term (WEEK 6) we learned about adverbs, like: quietly, quickly, curiously! Remind learners that adverbs describe a verb (an action word, like: speak, walk, fall, etc.) and end in -ly</i>	
QUESTION OF THE DAY		
Question	Which adverb best describes how you speak English?	
Graph	3 COLUMN GRAPH	
Options	fluently / quickly / happily	
Follow up questions		
Question	How many learners speak English fluently?	
Answer	__ learners speak English fluently.	
Question	How many learners speak English quickly?	
Answer	__ learners speak English quickly.	
Question	How many learners speak English happily?	
Answer	__ learners speak English happily.	
Question	How do most learners speak English?	
Answer	Most learners speak English __.	
Question	How do fewest learners speak English?	
Answer	Fewest learners speak English __.	
Question	How do you speak English?	
Answer	I speak English fluently.	

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

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

## GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	<b>The Italian Visitor</b>
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	First Person
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Explain that we normally write a personal recount in <b>first person</b>.</li> <li>2. Explain that when we write in the first person, we write using words like: I, me, mine, we.</li> <li>3. Explain that we use the first person when we are talking about ourselves.</li> <li>4. Remind learners that we also must use the past tense when we are writing a personal recount.</li> <li>5. Today, we will practise writing sentences in the first person and in the past tense!</li> <li>6. Write the following on the board: <ol style="list-style-type: none"> <li>a. went, shop</li> <li>b. ran, school</li> <li>c. read, newspaper</li> <li>d. played, sister</li> <li>e. had, fun</li> <li>f. went, home</li> <li>g. felt, confused</li> </ol> </li> <li>7. Explain that we will need to write a sentence for each of these in the first person.</li> <li>8. Use modelling to complete the first one for learners: <b>I went to the shop with my sister.</b></li> </ol>
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> <li>1. Ask learners: How do we write the next sentence in the first person?</li> <li>2. Complete a few examples with learners for (b), like: <ul style="list-style-type: none"> <li>• We <b>ran</b> to <b>school</b>.</li> <li>• I <b>ran</b> to my <b>school</b>.</li> <li>• I <b>ran</b> home from <b>school</b>.</li> <li>• I <b>ran</b> athletics for my <b>school</b>.</li> </ul> </li> </ol>
LSC Pair work (YOU DO)	<ol style="list-style-type: none"> <li>1. Instruct learners to complete c-g on their own.</li> <li>2. <b>Hand out learners' exercise books.</b></li> <li>3. As learners write, walk around the room and complete <b>mini conferences</b>.</li> <li>4. Ask learners to <b>read their writing</b> to you.</li> <li>5. Help learners use the first person.</li> <li>6. Encourage learners!</li> </ol>

LSC Pair work <b>(YOU DO)</b>	<b>Sharing</b> <ol style="list-style-type: none"> <li>1. Call learners back together. Call on random learners to give examples for each. Make sure learners know how to use the first person!</li> <li>2. Remind learners that they will need to remember to use the first person and the past tense when they are drafting their writing.</li> </ol>	
TOPIC	<b>Write about a time you had a misunderstanding with someone.</b>	
PLANS	Before class begins, rewrite the planning frames on the board:	
	<b><u>A misunderstanding</u></b> <ol style="list-style-type: none"> <li>1. When did this happen?</li> <li>2. What happened <b>before</b> the misunderstanding?</li> <li>3. Where were you?</li> <li>4. What was the misunderstanding?</li> <li>5. How did you feel?</li> <li>6. How did the misunderstanding end or get fixed?</li> </ol>	<b><u>A misunderstanding</u></b> <ol style="list-style-type: none"> <li>1. My first year of teaching.</li> <li>2. I spilled some water on my lap.</li> <li>3. At school, in my classroom.</li> <li>4. I spilled water but a learner thought that I wet my pants.</li> <li>5. I felt embarrassed that learners thought I had an accident in my pants! I felt worried they might go home and tell their parents!</li> <li>6. I explained to the learners that there was a misunderstanding!</li> </ol>
WRITING FRAME	<ol style="list-style-type: none"> <li>1. Next, tell learners that they must turn each point in their plan into a sentence.</li> <li>2. They must also arrange the sentences into 2 paragraphs.</li> <li>3. Write the following frame on the chalkboard, and explain it to learners:</li> </ol> <b><u>A misunderstanding</u></b> <p><b>Paragraph 1</b> This paragraph tells us about how the misunderstanding happened. Points 1-3</p> <p><b>Paragraph 2</b> This paragraph tells us about how the misunderstanding ended or got resolved. Points 4-6</p>	

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

## Draft

### A misunderstanding

One day during break, I was telling my friend about a movie that I watch. We were at school, on the field

A girl overheard our conversation and thought that i was talking about myself. She ran and telled the teacher. I was cross when the teacher called me and asked me about what i have said. I telled the teacher that it was a misunderstanding and that i was talk about a movie.

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

## GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	<b>The Italian Visitor</b>
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
	My dad said it's raining cats and dogs,	<i>Wiggle your fingers from the top down</i>
	So I ran outside to see!	<i>Use your arms to imitate running</i>
	There were no cats or dogs to speak of,	<i>Shake your forefinger</i>
	There was just rain falling on me!	<i>Wiggle your fingers from the top down</i>
THEME VOCABULARY	country, heat, holiday, Valentine's Day, code	
QUESTION OF THE DAY		
Question	Do you think the words 'heat' and 'hit' sound alike?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think they sound alike?	
Answer	__ learners think they sound alike.	
Question	How many learners think they don't sound alike?	
Answer	__ learners think they don't sound alike.	
Question	Do more learners think they sound alike or not?	
Answer	More learners think / don't think they sound alike.	
Question	Do fewer learners think they sound alike or not?	
Answer	Fewer learners think / don't think they sound alike.	
Question	Do you think the words 'heat' and 'hit' sound alike?	
Answer	Yes, I think they sound alike.	
Answer	No, I don't think they sound alike.	



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

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

### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	<b>The Italian Visitor</b>
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

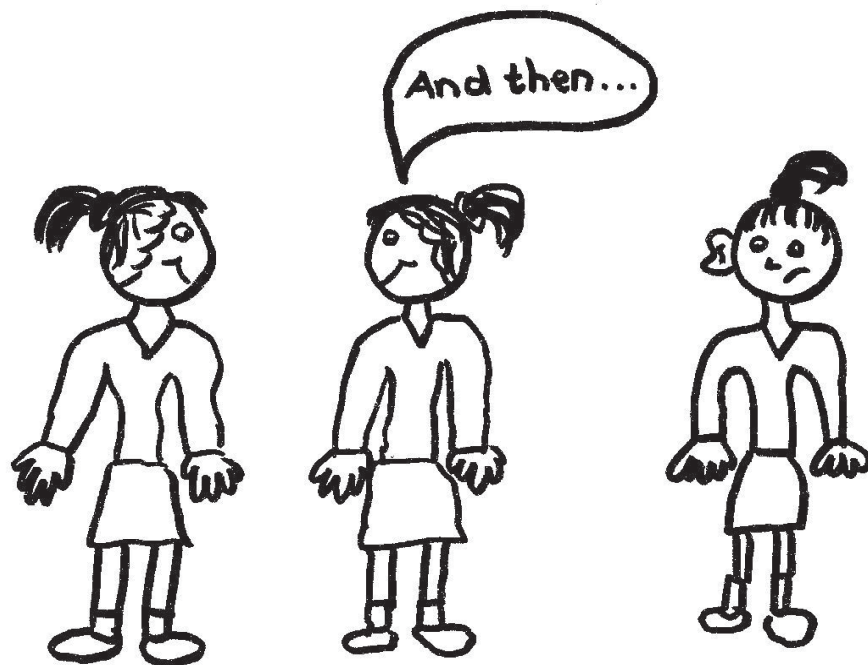
## WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST</p> <p><i>(Write this on the board <b>before</b> class begins)</i></p>	<ol style="list-style-type: none"> <li>1. Did I use the past tense?</li> <li>2. Did I use first person ('I' and 'we') ?</li> <li>3. Are my events in the order of when they happened?</li> <li>4. Do I have 2 paragraphs?</li> <li>5. Did I spell all words correctly?</li> <li>6. Does every sentence start with a capital letter?</li> <li>7. Does every sentence end with a full stop or exclamation mark?</li> </ol>
EDIT	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to add any sentences or details that will help their recount sound more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
PUBLISH	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to rewrite their recount, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the paragraph correctly, under the heading: <b>A misunderstanding with...</b></li> <li>4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.</li> </ol>
SHARE	<ol style="list-style-type: none"> <li>1. Instruct learners to <b>turn and talk</b> to a partner.</li> <li>2. Instruct learners to read their writing out loud to their partner and then swop.</li> <li>3. Instruct learners to each tell each other one thing they liked about their partners' writing.</li> </ol>
HOMEWORK	<p>If learners have not fully completed their final draft, they must do so as homework.</p>

### A misunderstanding with a girl

One day during break, I was telling my friend about a movie that I had watched. We were at school, on the field.

A girl overheard our conversation and thought that I was talking about myself. She ran and told the teacher. I was cross when the teacher called me and asked me about what I had said. I told the teacher that it was a misunderstanding and that I was talking about a movie.



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

### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	<b>The Italian Visitor</b>
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"> <li>1. Go through the lists of words that learners created from the word find.</li> <li>2. Use this opportunity to correct and remediate any issues with phonics.</li> <li>3. Praise and congratulate learners who made an effort or improved their phonic knowledge.</li> <li>4. You may want to have a space on the chalkboard for the 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words or the best words.</li> </ol>
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 <b>discussion</b> task). For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. Learnt new vocabulary words about misunderstandings.</li> <li>2. Learnt about the first person and the past tense.</li> <li>3. Learnt what a personal recount is.</li> <li>4. Read different texts about misunderstandings.</li> <li>5. Spoke about the texts.</li> <li>6. Answered questions about the texts.</li> <li>7. Wrote a personal recount.</li> <li>8. Read each other's writing.</li> </ol>

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

# GRADE 4 - TERM 2

## WEEK 3

### THEME: GOING SHOPPING

'Recreational shopping is the shortest distance between two points:  
you and broke.'  
-Victoria Moran

## TERM 2: WEEK 3

## OVERVIEW

THEME	<b>Going shopping</b>
THEME VOCABULARY	competition, onlooker, prize, collected, donate, advertisement, compartments, stylish, organised, available
LSC	Hyperbole
COMPREHENSION STRATEGY	<b>Search the text</b>
WRITING GENRE	Advertisement
WRITING TOPIC	Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: a newspaper or magazine with advertisements.</li> <li>5. Try to find some items for your theme table, for example: an old backpack with compartments, pictures of competitions from a newspaper or magazine, an example of a prize, etc.</li> <li>6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: What is a shopping addiction?</li> </ol>

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

PICTURE	<ol style="list-style-type: none"> <li>1. Hand out DBE Workbook 1 to learners.</li> <li>2. Instruct learners to open to: <b>page 92.</b></li> <li>3. Instruct learners to look at the pictures and the title.</li> </ol>	
INTRODUCE THE THEME	<ul style="list-style-type: none"> <li>• Ask learners: What kind of text do you think we will read this week?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Explain that we will read a poster advertising a product.</li> <li>• Ask learners: What do see on the page? What do you think this poster is advertising?</li> <li>• Explain that it is a poster advertising backpacks! We see lots of different backpacks in the picture.</li> <li>• Explain that this is related to our theme this week: <b>Going shopping.</b></li> <li>• Ask learners: When was a time you went shopping?</li> <li>• Give learners time to talk about a shopping experience!</li> </ul>	
SONG / RHYME	Lyrics	Actions
	<b>Teacher:</b> Where are you going? Where are you going?	<i>Open up both hands and shrug your shoulders</i>
	<b>Learners:</b> To the clothing shop!	<i>Point towards the door</i>
	<b>Teacher:</b> How will you get there? How will you get there?	<i>Open up both hands and shrug your shoulders</i>
	<b>Learners:</b> With a skip and a hop!	<i>Skip and hop</i>
	<b>Teacher:</b> What will you buy there? What will you buy there?	<i>Open up both hands and shrug your shoulders</i>
	<b>Learners:</b> Some socks and a hat!	<i>Point to your socks then pat your head</i>
	<b>Teacher:</b> May I come with you? May I come with you?	-
	<b>Learners:</b> Yes please, we'd like that!	<i>Shout out</i>



THEME VOCABULARY	competition, onlooker, prize, collected, donate
<b>QUESTION OF THE DAY</b>	
Question	If you won a competition like Vuyo Tshabalala, what would you want to collect in Pick n' Pay?
Graph	3 COLUMN GRAPH
Options	books / toys / food
<b>Follow up questions</b>	
<b>Question</b>	<b>How many learners would want to collect books?</b>
Answer	__ learners would want to collect books.
<b>Question</b>	<b>How many learners would want to collect toys?</b>
Answer	__ learners would want to collect toys.
<b>Question</b>	<b>How many learners would want to collect food?</b>
Answer	__ learners would want to collect food.
<b>Question</b>	<b>What would most learners want to collect?</b>
Answer	Most learners would want to collect __.
<b>Question</b>	<b>What would fewest learners want to collect?</b>
Answer	Fewest learners would want to collect __.
<b>Question</b>	<b>If you won a competition, what would you want to collect in Pick n' Pay?</b>
Answer	I would want to collect books.
Answer	I would want to collect toys.
Answer	I would want to collect food.
<b>PERSONAL DICTIONARIES</b>	<ol style="list-style-type: none"> <li>1. Instruct learners to add the theme vocabulary words to their personal dictionaries.</li> <li>2. Remind learners to add a picture or definition for each of the words.</li> </ol>
<b>HOMEWORK</b>	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 3: MONDAY / DAY 1: LISTENING

### LISTEN TO...

1. This week, learners will listen to a **newspaper article (information text)**: Vuyo Tshabalala (45) Wins Shopping Prize
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
On the 21 <sup>st</sup> of December 2018, Mr Vuyo Tshabalala (45) entered a local Pick 'n Pay competition. Over 2 000 people entered the competition, so Mr Tshabalala did not think he would win. But, at 2pm on the 22 <sup>nd</sup> December 2018, the manager of the Pick 'n Pay phoned Mr Tshabalala, to tell him that he had won the competition! Mr Tshabalala felt very surprised, and very excited! The winning prize was three minutes to fill a big shopping trolley with anything from the Pick 'n Pay store!	In this paragraph, <b>I learn</b> <u>what</u> this article will be all about – I learn the topic of the article! <b>I learn</b> <u>who</u> won a competition at Pick 'n Pay: Vuyo Tshabalala.	<ol style="list-style-type: none"> <li>1. How many people entered the competition that Vuyo Tshabalala won? (<i>Over 2 000 people entered the competition.</i>)</li> <li>2. What prize did Vuyo Tshabalala win? (<i>He won three minutes to fill up a trolley with anything he wants from Pick 'n Pay.</i>)</li> <li>3. How did Mr Vuyo Tshabalala feel when he won the competition? (<i>He felt surprised and excited.</i>)</li> </ol>
On the 23 <sup>rd</sup> of December 2018, Mr Vuyo Tshabalala went back to the Pick 'n Pay and used his three minutes to fill up his trolley. Mr Tshabalala ran straight through the store, past the food, to the toy section! Then, Mr Tshabalala filled the bottom of his trolley with colourful reading books.	In this paragraph, <b>I learn</b> about the day that Vuyo Tshabalala received his prize. <b>I learn</b> about all the different things he filled his trolley up with! <b>I learn</b> that a lot of people thought Vuyo made strange choices when filling up his trolley!	<ol style="list-style-type: none"> <li>1. What did Vuyo Tshabalala fill the bottom of his trolley with? (<i>Colourful reading books!</i>)</li> <li>2. What did Mr Tshabalala put on the top of his trolley? (<i>He filled it to the top with toys.</i>)</li> <li>3. What did Doris Kgobane say she would fill her trolley with? (<i>Meat and a television</i>)</li> </ol>

Next, he added boxes of crayons and many colouring books.		
Finally, Mr Tshabalala filled his trolley to the top with toys. Many onlookers were surprised by his choices. Mrs Doris Kgobane, who was watching, said, "I don't know why he took toys. I would have taken meat and a new television."		4. Why do you think many onlookers were surprised at Vuyo Tshabalala's choices? <i>(Because he didn't take anything for himself; He took things for children only.)</i>
On the 24 <sup>th</sup> of December 2018, Mr Vuyo Tshabalala took the bags of books, crayons, colouring books, and toys to Naledi Children's Home. The children at the home did not have any family. They had never been given Christmas presents. Mr Tshabalala gave all of his winnings to the children at this Home. The children felt very excited and happy. "This was the best Christmas ever, I am so happy!" said six-year old Lulu Ndlovu. "Mr Tshabalala is the kindest man ever."	Oh! In this paragraph <b>I learn</b> what happened after the competition! Now <b>I learn why</b> Mr Tshabalala collected books and toys! <b>I learn</b> that he donated all of the items from Pick 'n Pay, and that this made many children feel happy.	<ol style="list-style-type: none"> <li>1. What did Vuyo Tshabalala do with the items he won? <i>(He donated them to Naledi Children's Home.)</i></li> <li>2. Why did Vuyo Tshabalala fill his trolley up with books and toys? <i>(Because his plan was to donate all the goods to children.)</i></li> </ol>
The Pick n' Pay also thought that Mr Tshabalala's actions were very special. The Pick n' Pay decided to give food and presents to all of the Children's Homes in Johannesburg. This made many children very happy.	Wow! <b>I learn</b> that Pick n' Pay decided to donate – just like Vuyo Tshabalala!	<ol style="list-style-type: none"> <li>1. What did Pick n' Pay do because of Vuyo Tshabalala's actions? <i>(They also donated gifts to all of the children's homes.)</i></li> </ol>

## WEEK 3: TUESDAY / DAY 2: SPEAKING

### DISCUSS...

1. This week, learners will discuss a **newspaper article (information text)**: Vuyo Tshabalala (45) Wins Shopping Prize
2. **Before class begins, write the following conversation frame on the board:**
  - In this newspaper article, we learn...
  - I found this article interesting because... OR I didn't find this article interesting 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

On the 21<sup>st</sup> of December 2018, Mr Vuyo Tshabalala (45) entered a local Pick 'n Pay competition. Over 2 000 people entered the competition, so Mr Tshabalala did not think he would win. But, at 2pm on the 22<sup>nd</sup> December 2018, the manager of the Pick 'n Pay phoned Mr Tshabalala, to tell him that he had won the competition! Mr Tshabalala felt very surprised, and very excited! The winning prize was three minutes to fill a big shopping trolley with anything from the Pick 'n Pay store!

On the 23<sup>rd</sup> of December 2018, Mr Vuyo Tshabalala went back to the Pick 'n Pay and used his three minutes to fill up his trolley. Mr Tshabalala ran straight through the store, past the food, to the toy section! Then, Mr Tshabalala filled the bottom of his trolley with colourful reading books. Next, he added boxes of crayons and many colouring books. Finally, Mr Tshabalala filled his trolley to the top with toys. Many onlookers were surprised by his choices. Mrs Doris Kgobane, who was watching, said, "I don't know why he took toys. I would have taken meat and a new television."

On the 24<sup>th</sup> of December 2018, Mr Vuyo Tshabalala took the bags of books, crayons, colouring books, and toys to Naledi Children's Home. The children at the home did not have any family. They had never been given Christmas presents. Mr Tshabalala gave all of his winnings to the children at this Home. The children felt very excited and happy. "This was the best Christmas ever, I am so happy!" said six-year old Lulu Ndlovu. "Mr Tshabalala is the kindest man ever."

The Pick n' Pay also thought that Mr Tshabalala's actions were very special. The Pick n' Pay decided to give food and presents to all of the Children's Homes in Johannesburg. This made many children very happy.

### 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	<div>1. Write the following sounds on the chalkboard: <b>tr and ir</b></div> <div>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</div> <div>3. Write the following words on the chalkboard and sound each word out as follows: /tr/ - /i/ - /ck/ = trick /b/ - /ir/ - /d/ = bird</div> <div>4. Ask learners to sound out and read each word after you.</div>									
Word find	<div>Write the following table on the chalkboard:</div> <table><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> <div>MODEL</div> <div>1. Review all of the sounds on the chalkboard.</div> <div>2. Tell learners to copy the table into their books.</div> <div>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.</div> <div>4. Show learners how to build one or two words, like: train or mad</div> <div>5. Possible words (this is not a complete list): train, tram, trap, bird, paid, main, pain, man, mad, dam, ban, etc.</div>	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>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
PURPOSE	When learners predict, they say what they think 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.

1. Ask a learner to read the title: ***Buying a backpack***
2. Explain the meaning of the title, e.g. *The text will tell us about a backpack we might want to buy!*
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. Ask 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:
  - a. Why do you think some words are big, fully capitalised, and in **bold**?
  - b. What do you think HOLD-IT-ALL means?
  - c. Who do you think is meant to see this advertisement? Why?
  - d. Where do you think you might find an advertisement like this? Why?
13. End by reading through the text once, to give learners a sense of the advertisement. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

## WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Teacher: Where are you going? Where are you going?	Open up both hands and shrug your shoulders
	Learners: To the clothing shop!	Point towards the door
	Teacher: How will you get there? How will you get there?	Open up both hands and shrug your shoulders
	Learners: With a skip and a hop!	Skip and hop
	Teacher: What will you buy there? What will you buy there?	Open up both hands and shrug your shoulders
	Learners: Some socks and a hat!	Point to your socks then pat your head
	Teacher: May I come with you? May I come with you?	-
	Learners: Yes please, we'd like that!	Shout out
THEME VOCABULARY	advertisement, compartments, stylish, organised, available	
QUESTION OF THE DAY		
Question	What do you think is the best thing about a HOLD-IT-ALL backpack?	
Graph	3 COLUMN GRAPH	
Options	it has special compartments / it is stylish / you can keep your things organised	
Follow up questions		
Question	How many learners think the best thing is that it has special compartments?	
Answer	__ learners think the best thing is that it has special compartments.	
Question	How many learners think the best thing is that it is stylish?	
Answer	__ learners think the best thing is that it is stylish.	
Question	How many learners think the best thing is that you can keep your things organised?	

Answer	__ learners think the best thing is that you can keep your things organised.
<b>Question</b>	<b>What do most learners think is the best thing about a HOLD-IT-ALL backpack?</b>
Answer	Most learners think the best thing is that __.
<b>Question</b>	<b>What do fewest learners think is the best thing about a HOLD-IT-ALL backpack?</b>
Answer	Fewest learners think the best thing is that __.
<b>Question</b>	<b>What do you think is the best thing about a HOLD-IT-ALL backpack?</b>
Answer	I think the best thing is that it has special compartments.
Answer	I think the best thing is that it is stylish.
Answer	I think the best thing is that you can keep your things organised.
<b>PERSONAL DICTIONARIES</b>	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
<b>HOMEWORK</b>	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>



## WEEK 3: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	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.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the text on page 92.
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 as you read.
5. Read the text 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
All kids need a HOLD-IT-ALL Backpack Are you going on a school trip? Use the backpack made for kids!	<b>Who</b> needs a HOLD-IT-ALL backpack? Oh! The advertisement tell me that all kids need one.
Carry your things safely and in style. Made of non-tear polyester, nylon and canvas, this backpack is made to last.	<b>What</b> is the backpack made with? <b>I learn</b> here that it is made from polyester, nylon and canvas.
Keep your books, pens, lunch pack etc. organised and hidden in the HOLD-IT-ALL. It has hidden pockets and special compartments to keep your cell phone and money safe. Zipper locks keep items as safe as a bank.	<b>Where</b> can you keep your things safe? <b>I learn</b> that there are special compartments with zipper locks!

It has large wheels so you don't need to carry the bag on your back. Prices range from R70 to R100. Available at a shop near you.	<b>How</b> much does the bag cost? Oh, they are different prices – from R70 to R100.
Everyone wants a HOLD-IT-ALL backpack- so get yours before it's too late!	<b>Who</b> wants a HOLD-IT-ALL? The advertisements says that everyone does!
<b>Follow up questions</b>	<b>Responses</b>
What do all kids need?	All kids need a HOLD-IT-ALL backpack.
What can you keep safe in the special compartments?	You can keep your phone and money safe.
<b>Why question</b>	<b>Possible response</b>
Why should you buy a HOLD-IT-ALL backpack, according to the advertisement?	<ul style="list-style-type: none"> <li>• Because all kids need one.</li> <li>• Because the backpack is made to last.</li> <li>• Because it is stylish</li> <li>• Because it will keep your things safe.</li> <li>• Because there are special compartments to keep your things safe.</li> <li>• Because it has wheels so you don't need to carry it on your back.</li> </ul>
<b>Introduce the LSC in context</b>	
<ol style="list-style-type: none"> <li>1. Explain to learners that in this cycle, they will learn about: hyperbole</li> <li>2. Point out the following example of this: In the advert, we read that: Everyone wants a HOLD-IT-ALL backpack. This is not true – it is an exaggeration. This is also called hyperbole.</li> <li>3. Introduce this LSC as follows: Hyperbole is when the writer exaggerates something to make the text more interesting or effective.</li> </ol>	

## WEEK 3: THURSDAY / DAY 4: SECOND READ

TITLE	<i>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Search the text</b> <b>Evaluate the text</b>
PURPOSE	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

- Before the lesson begins, write the **follow-up questions** on the board:
  - What keeps items as safe as a bank?*
  - Does this advertisement make you want to buy a HOLD-IT-ALL backpack? Why or why not?*
  - Why do you think this backpack is called HOLD-IT-ALL?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the advertisement on **page 92**.
- Explain that you will read the advertisement 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** advertisement to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
All kids need a HOLD-IT-ALL Backpack. Are you going on a school trip? Use the backpack made for kids!	Today, let's think about the people who made this advertisement! We are going to <b>evaluate</b> or think about why this advertisement was written!

	I can <b>make the evaluation</b> that the writers have said 'all kids need' to make people think that they must have this backpack. They are trying to tell adults that their children <b>need</b> this backpack. I think they also want children to see this advertisement and to tell their parents that they <b>need</b> it. I don't think that all kids really need this backpack, but they used the word need so that people will think they must go out and buy it!
Carry your things safely and in style. Made of non-tear polyester, nylon and canvas, this backpack is made to last.	I can <b>make the evaluation</b> that the people who wrote this advertisement thought the strength of the backpack will make people want to buy it.
Keep your books, pens, lunch pack etc. organised and hidden in the HOLD-IT-ALL. It has hidden pockets and special compartments to keep your cell phone and money safe. Zipper locks keep items as safe as a bank.	I can also <b>make the evaluation</b> that the people who wrote this advertisement thought special compartments and safety might make people want to buy this backpack!
It has large wheels so you don't need to carry the bag on your back. Prices range from R70 to R100. Available at a shop near you.	--
Everyone wants a HOLD-IT-ALL backpack- so get yours before it's too late!	I can <b>make the evaluation</b> that the writers used the words 'everyone wants' so that the reader will think: Everyone wants one of these cool backpacks, and I want one too!
Follow up questions	Responses
What keeps items as safe as a bank?	Zipper locks keep items as safe as a bank.
Why do you think this backpack is called HOLD-IT-ALL?	<ul style="list-style-type: none"> <li>I think this backpack is called HOLD-IT-ALL because...</li> </ul>

Why question	Possible response
Does this advertisement make you want to buy a HOLD-IT-ALL backpack? Why or why not?	<p><i>This is <b>an evaluation question</b>. Learners must form their own opinion, using words from the text to explain / justify, like:</i></p> <ul style="list-style-type: none"> <li>• This advertisement makes me want to buy a HOLD-IT-ALL backpack because...</li> <li>• This advertisement doesn't make me want to buy a HOLD-IT-ALL backpack because...</li> </ul>
<p><b>Ask learners to formulate a question about the text.</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to independently think of a question that they can ask about the text.</li> <li>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.</li> <li>3. Tell learners to turn and talk, and share their questions with each other.</li> <li>4. Then, ask a few learners to share their questions with the class.</li> <li>5. Give other learners the opportunity to answer these questions.</li> </ol>	

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

<p><b>Modelling (I DO)</b></p>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>searching the text</b>.</li> <li>2. Explain that when we search the text, we look for information that is stated in the text.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 92</b></li> <li>5. <b>Ask learners:</b> <i>What do all kids need?</i></li> <li>6. Explain that to answer this question quickly, we can search the text for the words 'kids' and 'need' – that is a helpful <b>key word</b> in the question!</li> <li>7. Use <b>modelling</b> to search the text for the word <i>need</i>. Start at the beginning, and point out the word wherever you can find it: <i>All kids need a HOLD-IT-ALL backpack.</i> (We learn that all kids need a HOLD-IT-ALL backpack, according to the advertisement.)</li> <li>8. Explain that when we search the text, we usually answer questions about: <ol style="list-style-type: none"> <li>a. Who</li> <li>b. What</li> <li>c. When</li> <li>d. Where</li> <li>e. How</li> <li>f. Why</li> </ol> </li> <li>9. When we search the text, we: <ol style="list-style-type: none"> <li>a. Think about the question word – what is being asked?</li> <li>b. Look for information in the words that are written.</li> <li>c. Look for key words to help us find the answer more easily!</li> </ol> </li> </ol>
<p><b>Work with learners (WE DO)</b></p>	<ol style="list-style-type: none"> <li>1. <b>Ask learners:</b> What is this backpack made for?</li> <li>2. <b>Ask learners:</b> What key word/s do you think you could try to find? <ol style="list-style-type: none"> <li>a. Explain that <b>made</b> is the key word.</li> </ol> </li> <li>3. Instruct learners to search the text for the answer to this question.</li> <li>4. Call on learner to answer the question: <ol style="list-style-type: none"> <li>a. The backpack is <b>made</b> for kids.</li> <li>b. The backpack is <b>made</b> to last.</li> </ol> </li> </ol>

<b>Pair work (YOU DO)</b>	<ol style="list-style-type: none"> <li>1. Explain that now, learners will work with a partner to search the text.</li> <li>2. <b>Ask learners:</b> Where is this bag available?</li> <li>3. Instruct learners to discuss this with their partners.</li> <li>4. After 3-5 minutes, call learners back together.</li> <li>5. Call on a learner to share their answer to the question: It is available at a shop near you.</li> <li>6. Ask learners: What key words did you look for to help you answer this question?</li> <li>7. Explain that to answer this question, we could have searched for key words that tell us <i>how long</i>, like: <b>available</b></li> </ol>
<b>NOTES</b>	<p><b>Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text:</b></p> <p><b><u>Search the text</u></b></p> <p>Answer questions!</p> <p>I must:</p> <ul style="list-style-type: none"> <li>• Think about the question word. What kind of information must you find?</li> <li>• Think about key words.</li> <li>• Look at the text. Think about the meaning.</li> <li>• Put information from the text together.</li> </ul>

## WEEK 3: FRIDAY/ DAY 5: POST-READING

TITLE	<i>Buying a backpack</i>
DBE WORKBOOK 1, PAGE	92
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	<b>Search the text</b>
PURPOSE	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

1. Before the lesson begins, write the following heading, questions and sentence starters on the board.
2. Read through the questions with learners, and explain them if necessary.
3. Tell learners that next, they are going to turn and talk and discuss these questions with a partner.
4. Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
5. Explain that learners do not have to write the questions, but they must write the sentence starters.
6. In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

**Buying a backpack**

1. What are all the things you can keep in your backpack?  
***You can keep...in your backpack.***
2. Why don't you need to carry this backpack on your back?  
***You don't need to carry this backpack on your back because...***
3. According to the advertisement, who wants this backpack?  
***According to this advertisement...***
4. What makes this backpack made to last?  
***This backpack is made to last because...***
5. Why is this backpack especially safe?  
***This backpack is especially safe because...***



**Model Answers: Buying a backpack**

1. What are all the things you can keep in your backpack?  
***You can keep your books, pens, lunch pack, money, and cell phone in your backpack.***
2. Why don't you need to carry this backpack on your back?  
***You don't need to carry this backpack on your back because it has large wheels.***
3. According to the advertisement, who wants this backpack?  
***According to this advertisement everyone wants this backpack.***
4. What makes this backpack made to last?  
***This backpack is made to last because it is made out of non-tear polyester, nylon, and canvas***
5. Why is this backpack especially safe?  
***This backpack is especially safe because it has zipper locks.***

**WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE**

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>ADVERTISEMENT POSTERS and NOTICES</b>	To persuade someone to buy something or use a service.	<ul style="list-style-type: none"> <li>• Can take a variety of forms. Makes use of slogans and logos.</li> <li>• Usually have a visual, design element.</li> <li>• Use advertising techniques.</li> <li>• Use design to make the advertisement eye-catching and memorable.</li> </ul>	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
INTRODUCE THE GENRE	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write <b>an advertisement</b>.</li> <li>2. Explain that in an advertisement, we try to tell people why they should buy or do something – we try to persuade them.</li> <li>3. Explain that to persuade someone, we can:               <ol style="list-style-type: none"> <li>a. Use pictures and different ways of writing. We can use big, bold, cursive, print</li> <li>b. Use language that makes people want to buy or do something (persuasive language)</li> </ol> </li> </ol>		

<p>READ THE SAMPLE TEXT</p>	<p><b>WONDER PENCIL</b></p> <p>All kids need the new WONDER pencil! Does your pencil break all the time? <b>Use the new WONDER pencil!</b> It stays sharp all the time. The tip never breaks!</p> <p>Does your pencil get lost all the time? <b>Use the new WONDER pencil!</b> It can attach to your arm or pencil case. It never gets lost!</p> <p>Only R25 for a pencil that will last you forever! Available at a shop near you. Everyone wants a <b>WONDER pencil</b> - so get yours before it's too late!</p>
<p>DISCUSS</p>	<ol style="list-style-type: none"> <li>1. What is this advertising?</li> <li>2. What does the writer say that makes you want to buy this?</li> <li>3. Who do you think might have written this advertisement?</li> <li>4. How can we <b>infer</b> that this is an advertisement?</li> </ol>
<p>NOTES</p>	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b><u>Advertisement</u></b></p> <ol style="list-style-type: none"> <li>1. Is meant to make someone want to buy or do something.</li> <li>2. I use pictures and different sizes or styles of writing.</li> <li>3. I use language to tell people why they should buy or do something.</li> </ol>

# GRADE 4 - TERM 2



**THEME:**  
**GOING SHOPPING**

'I am not a shopaholic. I am helping the economy!'  
- Unknown

## TERM 1: WEEK 4

## OVERVIEW

THEME	<b>Going shopping</b>
THEME VOCABULARY	competition, onlooker, prize, collected, donate, advertisement, compartments, stylish, organised, available, expensive, cheap, exhausted, relaxed, dreamed, starving, fridge, cupboard, addiction, credit card
LSC	Hyperbole
COMPREHENSION STRATEGY	<b>Search the text</b> <b>Make evaluations</b>
WRITING GENRE	Advertisement
WRITING TOPIC	Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.

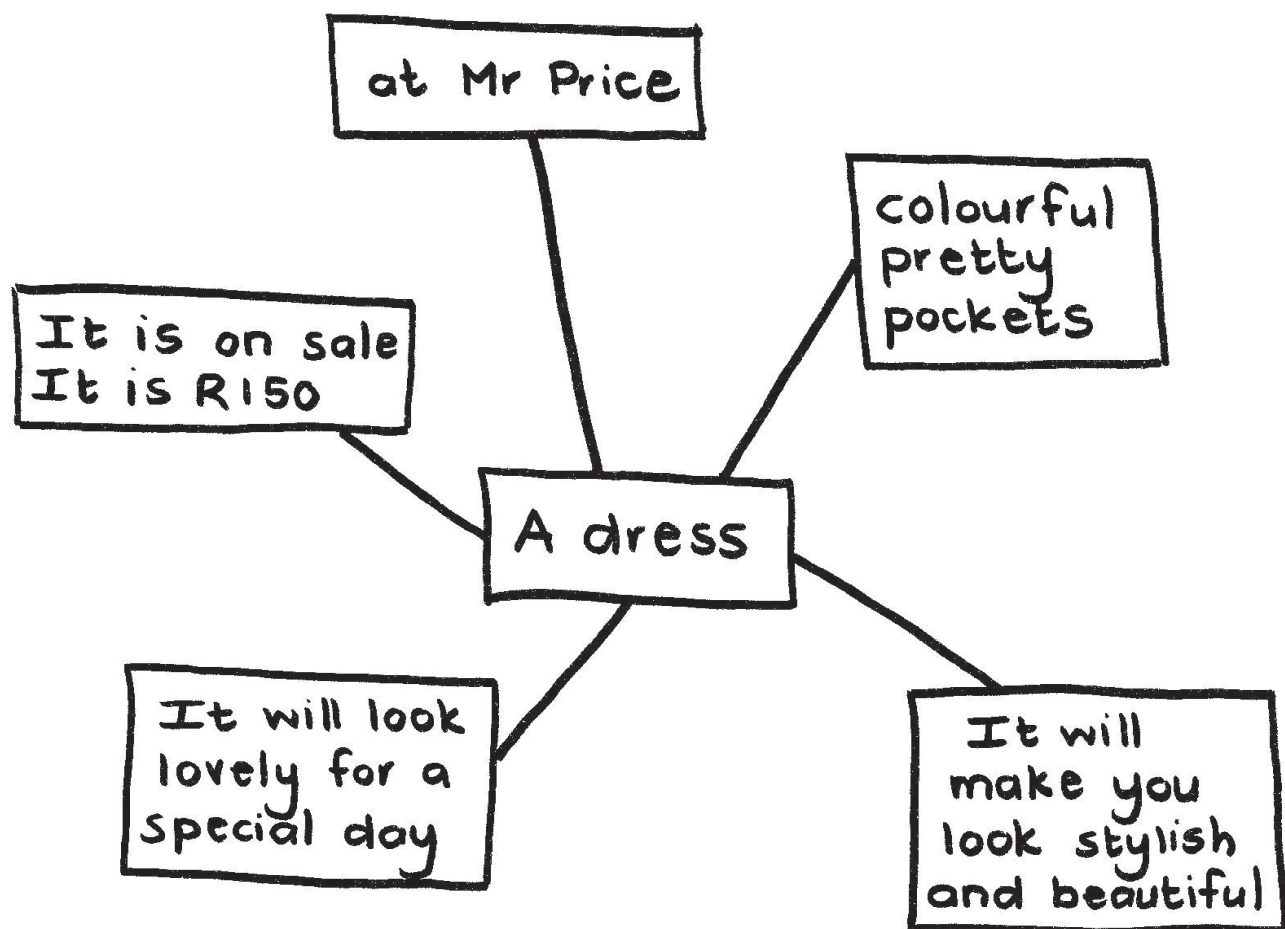
## WEEK 4: MONDAY / DAY 1: PLANNING

TOPIC	Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.
GENRE	<b>Advertisement</b>
PLANNING STRATEGY	<b>Use a mind-map</b>
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you <b>think before you write</b>.</li> <li>3. Use <b>modelling</b> to show learners how to think of a clothing item to advertise, like:   <i>I am thinking about my favourite jersey that keeps me warm at home. I am going to pretend it is on sale at the shop, and make an advertisement about why everyone would like this jersey!</i> </li> <li>4. Have the writing topic written on one side of the chalkboard.</li> <li>5. Write the planning frame below on the other side of the chalkboard.</li> <li>6. On the other side of the chalkboard, show learners how you make a mind-map.</li> </ol>
<div> <div> <b>Advertisement</b> </div> <div> <b>Advertisement</b> </div> </div>	

LEARNERS USE  
THE PLANNING  
STRATEGY  
(YOU DO)

1. Tell learners to close their eyes and use their imaginations to think of the item of clothing they want to sell.
2. Next, tell learners to **turn and talk** with a partner, to share their ideas.
3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their advertisement, 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.

## Advertisement



**WEEK 4: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS****GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 1
TEXT	Mama Thembi's dream shopping trip
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
	Teacher: Where are you going? Where are you going?	Open up both hands and shrug your shoulders
	Learners: To the clothing shop!	Point towards the door
	Teacher: How will you get there? How will you get there?	Open up both hands and shrug your shoulders
	Learners: With a skip and a hop!	Skip and hop
	Teacher: What will you buy there? What will you buy there?	Open up both hands and shrug your shoulders
	Learners: Some socks and a hat!	Point to your socks then pat your head
	Teacher: May I come with you? May I come with you?	-
	Learners: Yes please, we'd like that!	Shout out
THEME VOCABULARY	expensive, cheap, exhausted, relaxed, dreamed	
QUESTION OF THE DAY		
Question	If you won a competition like Vuyo Tshabalala, what kind of things would you want from the shop?	
Graph	2 COLUMN GRAPH	
Options	expensive things / cheap things	
Follow up questions		
Question	How many learners would want expensive things?	
Answer	__ learners would want expensive things.	
Question	How many learners would want cheap things?	
Answer	__ learners would want cheap things.	
Question	What would more learners want?	
Answer	More learners would want __ things.	



<b>Question</b>	<b>What would fewer learners want?</b>
Answer	Fewer learners would want __ things.
<b>Question</b>	<b>If you won a competition, what kind of things would you want from the shop?</b>
Answer	I would want expensive things.
Answer	I would want cheap things.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

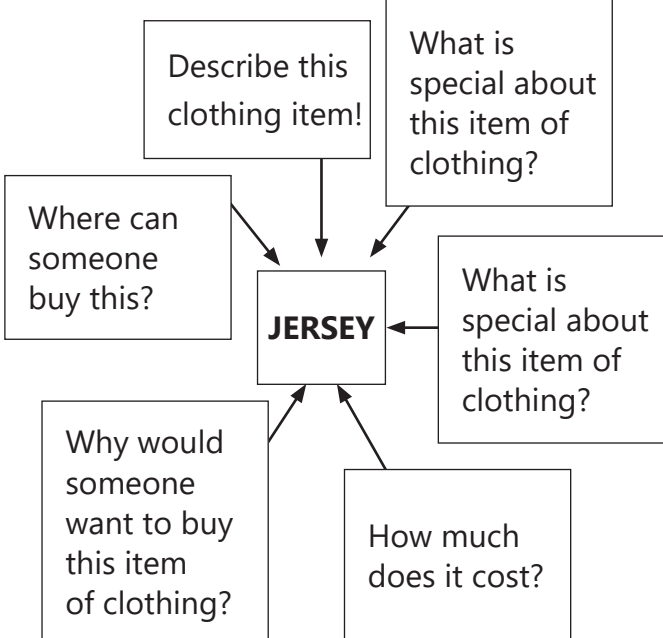

## GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Mama Thembi's dream shopping trip
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	Hyperbole
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Explain that in advertising, we often use figurative language to make people remember or want to buy something. This week, we will learn about one type of figurative speech that is used a lot in advertising: <b>hyperbole</b></li> <li>2. Explain that hyperbole is an exaggeration. It is when we say something more strongly than we mean it to emphasise something.</li> <li>3. Call one learner up to the front of the room. Ask the class to identify one nice quality about this person, like: she is friendly.</li> <li>4. Explain that we need to turn this into a hyperbole. That means we need to exaggerate how friendly she is, like: she is the friendliest person in the world!</li> <li>5. Explain that using hyperbole is a way we can emphasise something to make a point! It is based on something true, but we say it more strongly than we mean it.</li> </ol>
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> <li>1. Remind learners that you are writing advertisements for a piece of clothing.</li> <li>2. Explain that today, learners will make some hyperboles that will help advertise their clothing item in their advertisement!</li> <li>3. Remind learners that you began writing an advertisement on Monday about a jersey.</li> <li>4. Explain that you described your jersey as:               <ol style="list-style-type: none"> <li>a. warm</li> <li>b. lots of colours</li> </ol> </li> <li>5. Instruct learners to help you turn each into an hyperbole, like:               <ol style="list-style-type: none"> <li>a. As warm as a fire!</li> <li>b. The most colourful jersey in the world!</li> </ol> </li> </ol>
LSC Pair work (YOU DO)	<ol style="list-style-type: none"> <li>1. Hand out exercise books.</li> <li>2. Instruct learners to find their planning frame from Monday. Explain that they must add an extra box with the label: Hyperboles</li> <li>3. Explain that learners will write their own hyperboles about their item of clothing item. They must look on their mind-map and find things they can exaggerate about their item of clothing!</li> <li>4. Then, give learners 3-5 minutes to come up with some hyperboles on their own.</li> <li>5. Instruct learners to <b>turn and talk</b> and share their hyperboles with a partner.</li> <li>6. After learners have shared with a partner, call the class back together.</li> </ol>

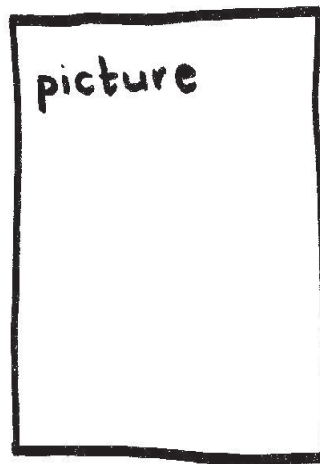
	<p>7. Ask learners to share their partner's hyperbole with the class.</p> <p>8. Explain that they must choose one to use in their advertisement.</p>
TOPIC	<p><b>Think of an item of clothing that you want to sell. Make an advertisement to make people want to buy this item of clothing.</b></p>
PLANS	<p>Before class begins, rewrite the planning frames on the board:</p>
<p><b>Advertisement</b></p> 	<p><b>Advertisement</b></p> 
WRITING FRAME	<ol style="list-style-type: none"> <li>Next, tell learners that they must design and write an advertisement.</li> <li>Explain that the words on an advertisement do <b>not</b> have to be written in full sentences!</li> <li>Explain that an advertisement might use a lot of exclamation marks!</li> <li>In an advertisement, the ideas do <b>not</b> need to be written in any particular order – they might even be spaced around the page!</li> <li>When writing an advertisement, learners must think about how it looks, because it is meant to catch peoples' attention!</li> <li>Write the following frame on the chalkboard, and explain it to learners:</li> </ol> <p><b>Include on the page:</b></p> <p>Your hyperbole: What is being sold?</p> <p>Why should someone buy this item? (You can include lots of ideas and think about pictures you will add in your final draft!)</p> <p>How can someone buy this item? (How much and where can they find it?)</p>

DRAFT	<ol style="list-style-type: none"><li>1. Hand out learners' exercise books.</li><li>2. Settle learners so you have their attention.</li><li>3. Remind learners that they will write an advertisement using the frame.</li><li>4. Instruct learners to write the date and heading: <b>Advertisement: Draft</b></li><li>5. Instruct learners to find their plan from Monday and think about their ideas.</li><li>6. Instruct learners to complete the writing frame using their plans.</li><li>7. Remind learners that they should use the hyperbole in their poster!</li><li>8. Tell learners that they can add more words or write an extra advertisement if they have time.</li><li>9. Remind learners of the strategies they can use to help them.</li><li>10. As learners write, walk around the classroom and help learners who are struggling.</li></ol>
HOMEWORK	Learners must complete the draft.

Draft  
Advertisement

Beautiful dress  
on SALE!

colourful!



Pretty!

It has pockets!

Perfect to make you look  
stylish for that special day

ONLY R150  
AT MR PRICE

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

#### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	Mama Thembi's dream shopping trip
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	Lyrics	Actions
	Teacher: Where are you going? Where are you going?	Open up both hands and shrug your shoulders
	Learners: To the clothing shop!	Point towards the door
	Teacher: How will you get there? How will you get there?	Open up both hands and shrug your shoulders
	Learners: With a skip and a hop!	Skip and hop
	Teacher: What will you buy there? What will you buy there?	Open up both hands and shrug your shoulders
	Learners: Some socks and a hat!	Point to your socks then pat your head
	Teacher: May I come with you? May I come with you?	-
Learners: Yes please, we'd like that!	Shout out	
THEME VOCABULARY	starving, fridge, cupboard, addiction, credit card	
QUESTION OF THE DAY		
Question	If you felt starving, what would you hope to find in your cupboard?	
Graph	3 COLUMN GRAPH	
Options	eggs / bread / peanut butter	
Follow up questions		
Question	How many learners would hope to find eggs?	
Answer	__ learners would hope to find eggs.	
Question	How many learners would hope to find bread?	
Answer	__ learners would hope to find bread.	
Question	How many learners would hope to find peanut butter?	
Answer	__ learners would hope to find peanut butter.	

<b>Question</b>	<b>What would most learners hope to find?</b>
Answer	Most learners would hope to find __.
<b>Question</b>	<b>What would fewest learners hope to find?</b>
Answer	Fewest learners would hope to find __.
<b>Question</b>	<b>If you felt starving, what would you hope to find in your cupboard?</b>
Answer	I would hope to find eggs.
Answer	I would hope to find bread.
Answer	I would hope to find peanut butter.
<b>PERSONAL DICTIONARIES</b>	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
<b>HOMEWORK</b>	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Mama Thembi's dream shopping trip
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



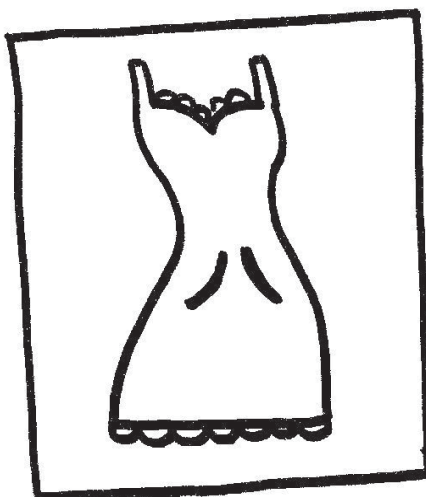
## WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST</p> <p><i>(Write this on the board <b>before</b> class begins)</i></p>	<ol style="list-style-type: none"> <li>1. Does my advertisement include my hyperbole?</li> <li>2. Does my advertisement explain why someone should buy this item?</li> <li>3. Did I use proper punctuation?</li> <li>4. Will I include some pictures of different styles of writing in my final draft?</li> <li>5. Did I spell all words correctly?</li> </ol>
EDIT	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to change words if it will help their advertisement sound better and more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
PUBLISH	<ol style="list-style-type: none"> <li>1. Instruct learners to read through their corrections.</li> <li>2. Instruct learners to rewrite their recount, correcting any mistakes.</li> <li>3. Instruct learners to rewrite the paragraph correctly, under the heading: <b>Advertisement: Final Draft</b></li> <li>4. Tell learners that they should add different design elements, like pictures or different sizes of writing to their final draft!</li> </ol>
SHARE	<ol style="list-style-type: none"> <li>1. Instruct learners to <b>turn and talk</b> to a partner.</li> <li>2. Instruct learners to read their writing out loud to their partner and then swop.</li> <li>3. Instruct learners to each tell each other one thing they liked about their partners' writing.</li> </ol>
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

Advertisement: Final draft

Beautiful dress  
on SALE!

COLOURFUL



PRETTY!

\* It EVEN has pockets! \*

Perfect to make YOU look  
STYLISH  
for that special day!

ONLY R150  
At MR PRICE!!

**WEEK 4: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS****GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	Mama Thembi's dream shopping trip
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"> <li>1. Go through the lists of words that learners created from the Word Find.</li> <li>2. Use this opportunity to correct and remediate any issues with phonics.</li> <li>3. Praise and congratulate learners who made an effort or improved their phonic knowledge.</li> </ol> <p>You may want to have a space on the chalkboard for the names of the class '<b>Word Find Champions</b>'. 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 <b>discussion</b> task). For example:</p> <p><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. Learnt new vocabulary words about going shopping.</li> <li>2. Learnt about advertisements.</li> <li>3. Learnt about hyperboles.</li> <li>4. Read an advertisement.</li> <li>5. Spoke about advertisements.</li> <li>6. Answered questions about the texts</li> <li>7. Wrote our own advertisement.</li> <li>8. Read each other's writing .</li> </ol>

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

# GRADE 4 - TERM 2

## WEEK 5

### THEME: INCREDIBLE INSECTS

'If all insects on Earth disappeared, within 50 years all life on Earth would end. If all human beings disappeared from the Earth, within 50 years all forms of life would flourish.'

— Jonas Salk

TERM 2: WEEK 5	
OVERVIEW	
THEME	<b>Incredible Insects</b>
THEME VOCABULARY	insect, fascinated, expert, crime, intelligent, thorax, abdomen, antennae, microscope, magnifying glass
LSC	Connecting words
COMPREHENSION STRATEGY	<b>Visualise</b> <b>Make evaluations</b>
WRITING GENRE	Story
WRITING TOPIC	Write a story that includes a character who finds an insect
CLASSROOM PREPARATION	<ol style="list-style-type: none"> <li>1. Take down and carefully store the flashcard words and pictures from the previous week.</li> <li>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.</li> <li>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.</li> <li>4. Try to find some reading material for your theme table, for example: an encyclopaedia or book about insects.</li> <li>5. Try to find some objects for your theme table like a magnifying glass, or a picture of a microscope and pictures of different insects.</li> <li>6. Do some research on the internet to prepare for this theme, for instance, find some pictures of strange and beautiful insects.</li> </ol>

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

PICTURE	1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: <b>page 112.</b> 3. Instruct learners to look at the pictures and the title.	
INTRODUCE THE THEME	<ul style="list-style-type: none"><li>• Ask learners: What kind of text do you think we will read this week?</li><li>• Listen to learner responses. This will help you understand what learners already know.</li><li>• Explain that we will read a poem.</li><li>• Ask learners: What will the topic of this poem be?</li><li>• Explain that the topic of the poem is insects.</li><li>• Ask learners: What experiences do you have with insects?</li><li>• Listen to learner stories about insects.</li><li>• Explain that this is our theme this week: <b>Incredible insects!</b></li></ul>	
SONG / RHYME (can be sung to the tune of 'Do your ears hang low')	<b>Lyrics</b>	<b>Actions</b>
	Can you wiggle like a worm?	<i>Move your hand in a wiggling motion</i>
	Can you squiggle? Can you squirm?	<i>Shake your body</i>
	Can you flutter? Can you fly?	<i>Flap your hands like a butterfly</i>
	Can you crawl upon the ground,	<i>Use your hands and bend down low to pretend to crawl</i>
	Like a beetle that is round?	<i>Use your hands to make a circle</i>
	Can you move like me?	<i>Point to yourself</i>
THEME VOCABULARY	insect, fascinated, expert, crime, intelligent	
<b>QUESTION OF THE DAY</b>		
Question	How do you feel about learning about insects?	
Graph	3 COLUMN GRAPH	
Options	curious / fascinated / bored	
<b>Follow up questions</b>		
Question	<b>How many learners feel curious about learning about insects?</b>	
Answer	__ learners feel curious about learning about insects.	

<b>Question</b>	<b>How many learners feel fascinated about learning about insects?</b>
Answer	__ learners feel fascinated about learning about insects.
<b>Question</b>	<b>How many learners feel bored about learning about insects?</b>
Answer	__ learners feel bored about learning about insects.
<b>Question</b>	<b>How do most learners feel about learning about insects?</b>
Answer	Most learners feel __ about learning about insects.
<b>Question</b>	<b>How do fewest learners feel about learning about insects?</b>
Answer	Fewest learners feel __ about learning about insects.
<b>Question</b>	<b>How do you feel about learning about insects?</b>
Answer	I feel curious.
Answer	I feel fascinated.
Answer	I feel bored.
<b>PERSONAL DICTIONARIES</b>	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
<b>HOMEWORK</b>	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>



## WEEK 5 MONDAY / DAY 1: LISTENING

## LISTEN TO...

1. This week, learners will listen to **a story**: Bernard Greenberg
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
On the 24th April 1922, Bernard Greenberg was born in New York City, in the United States of America. Bernard was a strange boy, who always loved insects. He caught insects in jars, and studied them carefully.	I can <b>visualise</b> Bernard's house, filled with jars of insects. I am visualising Bernard, standing in a room full of jars, looking fascinated by the jars all around. But, I can <b>visualise</b> anyone else who comes into the house looking around, wondering what is going on!	<ol style="list-style-type: none"> <li>1. When was Bernard Greenberg born? (24th April 1922.)</li> <li>2. What did Bernard use to catch insects? (Jars.)</li> <li>3. Can you <b>visualise</b> <b>Bernard</b> studying his insects as a little child? What do you visualise? (I can <b>visualise</b>...)</li> </ol>
As Bernard grew up, he stayed interested in insects. When he went to university, he even chose to study insects! Bernard studied hard, and became an expert in insects, which is called an entomologist. Bernard became a real expert in a certain kind of fly, called a blow fly. He knew everything about blow flies.	I can <b>visualise</b> Bernard sitting at a desk in the University library, looking fascinated by the pictures of insects in his text book! I can <b>visualise</b> him collecting insects outside, just like when he was a little child. I can then <b>visualise</b> him looking at his little insects under a microscope in the University lab.	<ol style="list-style-type: none"> <li>1. What did Bernard decide to study in University? (He decided to study insects.)</li> <li>2. Which insect did Bernard become an expert in? (He became an expert in the blow fly.)</li> </ol>

<p>Bernard and his wife Barbara eventually moved to a different city called Chicago. In Chicago, Bernard worked as a teacher at a university, where he taught his students about insects. In Chicago, Bernard also began working with the police to help solve murder cases. Bernard used his knowledge of insects and blow flies to help solve murder cases. Bernard could tell how long a person had been dead, by studying the blow flies on the body. Bernard could tell when a person died from the number of blow flies on the body. He would also look at which stage of the life-cycle the blow flies were in. These two things helped him to work out exactly when the person died.</p>	<p>I can <b>visualise</b> Bernard on a crime scene. There is crime tape and police all around. I can <b>visualise</b> Bernard kneeling down and collecting insects in tiny jars, so that he can take them to the lab to study – just like he has done his whole life!</p>	<ol style="list-style-type: none"> <li>1. Which two jobs did Bernard have? (Bernard worked at the University of Chicago as a teacher. He also worked with the police to help solve murder cases.)</li> <li>2. Why did Bernard work with the police? (Because he could use his knowledge about Blow flies to help solve murder cases.)</li> </ol>
<p>Bernard became very famous and helped to solve many murder cases because of his knowledge of insects. Now, entomologists are often called to help solve crime cases. Bernard Greenberg used his knowledge of insects to help humans. He died in 2017.</p>	<p>I can <b>make an evaluation</b> that Bernard Greenberg is a real (nonfiction) person, because there are details about his birth, and death. This is a story about a real person, who did something new that made him famous! That must be why we are still reading about him, even though he is dead!</p>	<ol style="list-style-type: none"> <li>1. Why was Bernard Greenber famous? (Because he helped solve murder cases/ Maybe because he was one of the first people to use insects to solve crimes.)</li> <li>2. What in the story lets us <b>make the evaluation</b> that Bernard Greenberg was an intelligent person? (He collected insects in jars / He studied them from the time he was a child / he kept studying and trying to learn more about insects / he came up with new ways to use his knowledge about insects!)</li> </ol>

## WEEK 5: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

1. This week, learners will discuss **a story**: Bernard Greenberg
2. **Before class begins, write the following conversation frame on the board:**
  - a. In this story...
  - b. I can make a connection to this story because...
  - c. I think...would enjoy this story 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

On the 24th April 1922, Bernard Greenberg was born in New York City, in the United States of America. Bernard was a strange boy, who always loved insects. He caught insects in jars, and studied them carefully.

As Bernard grew up, he stayed interested in insects. When he went to university, he even chose to study insects! Bernard studied hard, and became an expert in insects, which is called an entomologist. Bernard became a real expert in a certain kind of fly, called a blow fly. He knew everything about blow flies.

Bernard and his wife Barbara eventually moved to a different city called Chicago. In Chicago, Bernard worked as a teacher at a university, where he taught his students about insects. In Chicago, Bernard also began working with the police to help solve murder cases. Bernard used his knowledge of insects and blow flies to help solve murder cases. Bernard could tell how long a person had been dead, by studying the blow flies on the body. Bernard could tell when a person died from the number of blow flies on the body. He would also look at which stage of the life-cycle the blow flies were in. These two things helped him to work out exactly when the person died.

Bernard became very famous and helped to solve many murder cases because of his knowledge of insects. Now, entomologists are often called to help solve crime cases. Bernard Greenberg used his knowledge of insects to help humans. He died in 2017.

## 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	<div>1. Write the following sounds on the chalkboard: th and ay</div> <div>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</div> <div>3. Write the following words on the chalkboard and sound each word out as follows: /th/ - /i/ - /n/ - thin /tr/ - /ay/ - tray</div> <div>4. Ask learners to sound out and read each word after you.</div>									
Word find	<div>Write the following table on the chalkboard:</div> <table><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> <div>MODEL</div> <div>1. Review all of the sounds on the chalkboard.</div> <div>2. Tell learners to copy the table into their books.</div> <div>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.</div> <div>4. Show learners how to build one or two words, like: thin or sock</div> <div>5. Possible words (this is not a complete list): thin, thick, pay, tray, say, sick, pick, trick, sock pin, nip, etc.</div>	th	ay	p	tr	i	o	n	s	ck
th	ay	p								
tr	i	o								
n	s	ck								

## WEEK 5: TUESDAY / DAY 2: PRE-READING

TITLE	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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: **What do insects look like**
2. Explain the meaning of the title, e.g. The title tells us that we will learn all about what insects look like in this poem!
3. Instruct learners to think about the pictures and the title.
4. Instruct learners to look at the structure of the poem.
  - a. Explain that a poem is written using **lines** – not sentences.
  - b. Explain that a poem is written using **stanzas** – not paragraphs.
  - c. Explain that some poems use **rhyming** words and some poems do not. Rhyming words are at the end of lines in the poem.
5. Ask learners predictive questions:
  - a. What do you think will happen in this poem?
  - b. Why? (What evidence do you have?)
  - c. How many lines are in the poem?
  - d. How many stanzas are in this poem?
  - e. Scan the last words of each line only. Do you see any rhyming words?
6. End by reading through the text once, to give learners a sense of the poem. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

## WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME (can be sung to the tune of 'Do your ears hang low')	Lyrics	Actions
	Can you wiggle like a worm?	Move your hand in a wiggling motion
	Can you squiggle? Can you squirm?	Shake your body
	Can you flutter? Can you fly?	Flap your hands like a butterfly
	Can you crawl upon the ground,	Use your hands and bend down low to pretend to crawl
	Like a beetle that is round?	Use your hands to make a circle
	Can you move like me?	Point to yourself
THEME VOCABULARY	Which part of an insect would you like to see up close?	
QUESTION OF THE DAY		
Question	Which part of an insect would you like to see up close?	
Graph	3 COLUMN GRAPH	
Options	the thorax / the abdomen / the antennae	
Follow up questions		
Question	How many learners would like to see the thorax?	
Answer	__ learners would like to see the thorax.	
Question	How many learners would like to see the abdomen?	
Answer	__ learners would like to see the abdomen.	
Question	How many learners would like to see the antennae?	
Answer	__ learners would like to see the antennae.	
Question	Which part of an insect would most learners like to see?	
Answer	Most learners would like to see the __.	
Question	Which part of an insect would fewest learners like to see?	
Answer	Fewest learners would like to see the __.	
Question	Which part of an insect would you like to see up close?	
Answer	I would like to see the thorax.	
Answer	I would like to see the abdomen.	

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

## WEEK 5: WEDNESDAY / DAY 3: FIRST READ

TITLE	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>Visualise</b> <b>Make evaluations</b>
PURPOSE	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<ol style="list-style-type: none"> <li>1. Hand out the DBE workbooks.</li> <li>2. Instruct learners to turn to the poem on <b>page 112</b>.</li> <li>3. Allow learners a few minutes to try and read the poem on their own, in silence.</li> <li>4. Explain that you will read the poem to learners. They must <b>follow along</b> as you read.</li> <li>5. Read the poem with fluency and expression to learners.</li> <li>6. Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
<b>Text</b>	<b>Think Aloud: First Read</b>
An insect has three body parts, It needs to have all three.	<b>I visualise</b> a picture of an ant. I can visualise an arrow pointing to the head, the thorax next, and finally the abdomen!

<p>A <b>head</b>, a <b>thorax</b> and an <b>abdomen</b> Look closely and you'll see.</p>	<p>It is like how a human has a head, chest and abdomen!</p> <p><b>I visualise</b> holding a magnifying glass and looking closely at an insect! I can see a tiny ant's head, thorax and abdomen!</p>
<p>The head has <b>mouth parts</b> well designed, And <b>compound eyes</b> as well. It uses two <b>antennae</b> To feel and hear and smell.</p>	<p><b>I visualise</b> the word compound – it means two or more things put together. I <b>visualise</b> a picture I once saw of insect's eye under a microscope! – lots of tiny little dots put all together.</p>
<p>The thorax is where legs are joined Three pairs, <b>six legs</b> in all. It also sometimes joins the <b>wings</b> To help them fly or crawl.</p>	<p><b>I visualise</b> a little ant crawling up my arm – I am <b>visualising</b> the six little legs that tickle me when the ant walks!</p>
<p>The abdomen is the next body part, It's where it digests its feeds. It is important for these wonder bugs to digest the food it needs.</p>	<p>We can't see an insect digest it's food because that is what happens inside our body after we eat food. I can <b>visualise</b> a little insect eating so many leaves and feeling full!</p>
<b>Follow up questions</b>	<b>Responses</b>
How many body parts does an insect have?	It has three body parts.
What body parts does an insect have?	Insects have a head, thorax, and abdomen.
<b>Why question</b>	<b>Possible response</b>
<p>Explain that the speaker of a poem is the narrator or the person who is speaking in a poem. <b>Evaluate</b> the entire poem. Who do you think is the speaker of this poem?</p>	<p>This is <b>an evaluation question</b>. Learners must form their own opinion, like:</p> <ul style="list-style-type: none"> <li>• I think the speaker in the poem is a scientist who wants to teach us about the parts of insects we can't see.</li> <li>• I think the speaker of the poem is a child who has studied insects and loves to talk about them!</li> <li>• I think the speaker could be anyone who likes insects.</li> </ul>
<b>Introduce the LSC in context</b>	
<ol style="list-style-type: none"> <li>1. Explain to learners that in this cycle, they will learn about: connecting words</li> <li>2. Point out the following example of this: In the second stanza of the poem, we read: The head has mouth parts well designed and compound eyes as well. This is an example of two sentences joined with the word 'and'.</li> <li>3. Introduce this LSC as follows: Connecting words are used to join two or more sentences. They include words like and, but, however, then, because, in the end, and finally.</li> </ol>	



## WEEK 5: THURSDAY / DAY 4: SECOND READ

TITLE	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>Visualise</b> <b>Make evaluations</b>
PURPOSE	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<ol style="list-style-type: none"> <li>Before the lesson begins, write the <b>follow-up questions</b> on the board:               <ol style="list-style-type: none"> <li>Where are the legs and wings joined on an insect's body?</li> <li>What is the insect you <b>visualise</b> when you read this poem?</li> <li>What do you think the <b>message</b> of this poem is?</li> </ol> </li> <li>Read the <b>follow-up questions</b> out loud to learners.</li> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the poem on <b>page 112</b>.</li> <li>Explain that you will read the story to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the poem with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in Second Read column.</li> </ol>	
<ol style="list-style-type: none"> <li>Next, instruct learners to <b>turn and talk</b> with a partner.</li> <li>Instruct learners to take turns <b>reading the poem</b> to each other.</li> <li>Tell learners to <b>orally</b> discuss the <b>follow-up questions</b> together.</li> </ol>	
Text	Think Aloud: Second Read
<p>An insect has three body parts, It needs to have all three. <b>A head, a thorax</b> and an <b>abdomen</b> Look closely and you'll see.</p>	<p>I can <b>visualise</b> a big dug beetle. I never thought about the different parts of it's body before! I <b>visualise</b> myself finding a big beetle and trying to see the thorax and abdomen.</p>

<p>The head has <b>mouth parts</b> well designed, And <b>compound eyes</b> as well. It uses two <b>antennae</b> To feel and hear and smell.</p>	<p>I can <b>visualise</b> the two tiny antennae sticking out of the beetle's head! I can <b>visualise</b> the way those little antennae move on their own!</p>
<p>The thorax is where legs are joined Three pairs, <b>six legs</b> in all. It also sometimes joins the <b>wings</b> To help them fly or crawl.</p>	<p>I can <b>visualise</b> turning over the beetle and seeing how the legs are attached to the insect's. The place they are attached is the thorax! Now I can <b>visualise</b> the thorax right there under the beetle's head!</p>
<p>The abdomen is the next body part, It's where it digests its feeds. It is important for these wonder bugs to digest the food it needs.</p>	<p><b>I visualise</b> a little beetle rolling it's food along – getting ready to eat!</p>
Follow up questions	Responses
Where are the legs and wings joined on an insect's body?	They are joined on the thorax.
What is the insect you <b>visualise</b> when you read this poem?	I visualise...
Why question	Possible response
<p>Explain that the <b>message</b> of a poem is whatever the poet wants us to learn from reading the poem. <b>Evaluate</b> the entire poem. What do you think the message of this poem is?</p>	<p>This is <b>an evaluation question</b>. Learners must form their own opinion, like:</p> <ul style="list-style-type: none"> <li>I think the poet wants us to become more curious about insects. I think the poet hopes this will make us more interested in the insects we see all around us.</li> <li>I think the poet wants us to learn something new. The poem is meant to help us know about insects.</li> </ul>
<p><b>Ask learners to formulate a question about the text.</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to independently think of a question that they can ask about the text.</li> <li>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.</li> <li>3. Tell learners to turn and talk, and share their questions with each other.</li> <li>4. Then, ask a few learners to share their questions with the class.</li> <li>5. Give other learners the opportunity to answer these questions.</li> </ol>	

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

<b>Modelling (I DO)</b>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>visualising</b>.</li> <li>2. Explain that when we visualise, we try to imagine what is happening in the text, like a movie inside our minds.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 112</b></li> <li>5. Read out loud from the poem learners follow along: Look closely and you'll see</li> <li>6. Close your eyes and explain what you visualise about this line, like:               <ol style="list-style-type: none"> <li>a. I <b>visualise</b> my friend handing me a magnifying glass and telling me to look closely at an insect he has found.</li> <li>b. I can <b>visualise</b> using the magnifying glass to look up close at a little tiny insects and see the parts of the insect!</li> </ol> </li> </ol>
<b>Work with learners (WE DO)</b>	<ol style="list-style-type: none"> <li>1. Read out loud while learners follow along: It uses two antennae to feel and smell</li> <li>2. Instruct learners to close their eyes, and to visualise this line of the poem.</li> <li>3. Ask learners: What did you visualise?</li> <li>4. Listen to learners ideas, like:               <ol style="list-style-type: none"> <li>a. I visualised a little insect putting it's antennae up higher when it hears a loud sound.</li> <li>b. I visualised an ant using an antennae to feel for its food.</li> <li>c. Etc.</li> </ol> </li> </ol>
<b>Pair work (YOU DO)</b>	<ol style="list-style-type: none"> <li>1. Write the following questions on the board:               <ol style="list-style-type: none"> <li>a. What did you visualise?</li> <li>b. How was your visualisation similar to your partner?</li> <li>c. How was your visualisation different from your partner?</li> </ol> </li> <li>2. Explain that now, learners will work with a partner to visualise.</li> <li>3. Read out loud while learners follow along: The thorax is where legs are joined / Three pairs, six legs in all.</li> <li>4. Instruct learners to visualise these lines of the poem.</li> <li>5. Then, instruct learners to discuss the questions with their partners.</li> <li>6. After 3-5 minutes, call learners back together.</li> <li>7. Call on 2-3 learners to share their answer to each question.</li> </ol>

### NOTES

**Tell learners to open their exercise books, and copy down the following heading and notes in their books:**

#### **Visualise**

To visualise, we:

1. Close our eyes
2. Imagine what we see, hear, smell, taste and feel
3. Try to see the story like a movie in our minds

## WEEK 5: FRIDAY / DAY 5: POST-READING

TITLE	What do insects look like?
DBE WORKBOOK 1, PAGE	112
ACTIVITY	TEXT ILLUSTRATION
COMPREHENSION STRATEGY	<b>Visualise</b>
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.

## POST-READING

**Getting Ready**

Before the lesson begins, write the following sentence starter on the board:

I can **visualise**...

1. **Hand out exercise books.**
2. Remind learners that this week, we have been learning how to visualise a text.
3. Explain that today, learners will visualise the insects in the poem.
4. Instruct learners to close their eyes. Instruct them to think about what kind of insect they visualise when the poem is read. Instruct them to visualise the different body parts of their insect's body.
5. Read the poem out loud to learners while their eyes are closed.
6. Instruct learners to open their books and to draw a picture of the insect that they visualised.
7. Instruct learners to use the sentence starter to write 1-2 sentences about their visualisation.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner and to discuss how they visualised the insect in the poem.

Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the theme.

WEEK 5 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>Story (Narrative Essay)</b>	To entertain	<ul style="list-style-type: none"> <li>Orientation that introduces characters and setting, e.g. Once upon time there was an old woman who lived with her son called Jack. They were very poor.</li> <li>Events leading to a complication, e.g. Jack spent all the money his mother gave him on some magic beans. His mother was angry.</li> <li>Resolution and ending, e.g. Jack came back with the Giant's treasure and they lived happily ever after.</li> </ul>	<ul style="list-style-type: none"> <li>Written in the first or third person</li> <li>Written in the past tense</li> <li>Events described sequentially</li> <li>Connectives that signal time, e.g. Early that morning, later on, once</li> <li>Makes use of dialogue</li> <li>Language used to create an impact on the reader, e.g. adverbs, adjectives, images</li> </ul>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write a <b>story (also called a narrative essay)</b>.</li> <li>2. A story entertains people! It is meant to be interesting and fun to read.</li> <li>3. Explain that all stories have certain important elements:               <ol style="list-style-type: none"> <li>a. <b>Characters:</b> A story always has characters. They can be people or animals.</li> <li>b. <b>Setting:</b> This is when and where the story takes place.</li> <li>c. <b>Conflict / complication:</b> A story has a problem that needs to be solved.</li> <li>d. <b>Resolution:</b> This is how the problem gets solved in a story.</li> </ol> </li> </ol>		

READ THE SAMPLE TEXT	<p><b>Thembikile and the grasshoppers</b></p> <p>Thembikile was a 10 year old girl who lived in Johannesburg. One holiday, Thembikile went to visit her grandparents. They lived in a village. When it was time to eat, grandfather put a bowl of cooked grasshoppers on the table. Thembikile's grandmother told her that grasshoppers are crunchy, tasty and healthy.</p> <p>Thembikile was very afraid to taste the insects. She thought that they looked weird and disgusting. Eventually, she took a bite of a grasshopper. It tasted delicious! Ever since that day, Thembikile loved eating grasshoppers.</p>
DISCUSS	<ol style="list-style-type: none"> <li>1. Who are the characters in this story?</li> <li>2. What is the problem in this story?</li> <li>3. How did this problem get solved?</li> <li>4. What kind of ending did the story have – a sad ending or a happy ending?</li> <li>5. How do we know that this is a story?</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b>Story (narrative essay)</b></p> <ol style="list-style-type: none"> <li>1. <b>Beginning:</b> Tells about character and setting.</li> <li>2. <b>Middle:</b> A problem!</li> <li>3. <b>Ending:</b> How the problem gets solved.</li> <li>4. Entertains people!</li> </ol>

# GRADE 4 - TERM 2

WEEK

6

## THEME: INCREDIBLE INSECTS & ASSESSMENT

'Having flown the earth for 300 million years, dragonflies symbolize our ability to overcome times of hardship. They can remind us to take time to reconnect with our own strength, courage and happiness.'

-Unknown



TERM 1: WEEK 6	
OVERVIEW	
THEME	Incredible Insects
THEME VOCABULARY	insect, fascinated, expert, crime, intelligent, thorax, abdomen, antennae, microscope, magnifying glass, sting, beehive, pollen, snail, slimy, sickness, creature, beetle, pincers, concentrate
LSC	Connecting words
COMPREHENSION STRATEGY	Visualise Make evaluations
WRITING GENRE	Story
WRITING TOPIC	Write a story that includes a character who finds an insect

GRADE 5 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	<b>Paper 1</b> 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	<b>Paper 2</b> Literary / non-literary text comprehension	15	9	ASSESSMENT WEEK		
	Visual text comprehension	10				
	Summary writing	5				
	Language Structures and Conventions in Context	10				
Total		90				

WEEK 6: MONDAY / DAY 1: PLANNING		
TOPIC	Write a story that includes a character who finds an insect	
GENRE	Story (narrative essay)	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you think before you write.</li> <li>3. Orally share some of your ideas about completing the writing topic, like: I know that I need to write about a character who finds an insect. I need to think about what happens when my character finds an insect – how do they feel? I know! I will write about a little girl named Selloane. She wakes up in the night to find a big spider in her room! She is terrified and she screams! But then, her sister wakes up and takes the spider outside for her.</li> <li>4. Have the writing topic written on one side of the chalkboard.</li> <li>5. Write the planning frame below on the other side of the chalkboard.</li> <li>6. On the other side of the chalkboard, show learners how you make a list by answering the questions.</li> </ol>	
	<b>My story</b> <ol style="list-style-type: none"> <li>1. Who is the main character?</li> <li>2. What is the setting of the story? (Where does the story happen?)</li> <li>3. What do we need to know about this character?</li> <li>4. How does the character find an insect?</li> <li>5. What is the problem in the story?</li> <li>6. How is the problem fixed?</li> </ol>	<b>My story</b> <ol style="list-style-type: none"> <li>1. Selloane, Age 9</li> <li>2. At her house, in the middle of the night</li> <li>3. She is very scared of insects.</li> <li>4. She wakes up and finds a spider in her room!</li> <li>5. There is a spider in her room and she doesn't know what to do because she feels so scared!</li> <li>6. Selloane screams and wakes her sister, Naledi. Naledi comes and helps.</li> </ol>

LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> <li>1. Tell learners to close their eyes and visualise a character who finds an insect. Instruct learners to think about what insect they find. Do they like finding the insect, or do they feel scared or upset? What happens after the character finds the insect? Learners should try to visualise their story like a movie in their mind!</li> <li>2. Next, tell learners to turn and talk with a partner, to share their idea.</li> <li>3. Hand out exercise books.</li> </ol>
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> <li>4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their story, just like you did.</li> <li>5. Tell learners not to copy your plan – they must write their own ideas.</li> <li>6. As learners work, walk around the room and hold mini-conferences.</li> </ol>

## Planning

### My story

1. Oratile, age 10
2. Outside, in the garden
3. She loves all animals and insects
4. She was have an picknick. She saw a buttafly.
5. The buttafly was stuck in a spider web.
6. Oratile saved the buttafly and set it freed.

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

#### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	Interesting facts about honey bees
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
	Can you wiggle like a worm?	Move your hand in a wiggling motion
	Can you squiggle? Can you squirm?	Shake your body
	Can you flutter? Can you fly?	Flap your hands like a butterfly
	Can you crawl upon the ground,	Use your hands and bend down low to pretend to crawl
	Like a beetle that is round?	Use your hands to make a circle
	Can you move like me?	Point to yourself
THEME VOCABULARY	sting, beehive, pollen, snail, slimy	
QUESTION OF THE DAY		
Question	Have you ever been stung by a bee?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have been stung by a bee?	
Answer	__ learners have been stung by a bee.	
Question	How many learners have never been stung by a bee?	
Answer	__ learners have never been stung by a bee.	
Question	Have more learners been stung by a bee or not?	
Answer	More learners have / have never been stung by a bee.	
Question	Have fewer learners been stung by a bee or not?	
Answer	Fewer learners have / have never been stung by a bee.	
Question	Have you ever been stung by a bee?	
Answer	Yes, I have been stung by a bee.	
Answer	No, I have never been stung by a bee.	

## WEEK 6 - TUESDAY

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

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

#### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Interesting facts about honey bees
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
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Write the following connecting words on the board: and, but, however, then, because, in the end, finally.</li> <li>2. Remind learners that last term, we learned about determiners, like: first, second, next, third, last. These are also connecting words!</li> <li>3. Explain that today we will learn about connecting words because using connecting words can make our stories easier to read. They can also make our stories more interesting.</li> <li>4. 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.</li> <li>5. Write the following sentence on the board: She found a butterfly. It flew away.</li> <li>6. Explain that we can use some different connecting words to connect these sentences, like: <ol style="list-style-type: none"> <li>a. But: She found a butterfly, but it flew away.</li> <li>b. However: She found a butterfly. However, it flew away.</li> <li>c. Then: She found a butterfly. Then, it flew away.</li> <li>d. But then / and then: Explain we can use 'and' and 'but' with other connect words. She found a butterfly but then it flew away / We found a butterfly, but then it flew away.</li> <li>e. Because: (Explain that because doesn't make sense here! We must choose connecting words that make sense in the context of our sentences!)</li> </ol> </li> <li>7. Explain that today we will practice using connecting words so that we can use them well in our stories!</li> </ol>
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> <li>1. Write the following sentence on the board: She screamed. Her sister woke up.</li> <li>2. Ask learners: What words can we use to connect these sentences better?</li> <li>3. Brainstorm some ideas with learners and write them on the board, like: <ol style="list-style-type: none"> <li>a. She screamed and then her sister woke up!</li> <li>b. She screamed. After that, her sister woke up!</li> </ol> </li> </ol>

<p>LSC</p> <p>Pair work</p> <p><b>(YOU DO)</b></p>	<ol style="list-style-type: none"> <li>Write the following sentences on the board: <ul style="list-style-type: none"> <li>She smiled. She was happy.</li> <li>They clapped. They shouted, 'Hooray!'</li> <li>I am angry. He didn't say sorry to me.</li> </ul> </li> <li>Instruct learners to turn and talk in small groups (4 learners) and to use connecting words to connect these sentences better!</li> <li>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.</li> <li>After each group has written one sentence on the board, call learners back together.</li> <li>Go through each sentence with the class. Discuss the connecting word that has been used. Correct any mistakes that you find.</li> <li>Explain that when learners draft their stories this week, they must include two connecting words. This will help their story flow better!</li> </ol>		
<p>TOPIC</p>	<p>Write a story that includes a character who finds an insect</p>		
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table> <tr> <td data-bbox="479 1072 987 1655"> <p><b>My story</b></p> <ol style="list-style-type: none"> <li>Who is the main character?</li> <li>What is the setting of the story? (Where does the story happen?)</li> <li>What do we need to know about this character?</li> <li>How does the character find an insect?</li> <li>What is the problem in the story?</li> <li>How is the problem fixed?</li> </ol> </td><td data-bbox="987 1072 1535 1655"> <p><b>My story</b></p> <ol style="list-style-type: none"> <li>Selloane, Age 9</li> <li>At her house, in the middle of the night</li> <li>She is very scared of insects.</li> <li>She wakes up and finds a spider in her room!</li> <li>There is a spider in her room and she doesn't know what to do because she feels so scared!</li> <li>Selloane screams and wakes her sister, Naledi. Naledi comes and helps.</li> </ol> </td></tr> </table>	<p><b>My story</b></p> <ol style="list-style-type: none"> <li>Who is the main character?</li> <li>What is the setting of the story? (Where does the story happen?)</li> <li>What do we need to know about this character?</li> <li>How does the character find an insect?</li> <li>What is the problem in the story?</li> <li>How is the problem fixed?</li> </ol>	<p><b>My story</b></p> <ol style="list-style-type: none"> <li>Selloane, Age 9</li> <li>At her house, in the middle of the night</li> <li>She is very scared of insects.</li> <li>She wakes up and finds a spider in her room!</li> <li>There is a spider in her room and she doesn't know what to do because she feels so scared!</li> <li>Selloane screams and wakes her sister, Naledi. Naledi comes and helps.</li> </ol>
<p><b>My story</b></p> <ol style="list-style-type: none"> <li>Who is the main character?</li> <li>What is the setting of the story? (Where does the story happen?)</li> <li>What do we need to know about this character?</li> <li>How does the character find an insect?</li> <li>What is the problem in the story?</li> <li>How is the problem fixed?</li> </ol>	<p><b>My story</b></p> <ol style="list-style-type: none"> <li>Selloane, Age 9</li> <li>At her house, in the middle of the night</li> <li>She is very scared of insects.</li> <li>She wakes up and finds a spider in her room!</li> <li>There is a spider in her room and she doesn't know what to do because she feels so scared!</li> <li>Selloane screams and wakes her sister, Naledi. Naledi comes and helps.</li> </ol>		



WRITING FRAME	<ol style="list-style-type: none"> <li>Next, tell learners that they must turn each point in their plan into a sentence.</li> <li>They must also arrange the sentences into two paragraphs.</li> <li>They can use the sentence starters under each heading for help writing their paragraphs. They will need to add more sentences as well.</li> <li>Write the following frame on the chalkboard, and explain it to learners:             Paragraph One: Beginning and Middle            Points 1-4            Once there lived...            He / she...            He / she found an insect...             Paragraph Two: Ending            Points 5-6            Then...            After that...            In the end...         </li> </ol>
DRAFT	<ol style="list-style-type: none"> <li>Hand out learners' exercise books.</li> <li>Settle learners so you have their attention.</li> <li>Remind learners that they will write story using the frame.</li> <li>Instruct learners to write the date and heading: Story: Draft</li> <li>Instruct learners to complete the writing frame using their plans.</li> <li>Tell learners that they can add more sentences or details if they have time.</li> <li>Remind learners of the strategies they can use to help them.</li> <li>As learners write, walk around the classroom and help learners who are struggling.</li> </ol>
HOMEWORK	Learners must complete the draft.

Story : Draft

Once there lived a girl named Oratile. She was 10 year old. She loved all animals and insects. She found an insect when she was in the garden haveing an picknick. It was a buttafly.

Then she saw that the buttafly was stuck in a spider web. After that she saved the buttafly. In the end she set the buttafly freed.

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

GROUP	GROUP 3
TEXT	Interesting facts about honey bees
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
	Can you wiggle like a worm?	Move your hand in a wiggling motion
	Can you squiggle? Can you squirm?	Shake your body
	Can you flutter? Can you fly?	Flap your hands like a butterfly
	Can you crawl upon the ground,	Use your hands and bend down low to pretend to crawl
	Like a beetle that is round?	Use your hands to make a circle
	Can you move like me?	Point to yourself
THEME VOCABULARY	sickness, creature, beetle, pincers, concentrate	
QUESTION OF THE DAY		
Question	What is your belief about snails?	
Graph	3 COLUMN GRAPH	
Options	they are slimy and disgusting / they are good luck	
Follow up questions		
Question	How many learners believe that snails are slimy and disgusting?	
Answer	__ learners believe that snails are slimy and disgusting.	
Question	How many learners believe that snails are good luck?	
Answer	__ learners believe that snails are good luck.	
Question	What do more learners believe about snails?	
Answer	More learners believe that snails __.	
Question	What do fewer learners believe about snails?	
Answer	Fewer learners believe that snails __.	
Question	What is your belief about snails?	
Answer	I believe that snails are slimy and disgusting.	
Answer	I believe that snails are good luck.	

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

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

#### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Interesting facts about honey bees
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: FRIDAY / DAY 5: EDITING AND PUBLISHING ASSESSMENT

<p><b>EDITING CHECKLIST</b> (Write this on the board before class begins)</p>	<ol style="list-style-type: none"> <li>1. Does my story have 2 paragraphs?</li> <li>2. Does my story describe the character and setting?</li> <li>3. Does my story have a problem?</li> <li>4. Does the problem in my story get fixed?</li> <li>5. Did I spell all words correctly?</li> <li>6. Does each sentence begin with a capital letter?</li> <li>7. Does each paragraph end with proper punctuation?</li> <li>8. Did I use two connecting words in my story?</li> </ol>
<p><b>EDIT</b></p>	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to change words if it will help their story sound more interesting.</li> <li>7. Explain that learners may begin to publish when they are finished editing.</li> </ol>
<p><b>PUBLISH</b></p>	<ol style="list-style-type: none"> <li>1. Explain that in the final draft, learners must give their stories a title.</li> <li>2. Instruct learners to read through their corrections.</li> <li>3. Instruct learners to rewrite their story, correcting any mistakes.</li> <li>4. Instruct learners to rewrite the story correctly, under their chosen title.</li> <li>5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement.</li> </ol>
<p><b>ASSESSMENT</b></p>	<ol style="list-style-type: none"> <li>1. Collect learners' books and assess using the rubric below.</li> </ol>

**ASSESSMENT RUBRIC**

Rubric: ESSAY

Award a maximum of 20 marks

Criteria	Exceptional	Good	Fair	Improving	Needs support
CONTENT 5 MARKS	5 The learner's response is interesting and exceeds expectations. The learner includes some details. The learner uses correct sentence structures.	4 The learner's response is interesting and relevant to the topic. The learner includes some details. The learners uses mostly correct sentence structures.	3 The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structure.	2 The learner's response is not totally relevant to the topic. The learner repeats the same sentence structure over and over.	1 The learner's response is irrelevant to the assignment. The learner does not use full sentences.
ORGANISATION 5 MARKS	5 The essay is well organised, including a beginning, middle and end. The ideas are well connected. The essay flows exceptionally well.	4 The essay is organised, including a beginning, middle and end. The ideas are connected	3 The essay includes parts of a beginning, middle and end, but they are not fully developed. The ideas are not totally connected.	2 The essay includes some parts of a beginning, middle and end. But many ideas seem to be missing. The ideas are not connected.	1 The essay is not organised into a beginning, middle and end. There is no connection in the ideas presented.

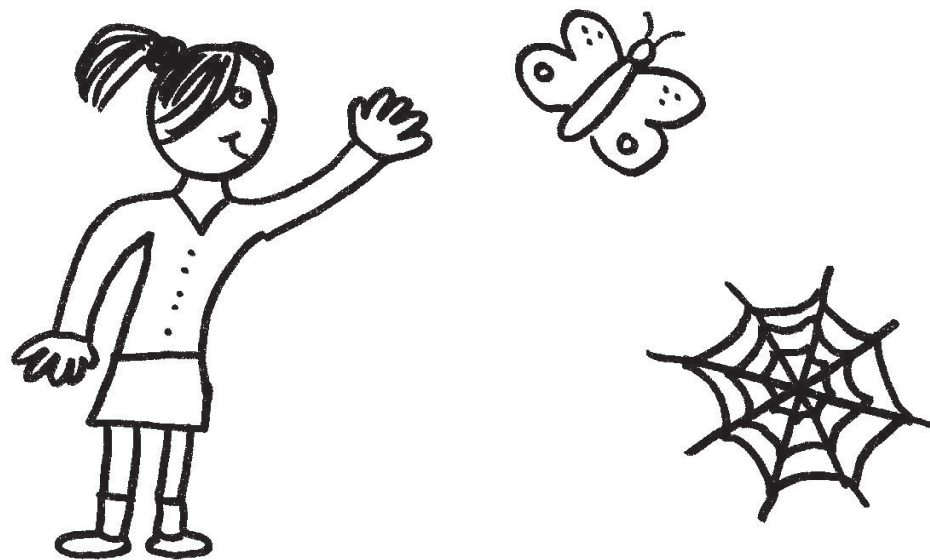
PLANNING 5 MARKS	5	4	3	2	1
	The learner makes a plan before writing. The learner uses the plan to inform their drafting. The learner expands on the ideas in their plan with creativity.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING & LANGUAGE 5 MARKS	5	4	3	2	1
	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has a basic and limited vocabulary. The learner does not use grammar taught. The learner attempts to edit their own work, but there are many errors remaining.	The learner has a very limited vocabulary. The learner does not edit their own work.



### The insect hero

Once there lived a girl named Oratile. She was 10 years old. She loved all animals and insects. She found an insect when she was in the garden having a picnic. It was a butterfly.

Then she saw that the butterfly was stuck in a spider web. After that she saved the butterfly. In the end she set the butterfly free.



## WEEK 6: FRIDAY/ DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	Interesting facts about honey bees
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 CONCLUSION

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

CHECK WORD FIND	<ol style="list-style-type: none"> <li>1. Go through the lists of words that learners created from the word find.</li> <li>2. Use this opportunity to correct and remediate any issues with phonics.</li> <li>3. Praise and congratulate learners who made an effort or improved their phonic knowledge.</li> </ol> <p>You may want to have a space on the chalkboard for the 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words or the best words.</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"> <li>1. Learnt new vocabulary words about incredible insects.</li> <li>2. Learnt about connecting words.</li> <li>3. Learnt how to write a story.</li> <li>4. Read different texts about insects.</li> <li>5. Spoke about the texts.</li> <li>6. Learnt how to visualise and evaluate texts.</li> <li>7. Answered questions about the texts</li> <li>8. Read each other's writing</li> </ol>

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

# GRADE 4 - TERM 2

WEEK  
7

**THEME:**  
**BUTTERFLIES**

'There is nothing in a caterpillar that tells you it's going to be a butterfly.'  
– R Buckminster Fuller

## WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME &amp; ORAL ACTIVITIES

PICTURE	<ol style="list-style-type: none"> <li>1. Hand out DBE Workbook 1 to learners.</li> <li>2. Instruct learners to open to: <b>page 128</b>.</li> <li>3. Instruct learners to look at the pictures and the headings on the page.</li> <li>4. Remind learners that <b>headings</b> are words (usually big or emboldened) that tell us what other words on the page might be about.</li> </ol>	
INTRODUCE THE THEME	<ul style="list-style-type: none"> <li>• Ask learners: What kind of text do you think we will read this week?</li> <li>• Listen to learner responses. This will help you understand what learners already know.</li> <li>• Point learners' attention to the box at the top right with the heading: What you need.</li> <li>• Point learners attention to the numbers on the page (1-7).</li> <li>• Explain that we will read an instructional text.</li> <li>• Ask learners: What do you know about instructional texts?</li> <li>• Remind learners that an instructional gives us instructions. That means it teaches us how to do something, step by step.</li> <li>• Ask learners: What do you think this text will teach us about?</li> <li>• Explain that it seems like it will teach us about how to make a butterfly.</li> <li>• Explain that this is related to our theme this week: <b>Butterflies</b>.</li> </ul>	
SONG / RHYME  (can be sung to the tune of 'The itsy bitsy spider')	Lyrics	Actions
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	judgemental, judge, peered, cocoon, wriggling	

QUESTION OF THE DAY	
Question	How long do you think caterpillars stay in their cocoon before becoming butterflies?
Graph	3 COLUMN GRAPH
Options	five days / ten days / twenty-one days
Follow up questions	
<b>Question</b>	<b>How many learners think caterpillars stay in their cocoon for five days?</b>
Answer	__ learners think caterpillars stay in their cocoon for five days.
<b>Question</b>	<b>How many learners think caterpillars stay in their cocoon for ten days?</b>
Answer	__ learners think caterpillars stay in their cocoon for ten days.
<b>Question</b>	<b>How many learners think caterpillars stay in their cocoons for twenty-one days?</b>
Answer	__ learners think caterpillars stay in their cocoons for twenty-one days.
<b>Question</b>	<b>How long do most learners think caterpillars stay in their cocoon?</b>
Answer	Most learners think caterpillars stay in their cocoon for __ days.
<b>Question</b>	<b>How long do fewest learners think caterpillars stay in their cocoon?</b>
Answer	Fewest learners think caterpillars stay in their cocoon for __ days.
<b>Question</b>	<b>How long do you think caterpillars stay in their cocoon before becoming butterflies?</b>
Answer	I think caterpillars stay in their cocoon for five days.
Answer	I think caterpillars stay in their cocoon for ten days.
Answer	I think caterpillars stay in their cocoon for twenty-one days.
EXPLAIN	Explain that it depends on the type of butterfly! A caterpillar can take anywhere from five to twenty-one days to become a butterfly.
<b>PERSONAL DICTIONARIES</b>	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>

**HOMEWORK**

1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.

**WEEK 7 MONDAY / DAY 1: LISTENING****LISTEN TO...**

1. This week, learners will listen to **a story**: Judgemental Judy.
2. **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.
3. **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.
4. **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.

<b>Text</b>	<b>SECOND READ: Share Thoughts (Model)</b>	<b>THIRD READ: Ask Questions</b>
It was a hot Saturday morning, and Judy and her mother decided to go to a big field near their house. Judy and her mother packed a delicious picnic basket and took a blanket with them. They planned to sit on the blanket and enjoy their lunch.	I can <b>visualise</b> Judy and her mother getting ready for their picnic! I can <b>visualise</b> them in the kitchen, making sandwiches to take to the park!	<ol style="list-style-type: none"> <li>1. Who will be the main characters in this story? (Judy and her mother.)</li> <li>2. Where will Judy and her mother go? (They will go to the park for a picnic.)</li> </ol>
As Judy and her mother were walking through the field, they noticed something moving on a plant. Judy took a step closer to see what it was. 'Eew, that looks so disgusting!' cried Judy. 'It's so ugly!' Judy's mother peered closely at the plant. She noticed that there was a cocoon on the leaf, and that it was moving. The creature inside of the cocoon was wriggling about.	<b>I wonder</b> what it is that Judy sees on the plant? <b>I wonder</b> if it is an insect?	<ol style="list-style-type: none"> <li>1. What does Judy notice? (She notices something ugly on a plant.)</li> <li>2. Does anyone remember what it is that Judy sees? (It is a cocoon .)</li> </ol>

Judy's mother peered closely at the plant. She noticed that there was a cocoon on the leaf, and that it was moving. The creature inside of the cocoon was wriggling about.		
<p>Judy's mother peered closely at the plant. She noticed that there was a cocoon on the leaf, and that it was moving. The creature inside of the cocoon was wriggling about.</p> <p>Judy's mother stepped even closer to the cocoon. 'Wait, Judy,' she said. 'Come and watch what happens.'</p> <p>Judy looked confused, 'Why must I watch, mom? It's so ugly.'</p> <p>'Just wait and see,' said Judy's mother.</p>	I can <b>visualise</b> Judy's mother's face very close to a little green cocoon. I can <b>visualise</b> something inside the walls of the cocoon wriggling, and the little walls of the cocoon stretching!	<ol style="list-style-type: none"> <li>1. Why doesn't Judy want to watch the cocoon? (Because she think it is ugly / Because she doesn't realise that a beautiful butterfly will come out of the cocoon.)</li> <li>2. Why does Judy's mother want Judy to watch the cocoon? (Because she knows a beautiful butterfly is about to come out!)</li> </ol>
<p>Suddenly, a beautiful, colourful butterfly broke out of the cocoon. The blue and green butterfly was the most magical thing that Judy had ever seen. The butterfly stretched and flapped its wings.</p> <p>Judy looked at the insect and smiled, 'Wow! It's so beautiful.'</p>	I can <b>visualise</b> Judy's eyes opening big with surprise when she sees the beautiful butterfly!	<ol style="list-style-type: none"> <li>1. What came out of the cocoon? (A beautiful, colourful, green and blue butterfly.)</li> <li>2. <b>Visualise</b> the butterfly coming out of the cocoon. Can you describe what you <b>visualise</b>? (I <b>visualise</b>...)</li> </ol>
Judy wanted to look at the beautiful creature all day long. Judy's mother put an arm around her daughter, 'Judy, you must not be so quick to judge the way things look on the outside, because they could be very beautiful on the inside, just like that cocoon.'	I can <b>visualise</b> Judy's mother's serious tone of voice. I can <b>visualise</b> the way she talks in a low, quiet voice so that Judy will really think about what she is saying!	<ol style="list-style-type: none"> <li>1. What lesson does Judy's mother want her to learn? (That we must not judge something just because it is ugly on the outside.)</li> </ol>



<p>Judy thought about a boy at school who she often judged. He wore big, funny looking glasses, and he was very skinny. Judy and her friends laughed at the way he looked. Judy suddenly felt very bad. Maybe the boy was a beautiful person. Judy decided that on Monday at school, she would speak to the boy and try to get to know him better. The butterfly emerging from its cocoon had taught Judy an important lesson.</p>	<p>I can <b>visualise</b> Judy sitting and thinking as she eats her sandwich on the picnic blanket. I can <b>visualise</b> her face looking sad as she thinks about the way she has been mean to that boy!</p>	<ol style="list-style-type: none"><li>1. Who does Judy compare the butterfly to? (She compares the butterfly to a boy at school who she has teased about the way he looks. She thinks about how he might be beautiful on the inside even though he is ugly on the outside.)</li><li>2. What lesson can you learn from this story? (The same lesson as Judy!)</li></ol>
--	--	--

## WEEK 7: TUESDAY / DAY 2: SPEAKING

## DISCUSS...

1. This week, learners will discuss **a story**: Judgemental Judy
2. **Before class begins, write the following conversation frame on the board:**
  - a. This story is about...
  - b. I can visualise...
  - c. I liked when...
  - d. This story teaches us...
  - e. This story helps us learn about butterflies 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

**Judgmental Judy**

It was a hot Saturday morning, and Judy and her mother decided to go to a big field near their house. Judy and her mother packed a delicious picnic basket and took a blanket with them. They planned to sit on the blanket and enjoy their lunch.

As Judy and her mother were walking through the field, they noticed something moving on a plant. Judy took a step closer to see what it was. 'Eew, that looks so disgusting!' cried Judy. 'It's so ugly!'

Judy's mother peered closely at the plant. She noticed that there was a cocoon on the leaf, and that it was moving. The creature inside of the cocoon was wriggling about.

Judy's mother stepped even closer to the cocoon. 'Wait, Judy,' she said. 'Come and watch what happens.'

Judy looked confused, 'Why must I watch, mom? It's so ugly.'

'Just wait and see,' said Judy's mother.

Suddenly, a beautiful, colourful butterfly broke out of the cocoon. The blue and green butterfly was the most magical thing that Judy had ever seen. The butterfly stretched and flapped its wings.

Judy looked at the insect and smiled, 'Wow! It's so beautiful.'

Judy wanted to look at the beautiful creature all day long. Judy's mother put an arm around her daughter, 'Judy, you must not be so quick to judge the way things look on the outside, because they could be very beautiful on the inside, just like that cocoon.'

Judy thought about a boy at school who she often judged. He wore big, funny looking glasses, and he was very skinny. Judy and her friends laughed at the way he looked. Judy suddenly felt very bad. Maybe the boy was a beautiful person. Judy decided that on Monday at school, she would speak to the boy and try to get to know him better. The butterfly emerging from its cocoon had taught Judy an important lesson.

**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	/br/ /ng/									
Activity	<div>1. Write the following sounds on the chalkboard: <b>br and ng</b></div> <div>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</div> <div>3. Write the following words on the chalkboard and sound each word out as follows: /br/ - /i/ - /m/ = brim /s/ - /i/ - /ng = sing</div> <div>4. Ask learners to sound out and read each word after you.</div>									
Word find	<div>Write the following table on the chalkboard:</div> <table><tr><td><b>br</b></td><td><b>ng</b></td><td><b>ck</b></td></tr><tr><td><b>s</b></td><td><b>i</b></td><td><b>a</b></td></tr><tr><td><b>n</b></td><td><b>m</b></td><td><b>r</b></td></tr></table> <div><b>MODEL</b><div>1. Review all of the sounds on the chalkboard.</div><div>2. Tell learners to copy the table into their books.</div><div>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.</div><div>4. Show learners how to build one or two words, like: brim or man</div><div>5. Possible words (this is not a complete list): bring, brim, brick, ring, sing, sand, rang, sick, sack, man, ran etc.</div></div>	<b>br</b>	<b>ng</b>	<b>ck</b>	<b>s</b>	<b>i</b>	<b>a</b>	<b>n</b>	<b>m</b>	<b>r</b>
<b>br</b>	<b>ng</b>	<b>ck</b>								
<b>s</b>	<b>i</b>	<b>a</b>								
<b>n</b>	<b>m</b>	<b>r</b>								

## WEEK 7: TUESDAY / DAY 2: PRE-READING

TITLE	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	<b>Predict</b>
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: **Butterflies flutter by**
2. Explain the meaning of the title, e.g. Flutter is a synonym for fly. This title means that there are butterflies flying past us!
3. Explain to learners that a word in **bold** is a word that is written darker than other words on the page (point to the example: **decorate**).
4. Instruct the learners to scan the text for words that are in bold. Instruct them to read the words that are in bold only!
5. Give learners 1 minute to scan the text.
6. Ask learners: What kind of words are in bold? What do you think the words that are in bold tell us about the text?
7. Explain that these words are verbs (action words!). All of these words tell us an action that we must do!
8. Instruct learners to think about the pictures, title and the bold words in the text.
9. Ask learners predictive questions:
  - a. What do you think this will teach you how to do? Why? (What evidence do you have?)
  - b. Who do you think this text might have been written for?
  - c. Do you think you will enjoy reading this text? Why or why not?
10. 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
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	identical, caterpillar, fuzzy, flapping, graceful	
QUESTION OF THE DAY		
Question	Which would you prefer to watch?	
Graph	3 COLUMN GRAPH	
Options	a fuzzy caterpillar spinning a cocoon / butterfly emerging from a cocoon / a butterfly flapping its wings gracefully	
Follow up questions		
Question	How many learners would prefer to watch a fuzzy caterpillar spinning a cocoon?	
Answer	__ learners would prefer to watch a fuzzy caterpillar spinning a cocoon.	
Question	How many learners would prefer to watch a butterfly emerging from a cocoon?	
Answer	__ learners would prefer to watch a butterfly emerging from a cocoon.	
Question	How many learners would prefer to watch a butterfly flapping its wings gracefully?	
Answer	__ learners would prefer to watch a butterfly flapping its wings gracefully.	
Question	Which would most learners prefer to watch?	
Answer	Most learners would prefer to watch __.	

<b>Question</b>	<b>Which would fewest learners prefer to watch?</b>
Answer	Fewest learners would prefer to watch __.
<b>Question</b>	<b>Which would you prefer to watch?</b>
Answer	I would prefer to watch a fuzzy caterpillar spinning a cocoon.
Answer	I would prefer to watch a butterfly emerging from a cocoon.
Answer	I would prefer to watch a butterfly flapping its wings gracefully.
<b>PERSONAL DICTIONARIES</b>	<ol style="list-style-type: none"> <li>1. Instruct learners to add the <b>theme vocabulary</b> words to their personal dictionaries.</li> <li>2. Remind learners to add a <b>picture</b> or <b>definition</b> for each of the words.</li> </ol>
<b>HOMEWORK</b>	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

## WEEK 7: WEDNESDAY / DAY 3: FIRST READ

TITLE	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	<b>I wonder... Visualise</b>
PURPOSE	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<ol style="list-style-type: none"> <li>Hand out the DBE workbooks.</li> <li>Instruct learners to turn to the story on <b>page 128</b>.</li> <li>Allow learners a few minutes to try and read the text on their own, in silence.</li> <li>Explain that you will read the text to learners. They must <b>follow along</b> with the text as you read.</li> <li>Read the text with fluency and expression to learners.</li> <li>Read the <b>Text</b> first, and then say the comment in the <b>First Read</b> column.</li> </ol>	
Text	Think Aloud: First Read
1. <b>Decorate</b> seven pieces of bow-tie pasta using the coloured markers.	I <b>wonder</b> which materials I need for this step? Oh! I need bow-tie pasta and coloured markers.
2. <b>Bend</b> each twist tie around a pasta bow-tie. Then twist the ends together to make antennae.	I <b>wonder</b> which materials I need now? Oh! I need my bow-tie pasta from step one, and I need 7 twist ties!
3. <b>Cut out</b> two identical butterfly shapes from the cardboard.	In this step, I need cardboard and scissors. I <b>wonder</b> what I must do with my little butterflies from step one and two?

4. <b>Glue</b> two pieces of string to form antennae on the head of one of the cardboard butterflies.	<b>I wonder</b> how I make the antennae on these big cardboard butterflies. Oh! I see that I use string and glue. I don't use twist ties like I did for the little bow-ties.
5. <b>Decorate</b> both butterflies.	<b>I wonder</b> what I must use to decorate the cardboard butterflies? I think I must use coloured markers, like I did in step one.
6. <b>Stick</b> the ends of a piece of string to the wings of one cardboard butterfly.	<b>I wonder</b> what this is for? Oh! I think it must be so I have a way to hang this butterfly up!
7. <b>Cut</b> pieces of string of various lengths. Tie one end of each piece of string around the base of the antennae of a different pasta butterfly. Tie the other end to a hanger.	Oh! I can <b>visualise</b> attaching string to the little bow-tie butterflies and the big cardboard butterflies. I need all the butterflies now for my mobile.
<b>Follow up questions</b>	<b>Possible responses</b>
How many bow-ties do you need?	You need seven.
What must you decorate?	You must decorate the seven bow-ties and the cardboard butterflies.
<b>Why question</b>	<b>Possible response</b>
Why do you need 7 twist ties for this project?	<ul style="list-style-type: none"> <li>You need twist ties to make antennae for the seven little bow-tie pasta butterflies.</li> <li>You need 7 twist ties because you need one for each bow-tie butterfly.</li> <li>You need twist ties because they are easy to wrap around the pasta.</li> </ul>
<b>Introduce the LSC in context</b>	
<ol style="list-style-type: none"> <li>1. Explain to learners that in this cycle, they will learn about: simple present tense (universal statements)</li> <li>2. Point out the following example of this: In this text, the simple present tense is used in all of the instructions, for example: Decorate both butterflies.</li> <li>3. Introduce this LSC as follows: Simple present tense is used for instructions because it is always how we do something, not just sometimes. This is also called a universal statement, because it is always true.</li> </ol>	



## WEEK 7: THURSDAY / DAY 4: SECOND READ

TITLE	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	<b>I wonder...</b> <b>Visualise</b>
PURPOSE	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

- Before the lesson begins, write the **follow-up questions** on the board:
  - What do you need coloured markers for?
  - Visualise** decorating your little bow-tie pasta butterflies? What colours would you use?
  - Would you like to use these instructions to make a mobile? Why or why not?
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the story 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	Think Aloud: Second Read
1. <b>Decorate</b> seven pieces of bow-tie pasta using the coloured markers.	I can <b>visualise</b> the way I would decorate these little bow-ties to make a beautiful butterfly. I would use purple and blue markers and draw stripes! <b>I wonder</b> how you would decorate your bow-ties?
2. <b>Bend</b> each twist tie around a pasta bow-tie. Then twist the ends together to make antennae.	I can <b>visualise</b> myself carefully wrapping the twist tie around the pasta. I am holding the pasta so carefully so that I don't break it!
3. <b>Cut out</b> two identical butterfly shapes from the cardboard.	I can <b>visualise</b> myself drawing the outline of a butterfly on the cardboard. Then, I can <b>visualise</b> myself cutting. The cutting is difficult, because it is much more difficult to cut cardboard than plain paper!
4. <b>Glue</b> two pieces of string to form antennae on the head of one of the cardboard butterflies.	I can <b>visualise</b> squirting some glue onto the cardboard! Then, I can <b>visualise</b> myself trying to stick the string onto the glue. It is difficult to get the string to stick on the little line of glue!
5. <b>Decorate</b> both butterflies.	I can <b>visualise</b> the pattern I would draw on these butterflies! I would decorate them with yellow and blue spots!
6. <b>Stick</b> the ends of a piece of string to the wings of one cardboard butterfly.	--
7. <b>Cut</b> pieces of string of various lengths. Tie one end of each piece of string around the base of the antennae of a different pasta butterfly. Tie the other end to a hanger.	I can <b>visualise</b> tying all the butterflies onto the hanger. When I hold up the hanger, it is like all the butterflies are fluttering and flying in the air!
Follow up questions	Responses
What must you do before you cut out two identical butterfly shapes from the cardboard?	You must bend each twist tie around a pasta bow-tie. Then twist the ends together to make antennae.
<b>Visualise</b> decorating your little bow-tie pasta butterflies? What colours would you use?	I would use...

Why question	Possible response
Would you like to use these instructions to make a mobile? Why or why not?	<p>This is <b>an opinion question</b>. Learners may say yes or no – there is no right or wrong answer. They must give a reason for their opinion, like:</p> <ul style="list-style-type: none"> <li>• Yes, I would like to use these instructions to make a mobile, because I think the mobile would be beautiful.</li> <li>• No, I would not like to make this mobile because I don't have the materials needed.</li> </ul>

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

<b>Modelling (I DO)</b>	<ol style="list-style-type: none"> <li>1. Explain that this week, we have been working on <b>visualising</b>.</li> <li>2. Explain that when we <b>visualise</b>, we try to imagine what is happening in the text, like a movie inside our minds.</li> <li>3. Hand out the DBE workbooks to learners.</li> <li>4. Instruct learners to open to: <b>page 128</b></li> <li>5. Read out loud while learners follow along: <b>1. Decorate</b> seven pieces of bow-tie pasta using the coloured markers.</li> <li>6. Close your eyes and explain what you visualise must happen in this step of the instructions, like:             <ol style="list-style-type: none"> <li>a. I <b>visualise</b> myself counting out my seven little bow-ties.</li> <li>b. I can <b>visualise</b> myself choosing the colours to decorate the bow-ties with, so that they look like butterflies</li> <li>c. I can <b>visualise</b> each of my pastas being coloured a different colour after I decorate them!</li> </ol> </li> </ol>
<b>Work with learners (WE DO)</b>	<ol style="list-style-type: none"> <li>1. Read out loud while learners follow along: <b>3. Cut out</b> two identical butterfly shapes from the cardboard.</li> <li>2. Instruct learners to close their eyes, and to visualise themselves completing this step of the process.</li> <li>3. Ask learners: What did you visualise?</li> </ol>

	<ol style="list-style-type: none"> <li>4. Listen to learners ideas, like:             <ol style="list-style-type: none"> <li>a. I <b>visualise</b> myself drawing the outline of the butterfly shape on the cardboard before cutting.</li> <li>b. I can <b>visualise</b> the crunching sound the cardboard makes as it is cut.</li> <li>c. I can <b>visualise</b> my hand hurting because the cardboard is thick and difficult to cut!</li> <li>d. I <b>visualise</b> the cardboard butterfly cut-outs at the end!</li> </ol> </li> </ol>
<b>Pair work (YOU DO)</b>	<ol style="list-style-type: none"> <li>1. Write the following questions on the board:             <ol style="list-style-type: none"> <li>a. What did you visualise?</li> <li>b. How was your visualisation similar to your partner?</li> <li>c. How was your visualisation different from your partner?</li> </ol> </li> <li>2. Explain that now, learners will work with a partner to visualise.</li> <li>3. Read out loud while learners follow along: <b>5. Decorate</b> both butterflies.</li> <li>4. Instruct learners to visualise this.</li> <li>5. Then, instruct learners to discuss the questions with their partners.</li> <li>6. After 3-5 minutes, call learners back together.</li> <li>7. Call on 2-3 learners to share their answer to each question.</li> </ol>
<b>NOTES</b>	<p><b>Tell learners to open their exercise books, and copy down the following notes to remind them of how to visualise:</b></p> <p><b>Visualise</b>          To visualise, we:          Close our eyes          Imagine what we see, hear, smell, taste and feel          Try to see the story like a movie in our minds</p>

## WEEK 7: FRIDAY / DAY 5: POST-READING

TITLE	Butterflies flutter by
DBE WORKBOOK 1, PAGE	128
ACTIVITY	TEXT ILLUSTRATION <b>IMPORTANT NOTE:</b> If you have access to the materials needed, please use this time to allow learners to follow the instruction and make their own butterfly mobiles!
COMPREHENSION STRATEGY	<b>Visualise</b>
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.

## POST-READING

**Getting Ready**

Before the lesson begins, write the following sentence starter on the board:

I can **visualise**...

1. **Hand out exercise books.**
2. Remind learners that this week, we have been learning how to visualise a text.
3. Explain that today, learners will visualise the butterfly mobile we would make if we followed the instructions in the text.
4. Instruct learners to close their eyes. Instruct them to think about their mobile. What colours would their butterflies be? Where would they hang their butterfly mobile once it was all finished? How long would the strings be?
5. Read the text out loud to learners while their eyes are closed.
6. Instruct learners to open their books and to draw a picture of their mobile that they visualised.
7. Instruct learners to use the sentence starter to write 1-2 sentences about their visualisation.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner and to discuss how they visualised their butterfly mobile.

Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the theme.

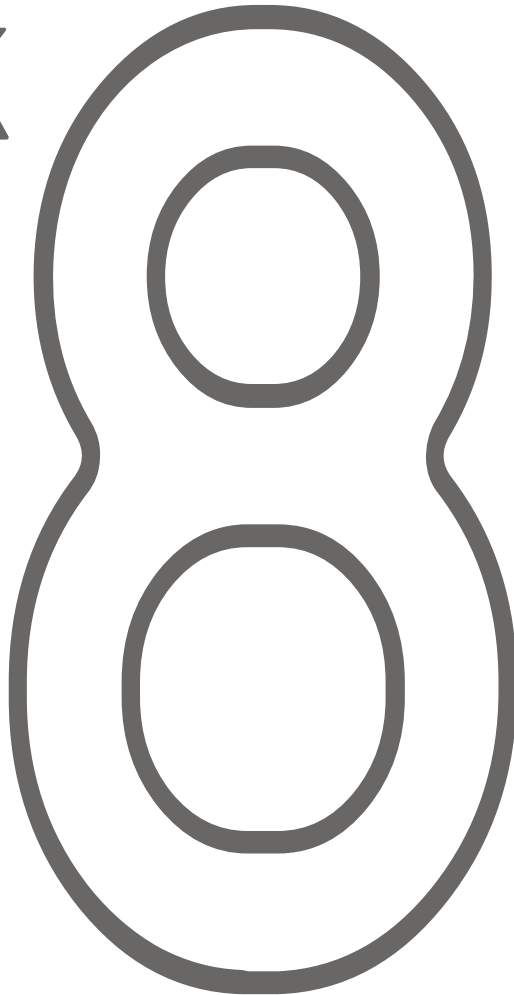
## WEEK 7 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
<b>PROCEDURAL</b>	To describe or instruct how something is done through a series of sequenced steps.	<ol style="list-style-type: none"> <li>1. Goal: a statement of what is to be achieved, e.g. How to make a cover for a portfolio.</li> <li>2. Materials/ equipment needed listed in order, e.g. Large sheet of art paper, paints, etc.</li> <li>3. Sequenced steps to achieve the goal, e.g. First, paint a blue background on the paper.</li> <li>4. May have accompanying visual text, e.g. storyboard, diagrams, etc.</li> </ol>	<p>Written in the imperative, e.g. Paint a blue background ...</p> <p>In chronological order, e.g. First ... next ...</p> <p>Use of numbers and bullet points to signal order.</p> <p>Is written for an unnamed person, rather than a specific individual.</p> <p>Expressions of cause and effect.</p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> <li>1. Explain that this cycle, learners will write <b>a procedural text</b>.</li> <li>2. Remind learners that we read a set of instructions this week together in the DBE workbook (Butterflies flutter by). Instructions are a type of procedural text!</li> <li>3. Explain that <b>instructions</b> are written that are for a specific purpose: to tell someone what they must do, step-by-step.</li> <li>4. Explain that <b>procedural texts</b> can also be written to tell someone how something happens, step-by-step (like the example below)!</li> <li>5. Explain that in a procedural text where we explain how something happens, we must:               <ol style="list-style-type: none"> <li>a. Use the present tense (which we will discuss in WEEK 8)</li> <li>b. Use numbers and steps.</li> <li>c. Write in order of how things happen.</li> <li>d. Use determiners, like: first, second, then, last, etc.</li> <li>e. Make the writing clear and easy to understand.</li> </ol> </li> </ol>		

READ THE SAMPLE TEXT	<b>The Life Cycle of a Butterfly</b> <ol style="list-style-type: none"> <li>1. First, the butterfly lays an egg.</li> <li>2. Second, the egg hatches. A caterpillar comes out of the egg.</li> <li>3. Third, the caterpillar eats, grows and sheds its skin up to five times.</li> <li>4. Fourth, the caterpillar goes to a plant and makes a cocoon around itself. The cocoon is called a chrysalis.</li> <li>5. Last, a butterfly breaks out of the chrysalis.</li> </ol>
DISCUSS	<ol style="list-style-type: none"> <li>1. What does this text teach us about?</li> <li>2. What words do you notice at the beginning of each sentence?</li> <li>3. What tense is the text written in?</li> <li>4. How do we know this is a procedural text?</li> </ol>
NOTES	<p><b>Tell learners to open their exercise books, and write down the following heading and notes:</b></p> <p><b>Procedural Text</b></p> <ol style="list-style-type: none"> <li>1. I write in order of how things happen.</li> <li>2. I use numbers (like a list).</li> <li>3. I use the present tense.</li> <li>4. I use words like: first, second, next, then, etc.</li> </ol>

# GRADE 4 - TERM 2

WEEK



**THEME:**  
**BUTTERFLIES & ASSESSMENT**

'Live life like a butterfly. Take a rest, but never forget how to fly.'  
– Unknown



Grade 5 Term 2 Programme of Formal Assessment						
Task	Activity	Marks	Week	Day	Lesson	Date Completed
6	<b>Paper 1</b> 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	<b>Paper 2</b> Literary / non-literary text comprehension	15	9	Assessment Week		
	Visual text comprehension	10				
	Summary writing	5				
	Language Structures and Conventions in Context	10				
Total		90				

WEEK 8: MONDAY / DAY 1: WRITING - PLANNING		
TOPIC	Describe what you do to get ready to come to school each day!	
GENRE	Procedural text	
PLANNING STRATEGY	Make a list	
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> <li>1. Introduce the writing topic.</li> <li>2. Show learners that you think before you write.</li> <li>3. Orally share some of your ideas about completing the writing topic, like: I must think step-by-step about all the things I do to get ready to come to school in the morning. We all have a different routine that we follow in the morning! I wake up and bath. Then I brush my teeth. Then, I make lunch for my children to take to school. Then, I get dressed. After that, I catch a taxi to school.</li> <li>4. Have the writing frame written on one side of the chalkboard.</li> <li>5. Show learners how you make a list by answering the questions.</li> <li>6. Complete the plan on the other side of the chalkboard.</li> </ol>	
	<b>Getting ready for school</b> <ol style="list-style-type: none"> <li>1. What is the first thing you do after you wake up?</li> <li>2. What is the second thing you do?</li> <li>3. What is the third thing you do?</li> <li>4. What is the fourth thing you do?</li> <li>5. How do you get to school?</li> </ol>	<b>Getting ready for school</b> <ol style="list-style-type: none"> <li>1. I bath.</li> <li>2. I brush my teeth.</li> <li>3. I make lunch.</li> <li>4. I get dressed.</li> <li>5. Catch a taxi.</li> </ol>
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> <li>1. Instruct learners to think before they write about all the steps they take to get ready to come to school each day.</li> <li>2. Instruct learners to close their eyes and visualise themselves after they wake up in the morning. Instruct them to think about what they do just after waking up. Instruct learners to imagine what they do after that. Remind learners to break down what they do into small steps.</li> <li>3. Next, tell learners to turn and talk with a partner, to share their ideas.</li> <li>4. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their procedural text, just like you did.</li> <li>5. Hand out exercise books.</li> </ol>	

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

### Getting ready for school

1. I bath.
2. I get dressed.
3. I pack my school bag.
4. I brush my teeth
5. My dad drives me.

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

#### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	African Folklore: Why dung beetle is so strong
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
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	magical, miserable, species, hatch, unique	
QUESTION OF THE DAY		
Question	How many species of butterflies do you think there are in the world?	
Graph	3 COLUMN GRAPH	
Options	15 000 / 17 000 / 20 000	
Follow up questions		
Question	How many learners think there are 15 000 species of butterflies in the world?	
Answer	__ learners think there are 15 000 species of butterflies in the world.	
Question	How many learners think there are 17 000 species of butterflies in the world?	
Answer	__ learners think there are 17 000 species of butterflies in the world.	
Question	How many learners think there are 20 000 species of butterflies in the world?	
Answer	__ learners think there are 20 000 species of butterflies in the world.	
Question	How many species of butterflies do most learners think there are in the world?	
Answer	Most learners think there are __ species of butterflies in the world.	

<b>Question</b>	<b>How many species of butterflies do fewest learners think there are in the world?</b>
Answer	Fewest learners think there are _ species of butterflies in the world.
<b>Question</b>	<b>How many species of butterflies do you think there are in the world?</b>
Answer	I think there are 15 000 species of butterflies in the world.
Answer	I think there are 17 000 species of butterflies in the world.
Answer	I think there are 20 000 species of butterflies in the world.
EXPLAIN	Explain that there are between 15 000 and 20 000 species in the world! We do not know the exact numbers, because new species are discovered sometimes, and species might die out sometimes as well.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the theme vocabulary words to their personal dictionaries.</li> <li>2. Remind learners to add a picture or definition for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 2
TEXT	African Folklore: Why dung beetle is so strong
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	Simple present tense (universal statements)
LSC MODELLING (I DO)	<ol style="list-style-type: none"> <li>1. Explain that this week, we are writing a procedural text where we explain what we do each and every morning to get ready for school.</li> <li>2. Explain that today we will revise the simple present tense.</li> <li>3. Explain that we will think about how the simple present tense is used to show that something usually or always happens.</li> <li>4. Write the following two sentences on the board: <ol style="list-style-type: none"> <li>a. I am going to the shop after school.</li> <li>b. I go to the shop after school.</li> </ol> </li> <li>5. Explain that sentence (a) means that today, you will go to the shop. But, it is just talking about today!</li> <li>6. Explain that sentence (b) means it is something you do every day after school – you always go to the shop after school! (or you usually do – which means you do unless it is a very strange day!)</li> <li>7. Explain that when we write our procedural texts about what we do every day, we must use simple present tense to show it is what we do every day!</li> </ol>
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> <li>1. Explain that we will practice using the simple present tense together.</li> <li>2. Ask learners: What are some things we usually do in our classroom every day?</li> <li>3. Help learners to use the simple present tense to list some things that happen in the classroom every day, like: <ol style="list-style-type: none"> <li>a. We sit at our desks.</li> <li>b. We write in our exercise books.</li> <li>c. We eat lunch.</li> <li>d. We have break.</li> <li>e. We usually sing a song.</li> </ol> </li> <li>4. Remind learners that when we use the simple present tense like this in English, it means that it is something we do every day!</li> </ol>
LSC Pair work (YOU DO)	<ol style="list-style-type: none"> <li>1. Write the following sentence starters on the board: <ul style="list-style-type: none"> <li>• I usually ... with my friends</li> <li>• Every day at break, I...</li> <li>• On the weekend, I always...</li> </ul> </li> <li>2. Instruct learners to write a sentence using each of these sentence starters.</li> <li>3. Give learners time to write their sentences.</li> <li>4. Then, call learners back together. Call on random learners to read one of their sentences.</li> <li>5. Make sure learners are using the simple present tense correctly.</li> </ol>

TOPIC	Describe what you do to get ready to come to school each day!	
PLANS	Before class begins, rewrite your plan on the board:	
	<b>Getting ready for school</b> <ol style="list-style-type: none"> <li>1. What is the first thing you do after you wake up?</li> <li>2. What is the second thing you do?</li> <li>3. What is the third thing you do?</li> <li>4. What is the fourth thing you do?</li> <li>5. How do you get to school?</li> </ol>	<b>Getting ready for school</b> <ol style="list-style-type: none"> <li>1. I bath.</li> <li>2. I brush my teeth.</li> <li>3. I make lunch.</li> <li>4. I get dressed.</li> <li>5. Catch a taxi.</li> </ol>
WRITING FRAME	<ol style="list-style-type: none"> <li>1. Next, tell learners that they must turn each point in their plan into a sentence!</li> <li>2. They must also arrange the sentences in order of how they usually complete them each and every morning, using the writing frame.</li> <li>3. Write the following frame on the chalkboard, and explain it to learners:</li> </ol> <b>Getting ready for school:</b> <ol style="list-style-type: none"> <li>1. First,</li> <li>2. Second,</li> <li>3. Next,</li> <li>4. Then,</li> <li>5. Last,</li> </ol>	
DRAFT	<ol style="list-style-type: none"> <li>1. Hand out learners' exercise books.</li> <li>2. Settle learners so you have their attention.</li> <li>3. Remind learners that they will write their procedural text using the frame.</li> <li>4. Instruct learners to write the date and heading: Procedural text: Draft</li> <li>5. Instruct learners to find their plan from Monday and think about their ideas.</li> <li>6. Instruct learners to complete the writing frame using their plans.</li> <li>7. Tell learners that they can add more steps or details if they have time.</li> <li>8. As learners write, walk around the classroom and help learners who are struggling.</li> </ol>	
HOMEWORK	Learners must complete the draft.	



## Procedural text : Draft

### Getting ready for school:

1. First, I have a bath.
2. Second, I get dressed in to my uniform.
3. Next, I pack my school bag.
4. Then, I brush my teeth.
5. Last, my dad drives me to school.

#### WEEK 8: WEDNESDAY/ DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

##### GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	African Folklore: Why dung beetle is so strong
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
	The fuzzy caterpillar	-
	Curled up on a leaf,	<i>Hold yourself tightly and pretend to curl up in a ball</i>
	Spun her little cocoon	<i>Move your forefinger in circles</i>
	And then fell fast asleep!	<i>Pretend to close your eyes and sleep</i>
	While she was sleeping	<i>Pretend to close your eyes and sleep</i>
	She dreamed that she could fly,	<i>Flap your arms like you are flying</i>
	And later when she woke up	<i>Open your eyes</i>
	She was a butterfly!	-
THEME VOCABULARY	pattern, life cycle, attach, stage, usually	

### QUESTION OF THE DAY

Question	Which stage do you think is the shortest in the life cycle of a butterfly?
Graph	4 COLUMN GRAPH
Options	the egg stage / the caterpillar stage / the chrysalis stage / the butterfly stage

### Follow up questions

Question	How many learners think the egg stage is the shortest?
Answer	__ learners think the egg stage is the shortest.
<b>Question</b>	<b>How many learners think the caterpillar stage is the shortest?</b>
Answer	__ learners think the caterpillar stage is the shortest.
<b>Question</b>	<b>How many learners think the chrysalis stage is the shortest?</b>
Answer	__ learners think the chrysalis stage is the shortest.
<b>Question</b>	<b>How many learners think the butterfly stage is the shortest?</b>
Answer	__ learners think the butterfly stage is the shortest.
<b>Question</b>	<b>Which stage do most learners think is the shortest?</b>

Answer	Most learners think the __ stage is the shortest.
<b>Question</b>	<b>Which stage do fewest learners think is the shortest?</b>
Answer	Fewest learners think the __ stage is the shortest.
<b>Question</b>	<b>Which stage do you think is the shortest in the life cycle of a butterfly?</b>
Answer	I think the egg stage is the shortest.
Answer	I think the caterpillar stage is the shortest.
Answer	I think the chrysalis stage is the shortest
Answer	I think the butterfly stage is the shortest.
EXPLAIN	Explain that it depends on the species of butterfly! Different species spend different amounts of time in each stage.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> <li>1. Instruct learners to add the theme vocabulary words to their personal dictionaries.</li> <li>2. Remind learners to add a picture or definition for each of the words.</li> </ol>
HOMEWORK	<ol style="list-style-type: none"> <li>1. Learners must complete their dictionary entries.</li> <li>2. Learners must learn the theme vocabulary.</li> </ol>

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

## GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	African Folklore: Why dung beetle is so strong
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><b>EDITING CHECKLIST</b> (Write this on the board before class begins)</p>	<ol style="list-style-type: none"> <li>1. Did I use the simple present tense to show that I do this every day?</li> <li>2. Are the items in chronological order (in order of how I do them each day)?</li> <li>3. Did I spell all words correctly?</li> <li>4. Does every sentence start with a capital letter?</li> <li>5. Does every sentence end with proper punctuation?</li> </ol>
<p><b>EDIT</b></p>	<ol style="list-style-type: none"> <li>1. Instruct learners to open their exercise books to the completed draft.</li> <li>2. Write the editing checklist on the board.</li> <li>3. Instruct learners to read their own writing.</li> <li>4. Instruct learners to make sure the answer to each of these questions is yes.</li> <li>5. Instruct learners to fix any mistakes they find.</li> <li>6. Instruct learners to add any sentences or details that they need to make sure their procedural text describes what they do each morning to get ready for school.</li> <li>7. Instruct learners to move sentences around if needed, so that the steps are in the correct order.</li> <li>8. Explain that learners may begin to publish when they are finished editing.</li> </ol>
<p><b>PUBLISH</b></p>	<ol style="list-style-type: none"> <li>1. Explain that in the final draft, learners must give their text a title.</li> <li>2. Instruct learners to read through their corrections.</li> <li>3. Instruct learners to rewrite their procedural text, correcting any mistakes.</li> <li>4. Instruct learners to rewrite the procedural text correctly, under their chosen title.</li> <li>5. Tell learners that they may illustrate each of the steps in their procedural text, but it is not a requirement.</li> </ol>
<p><b>SHARE</b></p>	<ol style="list-style-type: none"> <li>1. Instruct learners to turn and talk to a partner.</li> <li>2. Instruct learners to read their writing out loud to their partner and then swop.</li> <li>3. Instruct learners to each tell each other one thing they liked about their partners' writing.</li> </ol>

How I get ready for school:

1. First, I have a bath. 
2. Second, I get dressed into my school uniform. 
3. Next, I pack my school bag 
4. Then, I brush my teeth 
5. Last, my dad drives me to school. 

## ASSESSMENT RUBRIC

## Rubric: INSTRUCTIONS

Award a maximum of 10 marks

Criteria	Exceptional	Good	Fair	Improving	Needs support
CONTENT <b>5 MARKS</b>	<b>5</b> The learner's response is interesting and exceeds expectations. The learner formulates instructions correctly.	<b>4</b> The learner's response is interesting and relevant to the topic. The learner formulates most instructions correctly.	<b>3</b> The learner's response is relevant to the topic. The learner tries to formulate instructions and they are mostly recognisable.	<b>2</b> The learner's response is not totally relevant to the topic. The learner formulates some instructions, but struggles with the format.	<b>1</b> The learner's response is irrelevant to the topic. The learner does not formulate instructions.
ORGANISATION <b>5 MARKS</b>	<b>5</b> The instructions are clear, well organised and perfectly formatted.	<b>4</b> The instructions are clear, well organised and are mostly correctly formatted.	<b>3</b> The instructions are reasonably well organised and are formatted in the style of instructions, but with a few errors.	<b>2</b> The instructions are incomplete or disorganised. There are parts of the instructions that are in the correct style but most are not.	<b>1</b> The instructions are incomplete or disorganised. They are not recognisable as instructions.

**WEEK 8: FRIDAY/ DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS****GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	African Folklore: Why dung beetle is so strong
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"> <li>1. Go through the lists of words that learners created from the Word Find.</li> <li>2. Use this opportunity to correct and remediate any issues with phonics.</li> <li>3. Praise and congratulate learners who made an effort or improved their phonic knowledge.</li> </ol> <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><b>This week we:</b></p> <ol style="list-style-type: none"> <li>1. Learnt new vocabulary words about butterflies.</li> <li>2. Learnt about the simple present tense.</li> <li>3. Learnt how to write a procedural text.</li> <li>4. Read different texts about butterflies.</li> <li>5. Spoke about the texts.</li> <li>6. Learnt how to wonder and visualise texts.</li> <li>7. Answered questions about the texts.</li> <li>8. Read each other's writing.</li> </ol>

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



# GRADE 4 - TERM 2

WEEKS 9 AND 10

**THEME:**  
ASSESSMENT WEEKS