

ENGLISH

First Additional Language

PSRIP

Grade 6

Lesson Plans

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GRADE 6
TERM 3
WEEKS 1 & 2

T H E M E

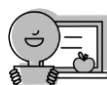
MYTHICAL CHARACTERS

TERM 3: WEEK 1



OVERVIEW

Theme	Mythical Characters
Theme Vocabulary	myth, mythical, mythology, creature, goddess, indigenous, harmony, nature, environment, create, trait, determined, courageous, caring, ambitious, motivate, motivation, responsibility, desire, shelter
LSC	Adjectives that describe personality traits
Comprehension Strategy	Make inferences
Writing Genre	Character Sketch
Writing Topic	Write a character sketch of a character from a myth. This can be a character from any myth or story you know.
Classroom Preparation	1. Take down and carefully store the flashcard words and pictures from the previous theme. 2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 3. Try to find some reading material for your theme table, for example: books of mythology, different myths printed from the internet. 4. Try to find some visual materials for your classroom, for example: a map of New Zealand, so learners can see where New Zealand is on the map; pictures of Maori people today. 5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.



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

INTRODUCE THE THEME

Picture	1. Tell learners to turn to the section in the Learner Book titled 'Mythical Characters'. Instruct learners to look at the title, headings and pictures in the text.	
Introduce the Theme	1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme as per the core methodology. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
Song / Poem NOTE: In this theme, you will learn about the Maori god named Tāne. Tāne is pronounced as 'tah-neh' in Maori.	Lyrics	Actions
	<i>Myths tell stories of long ago,</i>	<i>Pretend to write a story on the palm of your hand</i>
	<i>Of gods and creatures we'll never know.</i>	<i>Raise your arms up high and wiggle your fingers</i>
	<i>Tāne, the Maori god of forest and sky,</i>	<i>Make a circle with your arms to represent the sky</i>
	<i>Created the world and made everything fly.</i>	<i>Flap your arms like you're flying</i>
	<i>In Maori myth, Tāne create trees,</i>	<i>Hold your arms up high over your head, like a tree</i>
	<i>Their leaves and branches sway in the breeze.</i>	<i>Hold out your arms like tree branches and sway side to side</i>
	<i>He gave them life, and they grew tall,</i>	<i>Stretch your arms up as high as you can</i>
	<i>Providing shelter for creatures big and small.</i>	<i>Make roof shape with your arms</i>
Theme Vocabulary	myth, mythical, mythology, creature, goddess	

QUESTION OF THE DAY

Question	What do you think you will like best about mythology?
Graph	2 columns
Options	I think I will like reading about mythical creatures. I think I will like reading about gods and goddesses.

Follow-up questions

Question	How many learners think they will like reading about mythical creatures?
Answer	__ learners think they will like reading about mythical creatures.
Question	How many learners think they will like reading about gods and goddesses?
Answer	__ learners think they will like reading about gods and goddesses.
Question	What do more learners think they will like about mythology?
Answer	More learners think they will like reading about __
Question	What do fewer learners think they will like about mythology?
Answer	Fewer learners think they will like reading about __
Question	What do you think you will like best about mythology?
Answer	I think I will like reading about mythical creatures.
Answer	I think I will like reading about gods and goddesses.

EXPLAIN

Explain to learners that a myth is a story that tells us how or why something happened. Mythology is a collection of many myths together. The myth we will read this week comes from the Maori people of New Zealand, and explains the creation of the world. Myths are often written to teach important lessons or values to the people who hear or read them.

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



WEEK 1 MONDAY / DAY 1: LISTENING

LISTEN TO...

Follow the core methodology to conduct the listening lesson using an information text: **Myths from around the world**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Myths are more than just interesting stories to read. In ancient times, myths were an important part of many cultures around the world. People used these stories to understand the world around them and to explain things that they could not understand. For example, many ancient cultures believed in gods who controlled the weather and seasons. Myths often reflect the values, beliefs, and traditions of a culture. Through reading myths, we can learn about things that people in the past cared about and believed in.	I can infer that a myth is a kind of story. It is a story that is interesting, but there is more to it than that! Myths are stories that can also teach us something about the past.	1. What were myths used for in ancient times? (<i>Myths were used to help people understand the world around them. / Myths were used to explain things people could not understand.</i>) 2. What can we learn about through reading myths? (<i>We can learn about things people in the past cared about and believed in.</i>) 3. Why do you think people might have used myths or stories in ancient times to understand the world? (<i>I think people might have used myths or stories to understand the world because...</i>)

One well-known example of mythology comes from ancient Egypt. They told many stories about the gods and goddesses who ruled over the Nile River. These stories included tales of Osiris, the god of the underworld, his wife Isis, the goddess of motherhood, and other important figures like Ra, the sun god.

Many of the myths explained the roles and relationships of the gods and goddesses of ancient Egypt. We can learn a lot about the religion of ancient Egyptians by reading their myths.

Note: *Today, it is estimated that about 90% of the Egyptian population is Muslim.*

I can **infer** that in ancient times, most Egyptians had a different religion from the religion that they have now.

I **wonder** if the religion of ancient Egyptians still impact beliefs and traditions in Egypt today.

1. What is one well known example of mythology? *(The mythology of ancient Egypt.)*
2. Who are some of the gods and goddesses of ancient Egypt? *(Osiris, god of the underworld; Isis, the goddess of motherhood; Ra, the sun god)*

Myths often explain natural phenomena and can teach us about the environment and how people related to it. For example, the ancient Greeks believed in the god of the sea, Poseidon, who controlled the waves and storms. This shows the importance of the sea in Greek culture, as they were surrounded by water and relied on it for trade and transportation. In many Native American cultures, there are stories about the spirits of the wind, rain and the earth. These stories reflect the close relationship between Native Americans and the natural world around them.

The myths mentioned in this section show me the importance of nature and the environment in myths from different parts of the world.

I **infer** that in ancient times, understanding nature and the environment might have been important in many different cultures around the world.

1. What is one thing we learn that ancient Greeks believed in? *(They believed in the god of the sea, Poseidon.)*
2. Why do you think people in ancient times might have had many myths about nature and the environment? *(Because they relied on nature and the environment. / Because they wanted to understand nature and the environment better. / Because there was a lot they didn't know about nature and the environment, and they used myths to help explain things they didn't know.)*

Myths also teach us lessons about good and bad behaviour. Many myths involve heroes who must overcome challenges and make difficult decisions.	I infer that myths have important lessons that the reader is supposed to learn about how to act. For example, if a god is brave in a story, it helps teach that it is good to be brave.	
These stories can teach us about the importance of courage, integrity, and justice. For example, in Hindu mythology, there is a story about the god Rama, who must fight to rescue his wife from an evil demon. This story teaches us about the importance of bravery and loyalty.	I wonder if myths are told to children, to help teach them about behaviour their parents want them to learn?	1. Who is Rama? (<i>A Hindu god, who must rescue his wife from an evil demon.</i>) 2. What lessons does the story of Rama teach? (<i>Bravery and loyalty.</i>) 3. What can we infer about ancient Hindu culture? (<i>We can infer that bravery and loyalty were important / good behaviours that they wanted people to learn about.</i>)
In West African cultures, there are many myths about the powerful trickster Anansi. Anansi often uses his intelligence to trick and outsmart powerful opponents and get what he wants. Through these stories we can learn lessons about being clever, creative and resourceful. We can also learn about some of the consequences of being dishonest and greedy.	I can infer that in West African cultures, being clever, creative and resourceful were considered good and important behaviours for people, because there were many myths that showed Anansi using his creativity and brains to get what he wants! I wonder if these behaviours are still considered to be important and valuable.	1. Where do myths about Anansi come from? (<i>They come from West African cultures.</i>) 2. What kind of lessons can we learn from stories of Anansi? (<i>We can learn lessons about being clever, creative and resourceful. We can also learn about some of the consequences of being dishonest and greedy.</i>)

Myths are not only stories from the past. Myths are still important in many cultures around the world today. Many cultures continue to pass down myths and legends through storytelling. Myths can help people understand where certain beliefs or customs in their culture come from.	I infer myths can still have an impact on people's beliefs and traditions. I learned in the first paragraph that in ancient times, myths helped explain things that people didn't understand, like weather or seasonal changes. I can infer that myths might not still be used in the same way as they were in ancient times, but that they are still important in many different ways.	- Do you know of any myths from around the world? <i>(Yes, I know of a myth.../No, I do not know of any myths from around the world.)</i> - Can you think of a myth that explains a belief or custom in your own culture? <i>(Yes, there is a myth in my culture about.../No, I cannot think of a myth that explains a belief or custom in my culture.)</i>
Even though many myths may not be taken as factual truth today, they still hold value and influence how people see their place in the world.		
Additionally, many books, movies, and TV shows are influenced by themes and characters from ancient myths. For example, the Marvel superhero Thor is based on one of the gods from ancient Scandinavian mythology! When we read myths, we can gain a deeper understanding of the history, beliefs and traditions that exist in different cultures around the world.	It seems like people still tell ancient myths – and find new ways, like movies and TV shows, to retell the stories from ancient myths. I infer that myths from around the world have an impact on us now.	- Who is Thor? <i>(A god from ancient Scandinavian mythology)</i> - Do you know of any myths from around the world? <i>(Yes, I know of a myth.../No, I do not know of any myths from around the world.)</i>

Overall, mythology is an important part of human history. These ancient stories teach us about the beliefs, values, and traditions of people from different times and places. By reading about mythology, we can develop a deeper appreciation for the diversity and complexity of human culture and history.	I infer that even though the myths I learned about in this text (like Egyptian, Greek, and West African myths about Anansi) come from ancient times, these myths can help me learn about cultures today. Interesting!	1. From this text, we can infer that myths are a unique and important kind of story. How can we make this inference? <i>(We can learn things about human history and culture from myths, so they must be important kinds of stories. / This whole text tells us about how myths are different from other stories – they are stories that explain things people cannot understand. / Myths are stories that people believe in or that people once believed in.)</i>
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WEEK 1 TUESDAY / DAY 2: SPEAKING



DISCUSS...

1. Follow the core methodology to guide learners to discuss the listening text: **Title**
2. Use the following discussion frame:
 - a. **This text was about...**
 - b. **In this text I learnt that...**
 - c. **I think this text is...because...**
 - d. **I think this text was written to help me understand ...**

WEEK 1 TUESDAY / DAY 2: PHONICS REVIEW



REVIEW

Sounds

/fl-/ /a-e/ /-ing/

Activity

1. Write the following sounds on the board: **fl, a-e (long A), -ing**
 2. Say the sounds and instruct learners to repeat the sounds. Do this three times.
 3. Explain that with this sound (**a-e**) the two letters are not written together in the word, but that they make one sound (long A).
 4. Explain that when **-ing** is added to a word that ends in 'e', the 'e' is dropped. For example:
 - flake – flaking
 - poke – poking
 5. Write the following words on the board as follows:
 - /fl/ - /i/ - /ck/ = flick
 - /b/ - /a-e/ - /k/ = bake
 - /m/ - /a-e/ - /k/ - /ing/ = making (drop the e)
 6. Next, model sounding each word out. Point to each grapheme as you say the sound.
 7. Then, model how to blend the sounds together to read the word. Drag your finger below the letters as you blend.
- Practice sounding out new words: We do**
1. Call on a different learner to sound out each of the phonic words.
 2. The learner should point to each grapheme in the word as they say the sound.
 3. The learner should then blend the sounds together to read the word. The learner should drag their finger below the letters as they blend.

Word find

1. Write the following table on the board:

fl	a-e	b
k	l	o
ing	m	p
a	t	s

2. Review all of the sounds on the chalkboard.
3. Tell learners to copy the table into their books.
4. Tell learners to build as many words as they can using these sounds.
They must continue to do this over the next two weeks.
5. Show learners how to build one or two words, like: flake or mop
6. Possible words (this is not a complete list): flake, flop, flip, fling, flame, bake, make, ping, mop, king, pong, flaking, baking, making, etc.

WEEK 1 TUESDAY / DAY 2: PRE-READ



Title	The Myth of Tāne
Text Location	Learner Book: Mythical Characters

PRE-READ ACTIVITY

1. Remind learners of the theme for this cycle.
2. Explain that you are now going to read a text that is related to the theme.
3. Ask a learner to read the title: **The Myth of Tāne**
4. Explain the meaning of the title, e.g. I see that we will read a myth. I think Tāne must be the name of a character who we will read about. I wonder where this myth comes from and what this myth will be about.
5. 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.
6. 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 relate to:* Tāne (the character in the title), myths, nature
7. 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.
8. Ask learners: Which words did you underline? Why?
9. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
10. Instruct learners to think about the format, title, the pictures, and the words they underlined.
11. Ask learners relevant predictive questions, for example:
 - a. What kind of text is this?
 - b. Where does this text come from?
 - c. What do you think this text is about?
 - d. What do you think will happen in this text?
 - e. What do you think might happen at the end of the text?
 - f. Who are the characters in the text? What do you think you know about them?
12. 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 1 WEDNESDAY / DAY 3: ORAL ACTIVITIES

Song / Rhyme	Lyrics	Actions
	Myths tell stories of long ago,	<i>Pretend to write a story on the palm of your hand</i>
	Of gods and creatures we'll never know.	<i>Raise your arms up high and wiggle your fingers</i>
	Tāne, the Maori god of forest and sky,	<i>Make a circle with your arms to represent the sky</i>
	Created the world and made everything fly.	<i>Flap your arms like you're flying</i>
	In Maori myth, Tāne create trees,	<i>Hold your arms up high over your head, like a tree</i>
	Their leaves and branches swaying in the breeze.	<i>Hold out your arms like tree branches and sway side to side</i>
	He gave them life, and they grew tall,	<i>Stretch your arms up as high as you can</i>
	Providing shelter for creatures big and small.	<i>Make roof shape with your arms</i>
Theme Vocabulary	indigenous, harmony, nature, environment, create	



QUESTION OF THE DAY

Question	Which lesson from the myth of Tāne do you think is important?
Graph	3 columns
Options	I think it is important to protect the environment. I think it is important to live harmony with nature. I think it is important to care for all living things.



Follow-up questions

Question	How many learners think it is important to protect the environment?
Answer	__ learners think it is important to protect the environment.
Question	How many learners think it is important to live in harmony with nature?
Answer	__ learners it is important to live in harmony with nature.

Question	How many learners think it is important to care for all living things?
Answer	__ learners think it is important to care for all living things.
Question	Which lesson do most learners think is important?
Answer	Most learners think it is important to __
Question	Which lesson do fewest learners think is important?
Answer	Fewest learners think it is important to __
Question	Which lesson from the myth of the Rainbow Serpent do you think is important?
Answer	I think it is important to protect the environment.
Answer	I think it is important to live harmony with nature.
Answer	I think it is important to care for all living things.

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



WEEK 1 WEDNESDAY / DAY 3: FIRST READ

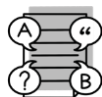


Title	The Myth of Tāne
Text Location	Learner Book: Mythical Characters
Text	Think Aloud: First Read
<i>The Māori are the indigenous people of New Zealand. They settled in New Zealand over 700 years ago and were the first people to live in New Zealand. The Māori call New Zealand Aotearoa (pronounced: ow-tear-roh-ah).</i>	I infer that this part of the text is different from the text below, because this part of the text is in italics. After reading this paragraph, I infer that this part of the text is factual, and gives us information about the myth we will read. I infer from the title and this paragraph that we will read a Māori myth.

<i>According to Māori legend the first explorer to reach New Zealand was the heroic ancestor, Kupe. Using the stars and ocean currents as his guides, he travelled across the Pacific on his waka (canoe) from his Polynesian home, called Hawaiki. You will not find Hawaiki on a map, but it is believed Māori people came from an island or group of islands in Polynesia in the South Pacific Ocean.</i>	It says the Māori are <i>indigenous</i>, so I can infer they were the first people to live in New Zealand.
<i>The Māori have a rich culture of storytelling that includes many fascinating myths and legends. Māori myths and legends tell us about Aotearoa New Zealand's origins and the earth's creation. There are stories about gods, mythical creatures, nature, war and sky and stars, to name a few!</i>	I wonder what the myth we will read will read is about.
<i>One such myth is the story of Tāne. Tāne is a god who separated his parents, the Sky Father, and the Earth Mother, to bring light and life into the world. Tane had many siblings who were gods of different things.</i>	I can infer that this myth will tell the story of how Tāne creates the world, because it says Tāne brings light and life into the world.
<i>This myth can teach us valuable lessons about Māori people's connection to the earth, their beliefs about gods and goddesses, and the importance of courage and determination in the face of challenges. In this myth, we also see that the actions of just one being can have a big impact on the entire environment. This myth shows us the importance of nature and the connections between all living things.</i>	I remember from our Listening and Speaking text that myths often explain natural phenomena and can teach us about the environment and how people related to it. I infer that the myth we will read next will tell us something about Māori people and the environment.
Long ago, the world was dark and full of chaos. One of the most powerful gods in this world was Tāne. Tāne was known for his strength and his ability to create life. Tāne wanted to bring order and beauty to the chaotic world around him.	I infer that this is a creation myth. A creation myth tells us about how people believe the world was created. I infer that Māori people believe that Tāne is the creator of the world. This is not a creation story I have ever heard before!
Tāne decided to create a new world. He began by separating his parents, the Sky Father and the Earth Mother.	

Tāne used his strong arms to pull his parents apart. Then, he pushed his father up to create the sky, and pushed his mother down to creating the land. He made the sun and the moon to light up the day and night.	-
Tāne looked at his creation and knew it was missing something. He decided to create creatures to inhabit the earth. Tāne created all of earth's animals – from the tiniest bugs to the biggest elephants. He created birds, giving them wings to fly through the sky and sweet voices to sing. He created fish, giving them fins to swim through the sea and gills to breath underwater.	I infer that animals were created before humans.
Tāne was not done yet. He knew that his world needed more than just animals. So, he created trees of all shapes and sizes. He breathed life into them and watched as they grew tall and strong – just like him. He created thick, deep forests to give shelter to all the creatures that he had created.	Trees seem like an important part of this myth. I infer that trees might be important and valuable in Māori culture.
Tāne's world was beautiful, but he saw that the creatures he had made were not enough to care for the land. So, Tāne created humans to live in the world be its caretakers. Using rich red soil, Tāne formed the first humans' bodies. Then, he breathed life into them.	According to this myth, Tāne created humans to care for the earth. I infer that this might be an important part of the myth for Māori people. I infer that they might see themselves as caretakers of the earth.
The first humans were known as the children of Tāne, and they were given the power to think, speak, and create, just like their creator. Tāne watched over them. He taught them how to live in harmony with nature and guided them on their journey through life.	I infer that Māori people believe it is important to live in harmony with nature, because the god Tāne taught the first people how to do this. There are so many lessons he could have taught, and he chose to teach this one. It must be important!
Tāne had created a beautiful world filled with animals, trees, and humans. His creation would live on forever, and Tāne, god of the forest and skies, knew that he had done something truly great	

Today, Tāne is still revered by the Māori people as a powerful and wise god, and the god of forests and birds. The story of Tāne continues to inspire and guide modern Māori. His story serves as a reminder of the power of creation, the importance of harmony with nature, and the potential of humanity to bring order and beauty to the world around us.	I can infer that the myth is still important in Māori culture, and teaches many lessons that are still important to Māori people today.
Follow up questions	Responses
Who is Tāne?	- Tāne is a Māori god. - Tāne is a powerful and wise god. - Tāne is the god who separated his parents and brought light and life to the world. - Tāne is the god of forests and skies.
What was Tāne's last creation?	His last creation was humans.
Open question	Possible response
What does this text teach you?	- This text teaches me that the Māori people are the indigenous people of New Zealand. - This text teaches me that Māori people have many different gods. - This text teaches me that Māori people in New Zealand believe in different things that the things I believe in. - This text teaches me that Māori people's creator was named Tāne. - This text teaches me that Tāne created the first humans from red soil. Etc.



Introduce the LSC in context

1. Explain to learners that this cycle, they will learn about: **Adjectives that describe personality traits**
2. Point out the following example of this: **In the last paragraph of the story, we read Today, Tāne is still revered by the Māori people as a powerful and wise god, and the god of forests and birds.**
3. Introduce this LSC as follows: **Adjectives that describe personality traits tell us more about someone's personality. We learn in this part of the text that the character is both powerful and wise.**

WEEK 1 THURSDAY / DAY 4: SECOND READ



Title	The Myth of Tāne
Text Location	Learner Book: Mythical Characters
Text	Think Aloud: Second Read
<i>The Māori are the indigenous people of New Zealand. They settled in New Zealand over 700 years ago and were the first people to live in New Zealand. The Māori call New Zealand Aotearoa (pronounced: ow-tear-roh-ah). According to Māori legend the first explorer to reach New Zealand was the heroic ancestor, Kupe. Using the stars and ocean currents as his guides, he travelled across the Pacific on his waka (canoe) from his Polynesian home, called Hawaiki. You will not find Hawaiki on a map, but it is believed Māori people came from an island or group of islands in Polynesia in the South Pacific Ocean.</i>	-
<i>The Māori have a rich culture of storytelling that includes many fascinating myths and legends. Māori myths and legends tell us about Aotearoa New Zealand's origins and the earth's creation. There are stories about gods, mythical creatures, nature, war and sky and stars, to name a few!</i>	I infer that this creation myth about Tāne is just one of many myths that Māori tell about the world around them.
<i>One such myth is the story of Tāne. Tāne is a god who separated his parents, the Sky Father, and the Earth Mother, to bring light and life into the world. Tane had many siblings who were gods of different things.</i>	I can infer that the Sky Father and Earth Mother had lots of children – and that their children (including Tāne) were Māori gods and goddesses.
<i>This myth can teach us valuable lessons about Māori people's connection to the earth, their beliefs about gods and goddesses, and the importance of courage and determination in the face of challenges. In this myth, we also see that the actions of just one being can have a big impact on the entire environment.</i>	I infer that when we read this myth, we are meant to understand that just one god – Tāne – created the whole world, and to learn that just one person can have a big impact on our environment! I infer that the myth of Tāne has many things to teach us.

<i>This myth shows us the importance of nature and the connections between all living things.</i>	Today as we read the myth, let's think about Tāne's traits and qualities. I think that this can help us understand some of the traits and qualities that might be important in Maori culture.
Long ago, the world was dark and full of chaos. One of the most powerful gods in this world was Tāne. Tāne was known for his strength and his ability to create life. Tāne wanted to bring order and beauty to the chaotic world around him.	I infer that Tāne is a very determined god, because he decided to create the world to bring order and beauty to the world around him and he did it! He wanted to do something different that no one had ever done before.
Tāne decided to create a new world. He began by separating his parents, the Sky Father and the Earth Mother. Tāne used his strong arms to pull his parents apart. Then, he pushed his father up to create the sky, and pushed his mother down to creating the land. He made the sun and the moon to light up the day and night.	I infer Tāne is extremely strong and powerful, because he created the sky and the earth. That is not an easy task!
Tāne looked at his creation and knew it was missing something. He decided to create creatures to inhabit the earth. Tāne created all of earth's animals – from the tiniest bugs to the biggest elephants. He created birds, giving them wings to fly through the sky and sweet voices to sing. He created fish, giving them fins to swim through the sea and gills to breath underwater.	I infer Tāne is creative, because he imagined and created all the creatures of the earth. They didn't exist before, so Tāne had to think all the creatures of the world up on his own!
Tāne was not done yet. He knew that his world needed more than just animals. So, he created trees of all shapes and sizes. He breathed life into them and watched as they grew tall and strong – just like him. He created thick, deep forests to give shelter to all the creatures that he had created.	I infer Tāne is caring, because he created beautiful forests to give the animals he had created shelter. He wanted to make sure they were comfortable and cared for.
Tāne's world was beautiful, but he saw that the creatures he had made were not enough to care for the land. So, Tāne created humans to live in the world be its caretakers. Using rich red soil, Tāne formed the first humans' bodies. Then, he breathed life into them.	I can also infer that Tāne is caring, because he created humans as caretakers for all the other creatures of the earth.

The first humans were known as the children of Tāne, and they were given the power to think, speak, and create, just like their creator. Tāne watched over them. He taught them how to live in harmony with nature and guided them on their journey through life.

Again, I **infer** that Tāne is caring because he watched over the humans he created and helped teach and guide them. Those are all very caring behaviours.

Tāne had created a beautiful world filled with animals, trees, and humans. His creation would live on forever, and Tāne, god of the forest and skies, knew that he had done something truly great.

I **infer** Tāne was ambitious. He wanted to create many important things and doing something amazing.

Today, Tāne is still revered by the Māori people as a powerful and wise god, and the god of forests and birds. The story of Tāne continues to inspire and guide modern Māori. His story serves as a reminder of the power of creation, the importance of harmony with nature, and the potential of humanity to bring order and beauty to the world around us.

I **infer** that there are many reasons to love and admire Tāne; he was strong, powerful, wise, caring, and ambitious.

Follow up questions

Responses

Why did Tāne create trees?

He created trees to provide shelter to the other creatures he had made.

Why did Tāne create humans?

- He created humans to be caretakers of the earth.
- He created humans to help bring order and beauty to the world.
- He created humans to think, speak, and create like him.
- He created humans because he didn't think animals and trees were enough.

Open question	Possible response
What can you infer about Tāne's traits and qualities? Explain your thoughts.	• I infer Tāne is extremely strong, because he pulled apart his parents to create the sky and the land. • I infer Tāne is very caring, because he created trees just to make sure animals were comfortable and had shelter. • I infer Tāne was caring because he created humans just to make sure the earth was taken care of. • I infer Tāne was powerful because he created everything in the world. • Etc.

Development of learners' own questions

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 1 THURSDAY / DAY 4: TEACH COMPREHENSION STRATEGY



MAKING INFERENCES

Modelling: I do

1. Explain that this week, we have been working on **making inferences**.
2. Explain that we make an inference when we use what is written and what we already know to figure something out.
3. Instruct learners to turn to the text of the week.
4. Read out loud while learners follow along: *Tāne is a god who separated his parents, the Sky Father, and the Earth Mother, to bring light and life into the world. Tāne had many siblings who were gods of different things.*
5. Explain we can make inferences that:
 - a. The Sky Father and Earth Mother had many children.
 - b. The Sky Father and Earth Mother were also gods, because all their children were gods.
 - c. It said Tāne had siblings, so we can infer that he had both brother and sisters.
 - d. When Tāne separated his parents, it helped bring light and life into the world.
6. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.

Work with learners:
We do

1. Read out loud while learners follow along: *Tāne looked at his creation and knew it was missing something.*
2. Ask learners: What inferences can you make after you read these sentences?
3. If needed, you can help prompt learners by asking:
 - a. *What do you think the characters might be thinking?*
 - b. *What do you think the characters might be feeling?*
 - c. *What do you think the characters might do?*
4. Listen to learners' ideas, like:
 - a. Tāne was not satisfied – he was thinking about what else he could do.
 - b. Tāne will create more – he isn't done yet!
 - c. Tāne is deciding what he will create next – he is looking at what he is done and trying to figure out what else he must do to make the world have order and beauty!

Pair Work: You do	1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: <i>Today, Tāne is still revered by the Māori people as a powerful and wise god, and the god of forests and birds. The story of Tāne continues to inspire and guide modern Māori.</i> 3. Ask learners: What inferences can you make about the Māori? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: a. Māori people still tell this myth. This myth is still important in Māori culture. b. Māori people still value the lessons that Tāne teaches in the myth – to care for all living things and live in harmony with nature. c. Māori culture is different from any culture I know in South Africa – they believe in gods I have never heard of before.
Notes	1. Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is: <u>Making Inferences</u> To make an inference, we take: what is written + what we already know and we make a good guess about the text. 2. If your learners have copied down the notes, then ask them to write down their own response to the Pair work: You do

WEEK 1 FRIDAY / DAY 5: POST-READ



Title	The Myth of Tāne
Text Location	Learner Book: Mythical Characters

MAKING A SUMMARY

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 an inference** about the text. This means that we will think about how we can make a good guess about the text, based on what is written AND what we know.
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:
 - a. **This text is about...**
 - b. **In this story...**
 - c. **I can infer that...because...**
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 Tane, a Māori god of forests, skies, and birds. In this story, Tane pulls his parents apart to create the sky and earth, and then fills the earth with creatures, forests, and humans. I can infer that the Māori are meant to take care of earth, because Tane created them as caretakers of the earth. I can infer that Tane might be angry to see people killing animals and trees, because he created people to love and protect the earth.*



WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Character Sketch	To describe a character in detail and to provide insight into a character's role in a story	<i>Description:</i> Describes a character's traits, qualities, and behaviours. <i>Analysis:</i> Analyses and interprets a character's personality, motivations, and relationships with others.	- May be written in a narrative, descriptive, or analytical format. - May be written in past or present tense. - Uses adjectives and adverbs to create a picture of the character. - Uses specific examples and details to support observations and bring the character to life for the reader.
Introduce the Genre	1. Explain that this cycle, learners will write character sketches. 2. Explain that the purpose of a character sketch is to describe a character in detail and to provide insight into a character's role in a story. 3. A character sketch can be written in the present tense or the past tense. 4. Explain that a character sketch includes some description (like a descriptive paragraph or essay). 5. In a character sketch, we use adjectives and adverbs to create a picture of a character's traits, qualities, and behaviours. 6. A character sketch also includes some analysis. This means that we can include our own thoughts about a character's personality, motivations, and relationships with others. 7. In a character sketch, we try to use specific examples and details to support our observations and bring the character to life for the reader.		
Read the Sample Text	<i>Anansi is a clever and mischievous spider that appears in stories from West Africa and the Caribbean. He is known for being very smart and tricking others to get what he wants.</i>		

Read the Sample Text	<i>Physically, Anansi is often portrayed as a small spider, but his true power lies in his sharp mind and quick thinking. Anansi may look small, but he is powerful because he can think quickly and solve problems. He is often shown as a trickster who uses his cleverness to outsmart those who are stronger or more powerful than him.</i> <i>Sometimes people see Anansi as a hero, but other times as a bad guy because he can be sneaky. Anansi is an interesting character that teaches us about being clever and adapting to different situations. Some people may view Anansi as dishonest, other people admire him for his ability to overcome obstacles through his intelligence.</i>
Discuss	1. Who is this character sketch about? 2. Is this character sketch written in the past or present tense? 3. How is Anansi described? (What are some of his traits, qualities and behaviours?) 4. What kind of analysis is given? (What do we know about the characters's personality, motivation or beliefs?) 5. How do we know this is a character sketch?
Notes	Tell learners to open their exercise books, and write down the following heading and notes: <u>Character Sketch</u> 1. Tells us in detail about a character in detail. 2. I use descriptive writing. I describe how the character's traits, qualities, and behaviours. 3. I can analyse the character's personality, motivations, and relationships with others. 4. I use details and examples in my writing. 5. I write in the past or present tense.

END OF WEEK CONSOLIDATION

UPDATE AND DISCUSS K-W-L CHART

1. Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme.
2. They should also add any new questions about what they still want to learn.
3. Hold a brief discussion to allow learners to share what they have learnt and what they still want to learn.

GRADE 6
TERM 3
WEEKS 1 & 2

T H E M E

MYTHICAL CHARACTERS

[illegible]



TERM 3: WEEK 2

OVERVIEW

Theme	Mythical Characters
Theme Vocabulary	myth, mythical, mythology, creature, goddess, indigenous, harmony, nature, environment, create, trait, determined, courageous, caring, ambitious, motivate, motivation, responsibility, desire, shelter
LSC	Adjectives that describe personality traits
Comprehension Strategy	Make inferences
Writing Genre	Character Sketch
Writing Topic	Write a character sketch of a character from a myth. This can be a character from any myth or story you know.

GRADE 6

TERM 3

WEEK 2

MONDAY

WEEK 2 MONDAY / DAY 1: PLANNING



Topic	Write a character sketch of a character from a myth. This can be a character from any myth or story you know.	
Genre	Character Sketch	
Planning strategy	List	
Model the planning strategy: I do	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about how to address the writing topic, like: a. I am going to write a character sketch about the god we read about last week – Tāne. b. I am going to try to remember everything that was written in the story about this character. I am also going to use some of the inferences I made about the character for my sketch! 4. Have the planning frame written on one side of the chalkboard. 5. Explain that by answering the questions in the list, we can plan our writing. 6. Show learners how you plan by answering the questions in the list. 7. Do this on the other side of the chalkboard.	
	Myth questions	Myth: My plan
	1. What story is this character from? 2. What does the character look like? 3. What is the character's personality like? 4. Does the character have any strengths or weaknesses? Likes or dislikes? Important fears? 5. What background information do I have about the character? (Family, childhood, important life events?) 6. Does the character have any interactions with others?	1. Māori myth 2. Very tall, strong 3. Powerful, caring 4. Strength: strong, able to create life / likes all living things / dislikes darkness and chaos 5. Son of Sky Father and Earth Mother. Many siblings. 6. Teaches humans many things.

	7. Do you have any thoughts about the character? 8. What do you think we can learn from the character?	7. A caring and powerful god. 8. Teaches us to keep going until we are satisfied and to not be afraid to try new things that no one has done before.
Learners use the planning strategy: You do	1. Tell learners to close their eyes and think of xxx 2. Next, tell learners to turn and talk with a partner, to share their ideas. 3. Show learners the planning frame on the board and tell them to use this frame to plan their character sketch, just like you did. 4. Hand out exercise books. 5. Tell learners they must write their own ideas – they must not to copy your plan. 6. As learners work, walk around the room and hold mini-conferences.	

Myth: My plan: Character Sketch

1. Māori myth – Tāne
2. Very tall, strong
3. Powerful, caring
4. Strength: strong, able to create life
likes all living things
dislikes darkness and chaos
5. Son of Sky father and Earth Mother
many siblings
6. Teaches humans many things
7. A caring and powerful god
8. Teaches us to keep going until we are satisfied and to not be afraid to try new things

**WEEK 2 MONDAY / DAY 1: GROUP GUIDED AND
INDEPENDENT READING****GROUP GUIDED READING (SMALL GROUP)**

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.



WEEK 2 TUESDAY / DAY 2: ORAL ACTIVITIES

 GRADE 6
 TERM 3
 WEEK 2
 TUESDAY

Song / Rhyme	Lyrics	Actions
	Myths tell stories of long ago,	<i>Pretend to write a story on the palm of your hand</i>
	Of gods and creatures we'll never know.	<i>Raise your arms up high and wiggle your fingers</i>
	Tāne, the Maori god of forest and sky,	<i>Make a circle with your arms to represent the sky</i>
	Created the world and made everything fly.	<i>Flap your arms like you're flying</i>
	In Maori myth, Tāne create trees,	<i>Hold your arms up high over your head, like a tree</i>
	Their leaves and branches sway in the breeze.	<i>Hold out your arms like tree branches and sway side to side</i>
	He gave them life, and they grew tall,	<i>Stretch your arms up as high as you can</i>
	Providing shelter for creatures big and small.	<i>Make roof shape with your arms</i>
	Theme Vocabulary	trait, determined, courageous, caring, ambitious
QUESTION OF THE DAY		
Question	Which personality trait do you think is important?	
Graph	4 columns	
Options	I think being determined is important. I think being courageous is important. I think being caring is important. I think being ambitious is important.	
Follow-up questions		
Question	How many learners think being determined is important?	
Answer	__ learners think being determined is important.	

Question	How many learners think being courageous important?
Answer	__ learners think being courageous is important.
Question	How many learners think being caring is important?
Answer	__ learners think being caring is important.
Question	How many learners think being ambitious is important?
Answer	__ learners think being ambitious is important.
Question	Which personality trait to most learners think is important ?
Answer	Most learners think __ is important.
Question	Which personality trait to fewest learners think is important ?
Answer	Fewest learners think __ is important.
Question	Which personality trait do you think is important?
Answer	I think being determined is important.
Answer	I think being courageous is important.
Answer	I think being caring is important.
Answer	I think being ambitious is important.

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



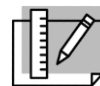
**WEEK 2 TUESDAY / DAY 2: GROUP GUIDED AND
INDEPENDENT READING****GROUP GUIDED READING (SMALL GROUP)**

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 2: WEDNESDAY / DAY 3: LSC AND DRAFTING



LANGUAGE STRUCTURES & CONVENTIONS

LSC

Modelling: I do

Before the lesson, write the sample character sketch on the board:

Anansi is a clever and mischievous spider that appears in stories from West Africa and the Caribbean. He is known for being very smart and tricking others to get what he wants.

Physically, Anansi is often portrayed as a small spider, but his true power lies in his sharp mind and quick thinking. Anansi may look small, but he is powerful because he can think quickly and solve problems. He is often shown as a trickster who uses his cleverness to outsmart those who are stronger or more powerful than him.

Sometimes people see Anansi as a hero, but other times as a bad guy because he can be sneaky. Anansi is an interesting character that teaches us about being clever and adapting to different situations. Some people may view Anansi as dishonest, other people admire him for his ability to overcome obstacles through his intelligence.

1. Explain that today, we will learn how to describe personality traits in our writing.
2. Explain that by the end of the lesson, learners should be able to identify and describe different personality traits, and use personality traits in the character sketches they will draft today.
3. Explain that most character traits – like our vocabulary words yesterday (determined, courageous, caring and ambitious) are adjectives. These adjectives describe people.
4. Ask learners if they can think of the words for any character traits. Use code switching if necessary.
5. Introduce more character trait words, like: kind, outgoing, adventurous, intelligent, clever, stubborn, powerful, etc.
6. Read the sample character sketch aloud to the class.
7. As you read, underline the words that describe Anansi's personality traits:

Anansi is a clever and mischievous spider that appears in stories from West Africa and the Caribbean. He is known for being very smart and tricking others to get what he wants.

	<i>Physically, Anansi is often portrayed as a small spider, but his true power lies in his sharp mind and quick thinking. Anansi may look small, but he is <u>powerful</u> because he can think quickly and solve problems. He is often shown as a trickster who uses his <u>cleverness</u> to outsmart those who are stronger or more powerful than him.</i> <i>Sometimes people see Anansi as a hero, but other times as a bad guy because he can be <u>sneaky</u>. Anansi is an <u>interesting</u> character that teaches us about being clever and adapting to different situations. Some people may view Anansi as <u>dishonest</u>, other people admire him for his ability to overcome obstacles through his <u>intelligence</u>.</i> 8. Explain the meaning of underlined words. 9. Discuss how these words help us to understand the character Anansi with learners.
LSC Ask learners for help: We do	1. Together with learners, write a list of personality traits on the board, like: • courageous • determined • caring • ambitious • honest • optimistic • humble • creative • intelligent • confident • loyal 2. Ask learners to think of a character from a story, book, TV show or movie they know who exemplifies one of the traits. For example: <i>Personality Trait: Courageous</i> <i>Character: Harry Potter</i> 3. Then, together with learners, write a sentence that shows how the character displays the trait. For example: <i>Harry Potter was courageous because he faced Voldemort, even when it seemed like all hope was lost.</i>

	4. Choose one other personality trait to do together as a class. For example: <i>Personality Trait: Resourceful</i> <i>Character: Tane</i> <i>Tane is determined to create a beautiful world. He didn't stop with animals – he kept creating until he felt the world was filled with beauty.</i>
LSC Pair Work: You do	1. Hand out learners' exercise books. - Instruct learners to look at their plans from Monday. - Instruct learners to choose at least three traits to describe their character's personality. They can add their or change their traits now. - Instruct learners to add sentences that explain how the character shows the traits they have chosen. - As learners write, walk around the room and complete mini conferences. - Ask learners to read their writing to you. - Encourage learners! Sharing - Call learners back together. Call on random learners to give examples of the traits they have chosen, and the sentences they have written. - Explain that learners will need to use three character trait adjectives in their final draft this week.

WRITING



Writing Plan	Before class begins, rewrite the planning frame and your completed model plan on the board:
1. What story is this character from? 2. What does the character look like? 3. What is the character's personality like? 4. Does the character have any strengths or weaknesses? Likes or dislikes? Important fears? 5. What background information do I have about the character? (Family, childhood, important life events?) 6. Does the character have any interactions with others? 7. Do you have any thoughts about the character? 8. What do you think we can learn from the character?	1. Māori myth 2. Very tall, strong 3. Powerful, caring 4. Strength: strong, able to create life / likes all living things / dislikes darkness and chaos 5. Son of Sky Father and Earth Mother. Many siblings. 6. Teaches humans many things. 7. A caring and powerful god. 8. Teaches us to keep going until we are satisfied and to not be afraid to try new things that no one has done before.

Writing frame	<u>Character Sketch</u> - Next, tell learners that they must turn each point in their plan into a sentence. - They must also arrange the sentences into at least 3 paragraphs. - They must add as many details and examples as possible. - They should remember that a character sketch includes both description and analysis. - Write the following frame on the chalkboard, and explain it to learners: Paragraph 1 (Points 1&2) Introduce the character briefly. Explain which story the character comes from. Describe what the character looks like in detail. Paragraph 2 (Points 3&4) Describe the character's personality. Describe their strengths, weaknesses. Give examples if you can! Paragraph 3 (Points 5&6) Explain the character's background. Explain how the character relates to other people. Explain your thoughts about this! Paragraph 4 (Points 7&8) Summarise important traits and characteristics of the character. Include any thoughts you have about the character.
Draft	- Hand out learners' exercise books. - Settle learners so you have their attention. - Remind learners that they will write a <u>Character Sketch</u> using the frame. - Instruct learners to write the date and the heading from their plan (Point 8): Draft: <u>Character Sketch</u> - Instruct learners to find their plan from Monday and think about their ideas. - Instruct learners to complete the writing frame using their plans. - Remind learners of the strategies they can use to help them. - As learners write, walk around the classroom and help learners who are struggling.
Homework	If learners have not fully completed their final draft, they must do so as homework.



Myth: My Draft: Character Sketch

Tāne - a Māori god

Tāne is the main character in the Myth of Tāne. This is a Māori myth from New Zealand. Tāne is a very tall, strong and powerful god.

Although he is so strong, Tāne is also a very caring god. His strengths are many. firstly, he is able to create life. He also likes all things and dislikes darkness and ~~chaos~~ Chaos.

Tāne is the son of Sky Father and ^Earth Mother. He separated his parents to make a new world. He has many siblings who are also gods. Tāne teaches humans many things. ~~He is a caring and powerful god.~~

Tāne is a caring and powerful god. One of the main lessons we can learn from him is to keep going until we are satisfied. We must also ^{be} not afraid to try new things.

WEEK 2 WEDNESDAY / DAY 3: GROUP GUIDED AND INDEPENDENT READING



GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.



WEEK 2 THURSDAY / DAY 4: ORAL ACTIVITIES

Song / rhyme	Lyrics	Actions
	Myths tell stories of long ago,	<i>Pretend to write a story on the palm of your hand</i>
	Of gods and creatures we'll never know.	<i>Raise your arms up high and wiggle your fingers</i>
	Tāne, the Maori god of forest and sky,	<i>Make a circle with your arms to represent the sky</i>
	Created the world and made everything fly.	<i>Flap your arms like you're flying</i>
	In Maori myth, Tāne create trees,	<i>Hold your arms up high over your head, like a tree</i>
	Their leaves and branches sway in the breeze.	<i>Hold out your arms like tree branches and sway side to side</i>
	He gave them life, and they grew tall,	<i>Stretch your arms up as high as you can</i>
	Providing shelter for creatures big and small.	<i>Make roof shape with your arms</i>

Theme vocabulary motivate, motivation, responsibility, desire, shelter



QUESTION OF THE DAY

Question	What do you think motivates Tāne to create the world?
Graph	3 columns
Options	I think Tāne is motivated by feelings of responsibility. I think Tāne is motivated by feelings of desire. I think Tāne is motivated by feelings of love.



Follow-up questions

Question	How many learners think Tāne is motivated by feelings of responsibility?
Answer	___ learners think Tāne is motivated by feelings of responsibility.

Question	How many learners think Tāne is motivated by feelings of desire?
Answer	__ learners think Tāne is motivated by feelings of desire.
Question	How many learners think Tāne is motivated by feelings of love?
Answer	__ learners think Tāne is motivated by feelings of love.
Question	What do most learners think Tāne is motivated by?
Answer	Most learners think Tāne is motivated by __
Question	What do fewest learners think Tāne is motivated by?
Answer	Fewest learners think Tāne is motivated by __
Question	What do you think motivates Tāne to create the world?
Answer	I think Tāne is motivated by feelings of responsibility.
Answer	I think Tāne is motivated by feelings of desire.
Answer	I think Tāne is motivated by feelings of love.

INDEPENDENT WORK

Personal dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.


**WEEK 2 THURSDAY / DAY 4: GROUP GUIDED AND
INDEPENDENT READING**
**GROUP GUIDED READING (SMALL GROUP)**

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.



WEEK 2 FRIDAY / DAY 5: EDITING AND PUBLISHING

Editing checklist	1. Did I write 4 paragraphs? 2. Did I use three adjectives that describe my character's personality? 3. Did I describe my character? 4. Did I give some analysis of my character? 5. Did I give examples to help prove my point? 6. Did I try to spell all words correctly? 7. Does every sentence start with a capital letter? 8. Does every sentence end with a full stop or exclamation mark?
Edit	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklists on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their report sound more interesting. Explain that learners may begin to publish when they are finished editing.
Publish	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their draft, correcting any mistakes. 3. Instruct learners to rewrite a neat and edited copy of their draft under the heading: Character Sketch: Final Draft
Share	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to take turns to read their writing aloud to their partner. 3. Instruct learners to tell each other at least one thing that they liked about each other's writing.
Homework	If learners have not fully completed their final draft, they must do so as homework.



Myth: Final Character Sketch

Tāne is a Māori god from New Zealand. There is a myth just about him where he creates a new world. Tāne is a very tall, strong and powerful god.

Although he is so strong, Tāne is also very caring. His strengths are many. Firstly, he is able to create new life! He also likes all living things and he dislikes darkness and chaos.

This amazing god is the son of Sky Father and Earth Mother. He separated his parents to create a new world. Tāne has many siblings who are also gods. He teaches humans many important lessons.

Overall, Tāne is a caring and powerful god. One of the main lessons we can learn from him is to keep going until we are satisfied. We must also not be afraid to try new things.

WEEK 2 FRIDAY / DAY 5: GROUP GUIDED AND INDEPENDENT READING



GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.



WEEK 2: CONCLUSION

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

Review the Word Find	1. Ask learners to open their exercise books to the Word Find of the week. 2. Write the word find table on the board. 3. Next, call on different learners to share the list of words they made and document this as follows: a. The learner calls out a word b. You point at each grapheme in the table c. You write the word below the table d. The rest of the class check to see that they made this word, or they add it to the list 4. Every week, monitor a different group's books to see that they are completing the activity properly.
Summarise	1. Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. 2. Remember to include: • Theme vocabulary • LSC • The different texts that were read • The small group discussion • The comprehension strategy • The writing genre and task • All content from the theme
Share with families	1. Ask learners to think about two things they learnt this week that they will share with their families. 2. Tell learners to turn and talk and share with a partner. 3. Ask a few learners to share their points with the class.
Acknowledge and celebrate	1. Acknowledge the improvements made by a few learners each week. 2. These improvements can be related to: • EFAL skills like reading or writing • Theme content • Tasks or activities • Behaviour in the class • Relationships with other learners • Attitude to EFAL • Or, any other aspect of classroom life 3. Remember to include all learners in this process on a regular basis.

[illegible]

GRADE 6
TERM 3
WEEKS 3 & 4

T H E M E

**FINDING OUT MORE
ABOUT MYTHS**

Creative Writing Research Project

TERM 3: WEEK 3

OVERVIEW

Theme	Learning more about Myths
Theme Vocabulary	ancient, arrogant, immortal, devastated, generation, superhuman, goddesses, dragons, monster, imaginary, conflict, kidnapped, heartbroken, grief, defeat, lagoon, villagers, relate to, fertile, vast
LSC	Adjectives that use the five senses
Writing Topic	Complete a research project to find out more about myths
Graphic Organiser	Mind Map, Venn Diagram, Table
Classroom Preparation	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. This project provides standard reading material for learners to use as their research source materials. 3. However, if your school and community has access to other source materials, please ensure that these are used – do not limit learners to using only what is provided.

WEEK 3 MONDAY / DAY 1: INTRODUCTION TO PROJECT (30 MINUTES)

1. **Introduce learners to the research part of the project. Tell them the following:**
 - a. We are going to be doing a project for the next 6 weeks.
 - b. This project will be focusing on a literary genre.
 - A literary genre is a type or category of literature (writing).
 - You have studied and read many of these already, for example: novels; short stories; myths; legends; fables; poems; dramas; and even songs.
 - c. You will work with a partner to find out more about the literary genre of myths and specifically the settings of myths.
 - d. You have already read myths in Terms 1 and 2. You can use that information and to help you with your research project.
 - e. For the first part of this project, you will research the topic of myths by answering different questions.
 - Before we can find out anything about a topic, we need to ask questions about the topic.
 - These are sometimes called 'driving questions', because they drive the research.
 - To help you get started, we have designed 3 Tasks, or sets of driving questions for you to answer.
 - This will get you thinking and learning more about the genre of myths.
 - f. Next, together with your partner, you will make up your own driving questions and find the answer through more research.
 - g. You will document your notes and findings using graphic organisers.
 - h. You will work with a partner to do your research, but you will each submit a written copy of your project.
2. **Next, arrange your learners in pairs.**
 - a. If you have limited time, you may want to pre-select the pairs, and tell learners who they will be working with.
 - b. **Or, if you have the time, play a game to help learners select new partners as follows:**
 - Tell learners that myths have many strange animals, creatures and gods and goddesses.
 - Give every learner a character written on a piece of paper, for example: god of the war, goddess of love, a unicorn, god of the sun, a scary monster, goddess of food, goddess of music, god of fire, a tricky spider, the god of the sea, a snake, a flying horse and so on.
 - Take learners to an open area and tell them to walk around and act out their characters.
 - When they see someone acting out the same character as them, they must check to see if their papers match. If they do, they have found their partner, and must come and tell you.
 - If not, they must continue to walk around, acting out their emotion, until they match with a partner.
 - Ensure that every learner has a partner.

3. **Finally, settle your learners at their desks with their partners, and help them establish a 'Partnership Agreement'.**
 - a. Explain to your learners that **21st century skills** are very important for us in the world today and for their futures as adults.
 - b. These skills include **communicating, problem solving** and **collaborating**.
 - c. Explain that working in pairs will give learners the opportunity to practice these skills.
 - d. Once they are in partners, they must sit together and work on their partnership agreement.
 - e. Give learners some time to sit and talk together about how they will work together:
 - How they want to be treated
 - How they will resolve conflict
 - How they will share responsibilities
 - What their strengths are
 - f. Instruct learners to write a very short agreement completing these points so they have a 'contract' to follow as they work on their project.
 - g. Write up the following frame on the writing board. Instruct learners to copy it into their exercise books and to complete it with their partner.

Partnership Agreement between _____ and _____

1. I would like to be treated as follows:
2. I will treat my partner as follows:
3. If we have a disagreement, we will:
4. I am good at:
5. I will be responsible for:

Partner 1 signature:

Partner 2 signature:

HOMEWORK

Encourage learners to read through the poetry theme from Term 1 in their Learner Books.

WEEK 3 MONDAY / DAY 1: EXPLAINING THE FIRST 3 RESEARCH TASKS (30 MINUTES)

1. Tell the class that you will now going over the structure of the research project.
2. Ask the learners to turn to the theme: **Finding out more about Myths** in their Learner Books.
3. Make sure they know where all the texts and research questions are for the project.
4. Tell the learners that there will be several lessons explaining more about the project, the information and how their research will be done.
5. Explain that they must listen very carefully in those lessons, so they know exactly what is expected of them.
6. Remind learners that the first 3 tasks, or sets of driving questions, are in their Learner Books, together with texts that will help them to formulate their answers.
7. Go through Tasks 1-3 as follows:
 - a. Read the task aloud to learners.
 - b. Explain each question.
 - c. Briefly show them the text/s they must read to find the answers.
 - d. Tell them which graphic organiser will be used to record their answers.
 - Task 1: Mind Map
 - Task 2: Mind Map and Venn Diagram
 - Task 3: Table

TASK 1: What are myths? (Mind Map)

- a. From which language does the word myth come? What does the original word 'mythos' mean?
- b. Why do you think the original creators/authors of myths are not known?
- c. How were myths passed down from one generation to the next?
- d. What are 2 reasons that people created myths?
- e. Who were some of the characters in myths?
- f. How were gods and goddesses different to normal humans?
- g. Why do you think some myths are set in real places?
- h. Why do you think some myths are set in imaginary places?
- i. What does water symbolise in some myths? What does a lion symbolise?
- j. Why do people still read myths today?
- k. Why do you think the settings of myths is so important?

TASK 2: Looking closely at 2 examples of myths**Myth - Hades and Persephone (Mind Map)**

- a. What is Demeter the goddess of?
- b. What is Persephone the goddess of?
- c. What is Hades the god of?
- d. Describe the world where Demeter and Persephone live.
- e. Why did Hades kidnap Persephone?
- f. Describe the world where Hades lives?
- g. How did Demeter react when Hades was kidnapped? Describe what happened to the world?
- h. What did the gods use to save Persephone from the underworld?
- i. How did Demeter react when Persephone was saved? Describe what the world looked like when she was home.
- j. What cycles of our natural world does this myth explain?

Myth – The Hole in the Wall (Mind Map)

- a. In which province is this myth set?
- b. Complete the sentence: A lagoon is a ...
- c. Complete the sentence: The water in the sea is ...
- d. How is the young woman in the myth different from the rest of the villagers?
- e. Who did she meet one night coming out of the sea?
- f. How did her father react to her meeting?
- g. How do you think she felt about his reaction?
- h. Describe what the villagers saw the night the young woman went to meet her sea man.
- i. How did the sea people change their environment?
- j. What would you change about your environment if you could?
- k. Do you think this is what the young woman wanted?
- l. Would you want to leave your home and go live somewhere else? Describe where you would want to go and live.

Same or different? (Venn Diagram)

- a. What **similarities** do you see between the two myths?
- b. What **differences** do you see between the two myths?

Task 3 – Overview of settings (Table)

- Read the research text: *Settings of Myths*
- Copy the TABLE below onto the board.

1. Learners must copy this table and fill in all the information you can about these different settings.
2. Learners must make sure that they set up their tables so that they have enough space to fill in all the required information neatly and legibly.
3. (Learners might not be able to fill in all the different information for all the settings for the research texts. If you want to find out more and have access to more information, you can do so.)

As you read you need to think about the following:

- a. From which cultures' myths are these settings?
- b. Are these places real setting or imaginary settings?
- c. What does the landscape look like?
- d. What kinds of plants live there?
- e. What kind of animals live there?
- f. Is the place dangerous and scary or friendly and safe?

TABLE showing information about different settings of myths

	Culture	Real	Imaginary	Landscape	Plants	Animals	Dangerous or Friendly
Nile River							
Duat							
Mount Olympus							
Australian outback							
Dreamtime							
African savannah							

8. Explain to learners that **Task 4** will be their **own driving question**.
9. Ask learners if there are any questions or comments for Tasks 1, 2 and 3. Clarify any issues.

WEEK 3 TUESDAY / DAY 2: DEVELOPING YOUR OWN DRIVING QUESTION (30 MINUTES)

1. Remind your learners that before we start any research, we need to have specific questions to know exactly what it is we are going to try and find out about the topic.
2. Remind the learners about the three tasks they have to research about myths. Ask them what those 3 tasks are.
 - *Task 1 – finding out more about myths*
 - *Task 2 – analysing myths*
 - *Task 3 – filling in a table to show information about settings*
3. Next, explain to the learners that research can be:
 - a. A specific **question or questions** about documented information
 - b. Finding out about other **people's feelings, opinions or actions** in relation to a topic
 - c. Questioning your **own feelings, opinions or actions** in relation to a topic
4. Complete the following activities with learners to help them formulate different types of research questions.

Activity 1

- a. With your partner, **think of a question that you could ask to find out more information about myths** (a specific question/s about documented information). Think about **where you would you go** to find out that information.
- b. Write the following prompts on the board to help learners:
 - Why are the settings of myths so important?
 - I want to find out more about Southern African myths. What are they about? Which myths have been set in South Africa?
 - I have heard of an imaginary mythical place called Atlantis. I wonder what it is like.
- c. Give learners a few minutes to think of their own questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they could find the answers.
- e. Write their answers on the board.
- f. The learners should understand that they can find out information in the traditional way: go to libraries; look on the internet; read articles or other documents; etc.

Activity 2

- a. With your partner, **think of a question that you could ask to find out how people feel or what people think about myths**. Think about **how you would find out** that information.
- b. Write the following prompts on the board to help learners:
 - Which myths do you know and like? Why?
 - Do older or younger people enjoy reading myths?
 - Do people think myths are relevant for us today? Why or why not?
 - Have you ever been to a place where a myth is set? What was it like to be there?
- c. Give learners a few minutes to think about their own questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they would find the answers.
- e. Write their answers on the board.
- f. Learners should understand that that can find out this information from doing interviews and surveys with people at school or their families, neighbours, and so on (people they know). They could also go online to see what lots of different people think about their question.

Activity 3

- a. With your partner, think of a question where **you find out what you think or feel about myths**.
- b. Write the following prompts on the writing board to help learners:
 - If I were to write a myth, what would it be about?
 - Where would I set my myth – a real place or imaginary?
 - What god/goddess would I like to be and what would my supernatural powers be?
 - Is there a myth I find relevant or meaningful in my life? Why?
- c. Give learners a few minutes to think about their own questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they would find the answers.
- e. Write their answers on the board.
- f. Learners should understand that that can find out this information from thinking about how they feel about something. They could do some research by reading or finding out more through books or online source to get more facts, but this would be mostly about their own responses.

Activity 4: Deciding on your own research question about myths – what do you want to find out?

- a. Tell your learners that with their partners, they must now come up with their own driving question related to myths.
- b. Explain that they can use other learners' or your ideas on the board if they would like to.
- c. Tell the learners that each pair must give you their question/s and must explain how they will find the answer/s to their question.
- d. Also remind learners that they can use the resources provided in the Learner Book. In the TASK 4 Texts section, there is a text on 'Why settings are important in myths'.
- e. Teachers can encourage learners to use these if other sources of information are difficult to access.
- f. Learners can use a library or the internet if they have access to these.
- g. If learners want to ask opinion questions, they must plan what their questions are and whom they will approach to interview.
- h. Set the deadline for pairs to submit their question – this should be done by the following day.
- i. Then, check that each driving question is appropriate and that learners can access information to answer their question.

WEEK 3 TUESDAY / DAY 2: ASSESSMENT GUIDELINES (30 MINUTES)

1. Use this lesson to explain to the learners how they will be assessed on their project, and what criteria will be used to assess this part of the research.
2. They must pay attention in the **following lessons as many of these assessment criteria will be explained and taught.**
3. Write a copy of the assessment rubric on the chalkboard.
4. Show and explain the rubric for the following criteria:

Assessment Criteria

- a. **Development of own research question/s:** this is the question that is the centre of all your research. It is very important that you **come up with your own research question**, and that you **know how to find the answer.**
- b. **Organisational skills and use of graphic organiser:** Graphic means to do things in a **visual manner.** So, this is a way of presenting information visually so that it helps the researcher and the reader understand it. In past cycles this year, we have used the graphic organisers to help us with our learning.
In this project you will use a **Mind Map, Venn Diagram and a Table** as graphic organisers to show all the information you have found. We will look at examples and go over this in more detail in the next lesson.
- c. **Relevance of information:** is all your research actually answering the research questions and your driving question/s? There is no point in just going through information and writing things down if you're not finding out answers to your questions.
- d. **Note-making skills:** while you are reading and researching, you need to make good notes. You must use **key words** and not write down everything you read. We will have a lesson on note-making, so make sure you follow that carefully as you will be assessed on this aspect of your research.
- e. **Bibliography:** a bibliography is to show where you got all the information for your research. A bibliography is a list of all books, articles, videos, interviews and any other sources of information you used. There is a very specific way of setting out a bibliography giving information about the source, e.g. who wrote it, when was it written, and so on. You should have more than one resource when researching. We will learn more about this in another lesson. Make sure you pay careful attention as this is part of your research and you will be marked on this.

- f. **Editing and presentation:** all the research you do and submit needs to be edited for mistakes and presented neatly and in a visually appealing way.
- g. **Independent work in class:** learners need to work in their pairs in class. Learners need to get straight to work, focus on their tasks, work well together in pairs, not bother those around them and show self-discipline.

5. Once you have gone through the criteria, ask learners if they have comments or questions. Respond to clarify any issues.

WEEK 3 WEDNESDAY / DAY 3: NOTE-MAKING USING KEY WORDS (30 MINUTES)

1. Tell learners that in this lesson, we will go through note-making skills to document our notes.
2. Explain to the learners that making notes is a valuable research and studying skill – it is important for them to know how to make good notes.
3. Explain that the notes have to be clear and easy to understand.
4. The notes must also be specific to the questions, because they don't want to read everything all over again.
5. **Explain the following important points about note-making to learners:**
 - a. Note-making is about understanding what you are reading.
 - b. It is also about writing down the most important points.
 - c. You are researching and looking for answers, so you need to read very carefully to look for specific information that will help with help your research.
 - d. Be very clear about what your questions are before you start reading. If you have a clear focus on information you are looking for, you will read with those questions in mind.
 - e. After you have read a few lines or a short paragraph - stop. Ask yourself:
 - What is/are the main points I've read?
 - Do these main points answer any of my research questions?
 - f. Try write down the relevant key words of what you have just read (in your own words if possible).
 - g. For every key word or main idea, see if there is a detail or example that is also important for your understanding.
 - h. Do not write down everything in the text – just the key words and important details/ examples.
 - i. Once you have finished reading the text, ask yourself the following questions:
 - Have I got all the main ideas in key words?
 - Have I got the important details or examples that go with the key words?
 - Has this answered all my questions? If not, what do I still need to find out?

Step 1 in Note Making: Reading with Purpose

1. Tell learners to turn to the short text *The Epic of Gilgamesh* in their Learner Books.
2. Tell learners that they should imagine that their research questions are as follows:

Topic: The oldest myth: The Epic of Gilgamesh

- a. I want to know more about the oldest myth.
 - b. I want to find out who the main character is.
 - c. I want to find out what happens in the myth.
 - d. I want to find out why the myth was written: is there a lesson at the end or does the myth explain something about our world?
3. Read the text *The Epic of Gilgamesh* aloud. Read through the whole text once, asking learners to listen and follow carefully, whilst keeping the research questions in mind.

The oldest myth: The Epic of Gilgamesh

*This is the oldest known myth in the world written many centuries ago. It takes place in **ancient Mesopotamia** which is in the now modern country of Iraq. It was mostly desert with rich farming alongside the rivers. In ancient times people were farmers and over thousands of years, these communities became cities.*

Uruk was the first of these cities. The buildings were made from mud bricks. Houses were usually two stories with a courtyard and garden. People lived social lives playing games, music and telling stories. A well-liked story was the story of King Gilgamesh.

Once upon a time, there was a great king named Gilgamesh who ruled over the city of Uruk. Gilgamesh was powerful and **arrogant**. But he was also afraid of death. He didn't want to die and leave all of his riches and power behind.

So, Gilgamesh decided to find a way to beat death. He heard about a man named Utnapishtim who had become **immortal** (he would live forever) after surviving a great flood. Gilgamesh thought that if he could find Utnapishtim, he could learn how to live forever.

Gilgamesh set out on his journey to find Utnapishtim. He took his good friend, Enkidu and they left their land and families behind. Gilgamesh and Enkidu had many adventures on their journey and battled dangerous, scary monsters. Enkidu became sick and died of an illness along the way. Gilgamesh was very sad about the death of his friend. He became more determined to find a way to live forever.

Finally, Gilgamesh found Utnapishtim. He asked Utnapishtim to teach him how to become immortal. Utnapishtim told Gilgamesh a story about a great flood. He had survived the flood and become immortal, but he explained to Gilgamesh that *he* is the only immortal and Gilgamesh will never outlive death! Gilgamesh was **devastated**. He had gone through so much and lost his friend trying to find the secret to live forever. Now he learned that he would never be able to beat death.

But Gilgamesh also learned an important lesson on his journey. He realized that death was a part of life, and that he should make the most of the time he had. He had already wasted so much time on his journey. He returned to Uruk a wiser and kinder king, and he ruled his people well until the end of his days. So, even though Gilgamesh couldn't beat death, he learned to accept it and live his life to the fullest.

Edwards, William, Our oldest stories, 2007, Publishers World, Zimbabwe

4. Next, ask learners to think of the research questions, and if they noticed any answers as you read.
5. Call on individual learners to state a research question, and to then find and read the section of text that contains the answer. For example:

a. Research question: **I want to find out what happens in the myth.**

- I can start by reading the introduction. It tells me where the myth happens. It tells me when the myth was written.
- It was written a very long time ago – many centuries ago, that means many hundreds of years ago – that is a long time!
- It happened in ancient Mesopotamia. This was an interesting society that developed and grew over time. This land does not exist anymore, it's now called Iraq.

b. Research question: **I want to find out who the main character is.**

- I can find the answers in this part of the text:

Once upon a time, there was a great king named Gilgamesh who ruled over the city of Uruk. Gilgamesh was very strong, powerful and arrogant. But he was also afraid of death. He didn't want to die and leave all of his riches and power behind.

*So, Gilgamesh decided to find a way to beat death. He heard about a man named Utnapishtim who had become **immortal** (he would live forever) after surviving a great flood. Gilgamesh thought that if he could find Utnapishtim, he could learn how to live forever.*

(This tells me about the King and what kind of person he was. It also gives me some idea of what will happen in the myth.)

c. Research question: **I want to find out what happens in the myth.**

- I can find the answers in this part of the text:

Gilgamesh set out on his journey to find Utnapishtim. He took his good friend, Enkidu and they left their land and families behind. Gilgamesh and Enkidu had many adventures on their journey and battled dangerous, scary monsters. Enkidu became sick and died of an illness along the way. Gilgamesh was very sad about the death of his friend. He became more determined to find a way to live forever.

*Finally, Gilgamesh found Utnapishtim. He asked Utnapishtim to teach him how to become immortal. Utnapishtim told Gilgamesh a story about a great flood. He had survived the flood and become immortal, but he explained to Gilgamesh that he is the only immortal and Gilgamesh will never outlive death! Gilgamesh was **devastated**. He had gone through so much and lost his friend trying to find the secret to live forever. Now he learned that he would never be able to beat death.*

d. Research question: **I want to find out why the myth was written: is there a lesson at the end or does the myth explain something about our world?**

- I can find the answers in this part of the text:

But Gilgamesh also learned an important lesson on his journey. He realized that death was a part of life, and that he should make the most of the time he had. He had already wasted so much time on his journey. He returned to Uruk a wiser and kinder king, and he ruled his people well until the end of his days. So, even though Gilgamesh couldn't beat death, he learned to accept it and live his life to the fullest.

(This is not a myth that explains something in nature or a creation myth. I think this myth teaches us a lesson about living our lives and accepting death without being afraid of dying.)

Step 2 in note-making: Creating a structure using headings, sub-headings and examples

1. Show learners how to create a structure for their notes using headings, sub-headings and examples.
2. Start by identifying the main heading and writing this down – this must link to the research topic. Write down and underline the main heading:
The oldest myth: The Epic of Gilgamesh
3. Next, decide on sub-headings that will be listed beneath the main heading, write the first sub-heading down and underline it.
4. Your sub-headings could be:
 - Time
 - Setting
 - Main character
 - Plot summary
 - Reason for the myth
5. **Then, use key-words to document the answers to the research questions.**
6. Tell learners that key words hold the meaning of a sentence together. This means we do not have to write down every single word, just the words that are key for us to remember the important information that we read.

Document the key words for the first two sub-headings : I do

1. Write the key words beneath the sub-heading
2. Use bullet points for each new point
3. If there is an example - add it
4. If there is missing information – make a note

Time

- *Many centuries ago*

Setting

- *Ancient Mesopotamia*
 - *Detail: Now modern-day Iraq*
- *Dry desert*
- *2 rivers – good for farming*
- *City of Uruk*
 - *Detail: Big population, developed society*

Document key words under sub-headings: We do

1. Ask one pair of learners to suggest the key words for the next sub-heading: Main character.
2. As learners call out answers, document them on the board.
3. Correct any errors that learners make.
4. Ask a different set of learners to suggest the key words for the sub-heading: Plot summary.

Main character

- *King Gilgamesh*
- *Strong, powerful and proud*
- *Afraid of dying*
 - *Detail: didn't want to leave all his wealth when he died*
- *Decided to leave Uruk to find a man who cannot die*

Plot summary

- *Gilgamesh takes his friend, Enkidu*
- *Go on a long journey*
- *Have dangerous adventures*
 - *Fought monsters*
- *Enkidu dies*
- *Gilgamesh more worried about dying*
- *Finds Utnapishtim and asks how to live forever*
- *Utnapishtim says he is only immortal*
- *Gilgamesh returns to Uruk*
- *Learnt valuable lesson*
- *Ruled well, lived life to fullest*

Document key words under sub-headings: You do

1. Tell learners to work together with a partner to select and write down the key words for the next sub-heading: Reasons for the myth.
2. After some time, ask one pair to call out their answers.
3. Correct any errors they make.
4. Write the key words on the board.

Reasons for the myth

- *To show that death is part of life*
- *Must accept death*
- *Mustn't waste our lives*

WEEK 3 WEDNESDAY / DAY 3: USING A GRAPHIC ORGANISER (30 MINUTES)

1. Use this lesson to explain to learners that they will not be presenting their findings in long written form, or as simple keywords written on a page.
2. Instead, they will be using **Graphic Organisers** to present their findings.
3. Explain that a graphic organiser needs to be set out very carefully so that all research, information and ideas are clear and presented in a way that is easy for the reader to understand.
4. Tell learners that in a graphic organiser, they will set out information in specific ways and will divide information into logical headings and sub-headings.

GRAPHIC ORGANISER: MIND MAP – For TASKS 1 and 2

1. A mind map is a tool used by someone who needs to organise and present their thoughts, ideas or information.
2. While we all learn differently, many of us can take in the information when it is presented visually.
3. A mind map is an illustration with the **heading** in the middle in a circle.
4. There are lines going outwards from this heading connecting the central word/idea to other linking ideas – **sub-headings**.
5. And then there are often more lines from these sub-headings to **examples or more details**.
6. Tell learners to turn to the example of a Mind Map in their Learner Books.
7. Go over this example with the learners, pointing out:
 - a. Heading/ Main topic
 - b. Sub-headings
 - c. Details and notes under the sub-headings
 - d. Examples to illustrate the notes (where possible)
 - e. The spacing and layout of the Mind Map
 - f. The difference in size, font and even colour between the different levels: main heading; sub-headings; examples.
8. Make sure that the learners understand the links between the heading, sub-headings, and examples.
9. Ensure that learners all understand that the information in the mind map is relevant and connected to the main heading.

GRAPHIC ORGANISER: VENN DIAGRAM – for TASK 2

Explain to learners that a Venn Diagram is an illustration that uses circles to show the similarities and differences between two things.

1. The parts of the circles that overlap in the middle show what the things have in common – how they are the same, or, how they compare.
2. The parts that are separate show how they are different, or, how they contrast.

3. With a Venn Diagram, we should always be able to make conclusions and be able to answer questions from how the information is presented.
4. Tell learners to turn to the example Venn Diagram in their Learner Books.
5. Go over this example with the learners, pointing out:
 - a. The headings – what are the two things that are being analysed?
 - b. What are the different things about each one?
 - c. What do they have in common?
 - d. How is the Venn Diagram laid out and presented?
 - e. What conclusions can you make from this graphic organiser?

5. Remind learners that in Tasks 2, there are similarities and differences questions.
6. This means that for Task 2, they have to create a Mind Map and a Venn Diagram.
7. Make sure they understand this clearly.

GRAPHIC ORGANISER: TABLE - for TASK 3

Explain to learners that a table is an graph that uses rows and columns to show lots of information.

1. Tables are a great way to organize information (or data) in an easy-to-read format. They help to read the information quickly and easily.
2. We can use tables to organize different types of information, such as research, survey results, scores, and assessment marks.
3. A table is made up of rows that go across and columns that go down.
4. The column on the furthest left has the different names/objects/categories that you will be getting information on.
5. The row at the top has the titles of the information you will be filling in.
6. Tell learners to turn to the example table in their Learner Books.
7. Go over this example with the learners, pointing out:
 - a. The title of the table (what information it is showing)
 - b. The information (names or categories) down the left column
 - c. The information headings in the top row
 - d. How they read the information by finding the name in the left and following the row across to see what information is relevant for that name
 - e. How the table is set out
 - f. Get learners to think about how they could get the information they need to complete a table.

8. Remind learners that Task 3 will require them to read several research texts. They then need to create a table and fill in the necessary information.

HOMEWORK

Tell learners to go over the example Mind Map, Venn Diagram and Table for homework, to ensure that they know how these graphic organisers are used.

WEEK 3 THURSDAY / DAY 4: BIBLIOGRAPHY (30 MINUTES)

1. Briefly give a simple explanation of what a bibliography is, and why it is important.
2. Tell the learners, a bibliography literally means a 'list of books'.
3. At the end of your project, or any research you do, you need to write a list of all the sources and materials you used to get your information.
4. This could include: books, articles, websites, videos, interviews, etc.
5. It is always important that you show where your information and ideas came from as this means you researched your work from reliable sources to get your information.
6. Anytime you use the ideas or information from somewhere else, you need to acknowledge where it came from. If you do not, you would be plagiarising. [**Plagiarism** is saying the idea or the information is yours, when it actually came from someone or somewhere else.]
7. A good piece of research should have more than one resource used.

Guidelines for a bibliography when using books or articles:

- **Author/s** (Surname first, then first name as your bibliography must always be in alphabetical order from the surnames)
- **Title** of the book or article - this must be underlined
- **Year** it was published
- **Publisher**
- **Place** of Publication
- We use commas in between all these pieces of information.

E.g. Du Toit, Magdaleen, African Myths and Legends, 2001, Fantasi Books (Pty) Ltd, South Africa

Guidelines for a bibliography when using online sources:

- **Name of website**
- **URL link:** [http/...](http://...)
- **Date accessed/viewed**
- We use commas between all these pieces of information

E.g. South African History Online, <https://www.sahistory.org.za/people/gladysthomas>, Accessed on the 06/08/2023, Accessed on the 30 July 2023

Guidelines for a bibliography when using interviews:

- **Person's surname then first name**
- **date of interview**
- **place of interview**
- We use commas between all these pieces of information.

E.g. **Interview with Ngubane, Cebisa, on the 10 August 2023, Katlehong**

Completing a bibliography:

1. Show learners how to reference a book for their bibliography with an example from a book in the class. Go through it with them step by step.

e.g. **Morrison, Karen, Macgregor, Fiona, Paizee, Daphne** English FAL
Core Reader Grade 6, 2012, Cambridge University Press, South Africa

2. Go through the example with the learners:
 - **Morrison, Karen, Macgregor, Fiona, Paizee, Daphne** - authors' names with the surnames first then the first names
 - **English FAL Core Reader Grade 6** - the name of the book (underlined)
 - **2012** – date published
 - **Cambridge University Press** – published by
 - **South Africa** – place of publication
3. Now ask learners to work in pairs. They must find a book in the class and write the information as though they were writing this book as a reference in their bibliography.
4. Go around the class and check they the learners are setting out the information in the correct way.

WEEK 3 THURSDAY / DAY 4: VOCABULARY (30 MINUTES)

1. There is important vocabulary that the learners will need to know and understand in order to read the texts and do their research.
2. Use the 'PATS' methodology to teach new vocabulary.
PATS is an acronym for Point, Act, Tell and Say.
 - a. **P - POINT** to a picture or real item, if possible.
 - b. **A - ACT** out the theme word, if possible.
 - c. **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.
 - d. **S - SAY** the word in a sentence, and have the learners repeat the word after you.
3. Use PATS to teach the following vocabulary words.
4. It is not always possible to do all four actions (PATS) for each theme word – just do what is appropriate.

VOCABULARY	DEFINITION
BCE	Before the Common Era, before the year 0 on the timeline of history
ancient	very old, from another time
arrogant	To be very proud and think that you are better than other people
immortal	To live forever, someone who cannot die
devastated	Completely shocked and sad, usually by bad news
generation	All of the people born and living at about the same time, in a society or a family
superhuman	They look like humans but they have powers like strength or extra abilities that make them different from normal people
gods and goddesses	Superhumans that ruled over certain parts of society. They looked like humans, but they had special powers and are able to do more than humans

dragons	A mythical, fictional monster looking like a giant lizard, usually shown as having wings. Many dragons breathe fire.
monster	A fictional beast or creature, usually scary and dangerous
imaginary	Not real, made-up, from the imagination
conflict	A fight, a disagreement, a struggle, to go against someone else
kidnapped	To take a person when you are not allowed to
heartbroken	Completely upset and sad and it feels like your heart is broken
grief	Complete sadness and pain, usually after someone has died or gone
defeat	To beat, to win a fight against someone
lagoon	A big lake, usually calm with no waves
villagers	People who live in a village, a small town
relate to	Connect to or understand
fertile	Easy for things to grow
robes	Long cloaks that people wear that wrap around the body
vast	Very big, seems to have no end
ancestral beings	The 'beings' or spirits who came before humans in the myths.
diverse	Lots of different kinds
humid	Very hot and damp
towering	Very high and rising high above all other things
longevity	Live for a very long time

HOMEWORK

Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

WEEK 3 FRIDAY / DAY 5: LSC (30 MINUTES)

1. Remind the learners that to make stories and myths exciting and more interesting to read, we need to use imaginative and creative language.
2. One of the ways to make writing more exciting is to use good descriptions by using good adjectives.

Revising adjectives

1. Adjectives can come before a noun e.g. The powerful goddess.
2. Adjectives can come after a noun e.g. The sword is magical.
3. Adjectives can describe:
 - **age** e.g. old, young
 - **temperature** e.g. hot, cold
 - **what things are made of** e.g. woollen, golden
4. We can use **comparative and superlative** adjectives to compare. (Remember, an adjective with more than 2 syllables gets 'more' and 'most' in the comparative and superlative forms. If the adjective ends in 'y', this changes to 'i' in the comparative and superlative forms.)
5. For example:
 - dark, darker, darkest
 - dangerous, more dangerous, most dangerous
 - scary, scarier, scariest
6. **Our five senses:** To make a reader really feel the setting and the atmosphere of the myth, we can think of adjective that describe what our five senses experience: **see, hear, smell, touch and taste.**
7. **Show learners examples from the research texts in their Learner Books:**
 - **See: The Hole in the Wall** – silky, flowing hair
 - **Hear: The Hole in the Wall** - their quiet, peaceful lagoon
 - **Smell: African Myth Settings** – the sharp bitter scents of some plants
 - **Touch: Hades and Persephone** - the world turned cold and dark
 - **Taste: Greek Myths, Mount Olympus** - gods' delicious meals included sweet nectar from flowers
8. Now give each pair a research text to read. There will be a few pairs with the same text.
9. Ask the learners to **scan their text** and see if they **can find any adjectives**. They should especially be looking for adjectives that make the reader **use our senses**.
10. Go around and give help where needed. Remind learners adjectives can come before and after nouns.
11. Ask learners for their answers and write them on the board.

**WEEK 3 FRIDAY / DAY 5 and WEEK 4 MONDAY / DAY 1:
FIRST READ OF TEXTS (2 X 30 MINUTES)**

1. Explain to the learners that they are now going to start their research.
2. Explain that they will be reading texts to get the information they need for Tasks 1 - 3.
3. **To prepare for their reading, write some of the Task 1 questions on the board:**
 - a. How were myths passed down from one generation to the next?
 - b. What are 2 reasons that people created myths?
 - c. Who were some of the characters in myths?
 - d. How were gods and goddesses different to normal humans?
 - e. Why do you think some myths are set in real places?
 - f. Why do you think some myths are set in imaginary places?
 - g. What does water symbolise in some myths? What does a lion symbolise?
 - h. Why do people still read myths today?
 - i. Why do you think the settings of myths is so important?
4. Tell the learners to work with their partners to answer the questions as best they can. Give them 5-10 minutes to do this. If they do not know the answers, tell them that is fine as that's what their research will lead them to find out.
5. Ask the learners to open their Learner Books to the theme: **Finding out more about myths.**
6. Ask them to look at the texts and scan the titles, layout, pictures, heading, sub-headings, captions etc of the different texts. Ask them what they think they will be reading about. Give them a few minutes to do this.
7. **Ask learners to turn and talk to their partner and answer the following questions:**
 - a. What do these features tell us about the text we are about to read?
 - b. Do you think these are fiction or nonfiction texts? Why?
 - c. What kind of fiction or nonfiction texts do you think they are? Why?

Explaining the titles and genre of texts

1. Read and explain the meaning of the titles:
 - a. **Finding out more about Myths**
This text is a non-fiction information text looking at what myths are. The text tells us why myths were written, how they were passed down and what the different characteristics of myths are.
 - b. **Hades and Persephone**
This is a Greek myth telling the story of how Hades kidnapped Persephone. This myth explained to the ancient Greeks why we have seasons in the year.
 - c. **The Hole in the Wall**
This is a South African myth telling the story of a young woman who fell in love and left her people to be with the sea people. The sea people changed their environment so that they could get the woman to come to them. This myth explains the strange shape in the rocks.

d. **Settings of myths**

Each of the 4 short texts tells more about the settings of the myths from different cultures and peoples.

3A – **Egyptian myths** are set in both real and imaginary settings.

3B – **Greek myths** are set in both real and imaginary settings

3C – **Australian Aboriginal myths** are set in both real and imaginary settings

3D – **African myths** are set in real African landscapes

e. **Why are settings important in myths**

This is an information text that tells why settings are important to the reader. There are 2 examples of settings in African myths that show how settings can help involves the reader in the story.

Important words and words that are not understood

1. Next, instruct each group to scan one text. Assign texts to each pair.
2. Explain that scanning is not reading every word. It is allowing your eyes to run over the text quickly to find certain words or pieces of information.
3. Instruct learners to scan the text and make a list of any words that they **do not understand**.
4. Also instruct learners to make a list of any
5. Once the groups have had some time to scan, draw a table on the board and write down their words. Point out that some words may appear in both of their lists.
6. Go over each word and explain it for the learners.

Myth Research Texts	
Words I don't understand	Important words

First readings

1. Now, do a first read of each text.
2. Read each text aloud, fluently and audibly, giving basic explanations.
3. Point out the vocabulary and LSC in context.
4. If you do not have time to read over all the texts, then read and explain the first one *Finding out more about Myths*. The learners will read the rest in the following lessons.
5. *NOTE: If learners aren't able to read all the texts by themselves in the following lessons, the teacher must take more time in the first 2 following lessons and keep reading and explaining the texts and guiding the learners through them.*

GRADE 6
TERM 3
WEEKS 3 & 4

T H E M E

**FINDING OUT MORE
ABOUT MYTHS**

Creative Writing Research Project

WEEK 4 MONDAY / DAY 1: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 1 of 8

Independent Work

1. For each of the next seven lessons, settle the learners as quickly as possible with their partners. They will need their research notes, their Learner Books, and any other resources that they may have gathered.
2. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must read the research questions for Task 1.
 - b. They must read the first text: ***Finding out more about myths.***
 - c. They must find the answers to the questions.
 - d. They must make notes under relevant headings using key words.
3. Monitor the learners as they work to ensure that all pairs stay focussed.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to look more closely as this is an inference question.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete the answers for Task 1.

**WEEK 4 TUESDAY / DAY 2: DOING THE RESEARCH
AND NOTE-TAKING (30 MINUTES)**

Lesson 2 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must organise the answers to Task 1 into a Mind Map.
 - b. They must complete a bibliography for Task 1.
2. Monitor the learners as they work to ensure that all pairs stay focussed.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to look more carefully at your headings and sub-headings.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete their mind map and the bibliography for Task 1.
2. Also tell learners to finish Task 1 for Homework in order to keep up the pace of the project.

WEEK 4 TUESDAY / DAY 2: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 3 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must read the research questions for Task 2
 - b. They must read the myth: *Hades and Persephone*
 - c. They must read the myth: *The hole in the wall*
 - d. They must find the answers to the Task 2 questions.
 - e. They must make notes under relevant headings using key words.
2. Monitor the learners as they work to ensure that all pairs stay focussed.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to make clearer notes.

Closure

1. In the last 2 minutes of the lesson, tell learners to continue to work on Task 2 for Homework in order to keep up the pace of the project.

WEEK 4 WEDNESDAY / DAY 3: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 4 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must find the answers to the research questions for Task 2
 - b. They must structure their answers as a Mind Map
 - c. They must answer the questions about differences and similarities
 - d. They must present their answers in a Venn Diagram
 - e. They must complete a bibliography for Task 2
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to look more carefully to find more things these 2 myths have in common.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete a bibliography for Task 2.
2. Also tell learners to complete Task 2 for Homework in order to keep up the pace of the project.

**WEEK 4 WEDNESDAY / DAY 3: DOING THE RESEARCH
AND NOTE-TAKING (30 MINUTES)**

Lesson 5 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must read all 4 sections of the texts for Task 3.
 - b. They must make notes and fill in their table.
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to make more careful notes to show how these settings are different.

Closure

1. In the last 2 minutes of the lesson, tell learners to complete their Task 3 readings and note-taking for Homework in order to keep up the pace of the project.

WEEK 4 THURSDAY / DAY 4: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 6 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must complete their Table for Task 3
 - b. They must read the questions in order to complete their table of information
 - c. They must complete a bibliography for Task 3
 - d. They must finalise their own driving question for Task 4, and they should know how to find out the answers to this question.
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to set out your table more carefully (consider turning your page landscape/ sideways, so that you can fit all your information in).

Closure

1. In the last 2 minutes of the lesson, remind learners to complete a bibliography for Task 3.
2. Also tell learners to prepare Task 4 for Homework in order to keep up the pace of the project.

**WEEK 4 THURSDAY / DAY 4: DOING THE RESEARCH
AND NOTE-TAKING (30 MINUTES)**

Lesson 7 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must answer their own driving questions for Task 4.
 - b. They must document the answers to these questions in the form of a Mind Map, using key words.
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to make sure you are really answering your question.

Closure

1. In the last 2 minutes of the lesson, tell learners to complete the Mind Map for Task 4 for Homework in order to keep up the pace of the project.

WEEK 4 FRIDAY / DAY 5: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 8 of 8

Independent Work

1. Remind learners that this is the very last lesson that they have for the research component of their project.
2. Remind them of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must complete the Mind Map for their own driving question (Task 4).
 - b. If required, they must make a Venn Diagram to present similarities and differences in their findings or a Table to show their information.
 - c. They must complete a bibliography for Task 4.
3. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to make sure this is the best graphic organiser to show your research.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete a bibliography for Task 4.
2. Also tell learners that this was the final research lesson for this project.
3. **If they have any unfinished notes, graphic organisers or bibliographies or tasks they need to complete these for HOMEWORK.**
4. Explain that in the next lesson they will have some time to edit and work on the presentation of their project.
5. Remind them to bring any illustrations, pictures, poster board, etc that they may want to utilise, but that it is perfectly acceptable for them to present their projects in their exercise books.

WEEK 4 FRIDAY / DAY 5: FINAL DRAFT OF RESEARCH PRESENTATION (30 MINUTES)

1. Tell learners that they now have one more lesson to work on the final presentation of their research work.
2. **REMIND learners that they must each submit their own copy of the research.**
3. Remind learners of the rubric to assess their research and all the different components required:
 - Their answers to the questions in Tasks 1, 2, 3 and 4, presented in the form of key words using the structures of Mind Maps, Venn Diagrams and Tables
 - Their bibliographies
 - The editing and presentation of their work

Editing Checklist

1. Read through and explain the checklist to learners.
2. Next, learners need to go through the checklist and put a tick or cross next to each point.
3. Where they have put a cross, they need to go back to that part and redo.
4. Make sure all learners understand the checklist and are completing their research project.
5. Walk around and check that all learners are submitting their research individually.

EDITING CHECKLIST FOR RESEACH PROJECT		✓ or x
Own Driving Question	Have we developed a clear driving question? Do we understand what the question is asking, and where we can go to get the answers?	
Organisational skills and use of graphic organiser	Are my graphic organisers correctly laid out and taken from my notes? Are my graphic organisers clearly presented and is the information accessible to the reader?	
Relevance of information	Is all the information in my graphic organisers relevant and responding to the questions?	
Note-making skills	Did I take down the key points and important details and examples? Is there no unnecessary information?	
Bibliography	Have I set out my bibliography alphabetically from the surnames? Have I included all the details needed in the correct order? Have I used more than one source to find out my answers?	

Editing and presentation	Have I checked everything I am submitting and made sure there are no mistakes? Is everything clear and presented in a visually appealing way? Is all the research put together neatly, with a cover page and properly labelled with my name clearly on it?	
Independent work in class	Have we worked well together and showed self-discipline and kept to our agreement we signed?	

Reflection

1. Use the last few minutes of this lesson to reflect on the project process.
2. Write the following questions on the chalkboard and ask learners to discuss them in their pairs.
3. Then, call on different learners to share their answers.
4. Try to get a good sense of what worked for learners and what you may need to adapt for future projects.
5. If you have time, you may want to ask learners to submit written answers to the reflection questions. This could be part of the project.

Reflection Questions: Research Project

1. Did we complete the 4 project tasks to the best of our ability?
2. If not, what were the challenges that prevented this?
3. Do we have any ideas of how we could overcome these challenges in the future?
4. If yes, how can we use the structure of the project to help us complete other big tasks in the future?
5. Did we enjoy completing the project, or part of the project? Why or why not?
6. Did we learn any new skills or knowledge through this project? If so, what?
7. What did we learn about ourselves and each other through this project?
8. Did our 'Project Agreement' work for us? Why or why not?
9. Did the experience of the mini-conference help us? Why or why not?

[illegible]

GRADE 6
TERM 3
WEEKS 5 & 6

T H E M E

WRITING ABOUT MYTHS

Creative Writing Research Project

TERM 3: WEEK 5

OVERVIEW

Theme	Writing about Myths
Theme Vocabulary	five senses, see, hear, smell, touch, taste, crashing, wild, blues and greys, rough, cold, icy, boiling, round, jagged, perfectly smooth, loud, fresh, salty, sweet, chocolatey, noisy, laughing, shouting, deafening, scratchy
LSC	Adjectives using the five senses
Writing Genre	Research Project: Writing component
Writing Topic	Write an interview with a god or goddess. Draw and label a picture of where the god or goddess lives.
Classroom Preparation	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. This project provides standard reading material for learners to use as their research source materials. 3. However, if your school and community has access to other source materials, please ensure that these are used – do not limit learners to using only what is provided.

WEEK 5 MONDAY / DAY 1: INTRODUCTION (30 MINUTES)

1. **Introduce learners to Stage 2, the WRITING part of the project. Tell them the following:**
 - a. They are now moving on from the research stage to the writing stage where they will produce their own writing.
 - b. They have to use everything they have learnt and researched to help them complete this part of the project.
 - c. They also have to use their own imagination, thoughts and lots of creativity!
 - d. They will have two weeks to complete the writing tasks: Task 5 and Task 6.
 - e. Task 5 and Task 6 will be done individually, without a partner.
 - f. Both tasks will be assessed.
2. Ask the learners to turn to the person next to them. They are to answer the following questions. This will remind them what they have researched and discussed already. Let the pairs discuss these questions.
3. **Write the following questions on the board:**
 - a. *Why did people create myths?*
 - b. *Myths are told in all cultures all over the world. Some settings of myths are real, and some are imaginary. What are some real settings and what are some imaginary settings of myths?*
 - c. *Who are some superhuman characters in myths? How are they different from ordinary human?*
 - d. *Where do these characters live?*
 - e. *How do adjectives help us when we're reading myths?*
4. Once the pairs have had time to discuss, ask some learners for their answers.
5. Ask if there are any questions at this stage. Clarify where needed.

WEEK 5 MONDAY / DAY 1: EXPLAINING TASK 5 and TASK 6 (30 MINUTES)

1. Tell the learners that you will now be going over the structure of the writing tasks.
2. Remind them that Task 5 and Task 6 will be done individually.
3. Tell the learners that there will be some lessons explaining more about the project and giving them guidelines to do their tasks. They must listen carefully in those lessons, as those explanations are very important.
4. Turn to Task 5 and 6 in the Learner Books, and carefully explain them to learners:

Task 5: Write an Interview with a god or goddess of a myth

- Choose a god or goddess of a myth to interview.
- You may choose one of the gods or goddesses from the myths in the Learner Book, or you may create your own.
- Ask the god or goddess the following questions:
 - a. *What that are you the god or goddess of? (e.g. the sea, the city, farms and crops, music, the sun, etc)*
 - b. *What special powers, tools or weapons do you have?*
 - c. *Where do you live, and what is it like there?*
 - d. *Why do you live there – what do you love about your home?*
 - e. *Is there anything magical about your home?*
- The god or goddess must answer your questions using descriptive language.
- Set out the interview properly.
- Use adjectives so that the descriptions are clear and easy to imagine.
- Make sure that your spelling and punctuation is correct.

5. Read through the example interview in the Learner Book with learners.
6. Point out how the example interview has met all the criteria.

Task 6: Draw a picture of where the god or goddess lives

- Draw a picture of where the god or goddess lives.
 - a. Draw a picture of their home in the environment where they live. Think of the surrounds so we can see if they live in a forest, or near a mountain, or in a city, etc.
 - b. Draw a detailed picture of their home, so we can imagine what it is like. This may be a house, a cave, a palace or any other kind of home you can think of.
 - c. Your drawings must include labels of the different places and details. Your labels must include adjectives. The labels and adjectives must help us to imagine what the setting and home is like.

7. Ask learners if there are any questions or concerns. Clarify where needed.

WEEK 5 TUESDAY / DAY 2: ASSESSMENT GUIDELINES (30 MINUTES)

1. Use this lesson to explain to the learners how they will be assessed on these tasks and what criteria will be used to assess them.
2. Learners must pay attention in the following lessons as many of these assessment criteria will be explained and taught.
3. Write a copy of the assessment criteria on the board.
4. Explain the rubric as follows:

Assessment Criteria

- a. **Following the writing process:** Learners must show evidence of all the stages of the process for BOTH their interview and their drawing:
 - Planning
 - Drafting
 - Editing
 - Publishing and presenting
- b. **Interview – format and structure:** Learners have used the correct format and structure of the interview. There are colons after each speaker’s name. All the spoken lines are aligned.
- c. **Interview - content:** The interview is original and creative. The god or goddess sounds like a real person. Much thought has gone into creating this person: who they are and where they live.
- d. **Drawing:** The learner has produced a creative visual. There are thoughtful details. Much thought has gone into the features and how the setting fits the life of the god or goddess.
- e. **LSC:** In BOTH the interview and the drawing, creative, descriptive adjectives have been used. These adjectives should make the reader aware of the five senses: sight, sound, smell, touch and taste.
- f. **Editing and presentation:** Both the interview and the drawing have been checked and edited and are all correct. The drawing is clear visually appealing. The work is neat and much effort has gone into the presentation of both tasks.

WEEK 5 TUESDAY / DAY 2 LSC VOCABULARY (30 MINUTES)

1. Remind learners that they need to use lots of descriptive language in their interview and when they label their drawings.
2. They must try to explain the god or goddess's land or home so that we can really imagine it.
3. **Model using creative adjectives for learners: I do**
 - a. Tell learners that you are picturing a place that you love.
 - b. Explain that you are going to go through your five senses and say what you experience with each of these.
 - c. Learners must write a list of the five senses down the left hand side of their exercise books: **see, hear, smell, touch and taste.**
 - d. As you talk, learners must write down adjectives they hear, according to the categories of **see, hear, smell, touch, and taste.**
 - e. Read the following passage aloud, slowly, clearly and with expression:

*As I walk on the beach, I see the **crashing, wild** waves. The **white** foam is moving with the ocean. The sea stretches on forever in a moving blanket of **blues and greys**. There are some colourful **pink and yellow and light blue** shells on the sand. The sand feels **rough** under my feet and the water is **cold** when the waves run up to my bare feet. I pick up a **round** stone. There are no rough bits, only a **perfectly smooth** surface. Around me the **noisy** seagulls cry to each other as the **loud** waves pound my ears. I smell the **fresh salty** smell as the **chilly** wind blows my hair all over. Even though it's cold, I buy an ice-cream and enjoy the **sweet, chocolatey** flavour.*

Answers: The beach

see	<i>crashing, wild waves, white foam, blanket of blues and greys, pink yellow and light blue shells, round stone</i>
hear	<i>noisy seagulls, loud waves</i>
smell	<i>fresh salty smell</i>
touch	<i>rough sand, cold water, perfectly smooth surface, chilly wind</i>
taste	<i>sweet chocolatey flavour</i>

4. **Next tell the learners that you will describe a scene together as a class: We do**
 - a. Learners must write a list of the five senses down the left hand side of their exercise books: **see, hear, smell, touch and taste.**
 - b. Tell learners to close their eyes and imagine what they experience as they walk into the schoolyard.
 - c. Ask them to think about and then suggest things that they see, hear, smell, touch and taste.
 - d. Remind learners to use adjectives to describe these things.
 - e. As they call out things, ask them write the adjectives next to the appropriate sense.
 - f. Do this on the chalkboard as well.

Answers: The School Yard (example)

see	<i>shiny smiling faces, scuffed shoes, red and white checked dresses</i>
hear	<i>loud laughter, excited screams, cling-clang of the bell,</i>
smell	<i>sweet coca-butter, teacher's spicy aftershave, fresh floor polish</i>
touch	<i>rough, uneven bricks, powdery chalk</i>
taste	<i>minty chewing gum, delicious cherry lip balm</i>

5. **Now tell learners to work in pairs to write their own list of things and adjectives: You do**
 - a. Learners must write a list of the five senses down the left hand side of their exercise books: **see, hear, smell, touch and taste.**
 - b. Tell learners to close their eyes and imagine a place of their own choice.
 - c. Ask them to think about and then write down things that they see, hear, smell, touch and taste.
 - d. Give the pairs some time to do this. Go around and help were needed.
 - e. Ask some pairs to read their descriptions to the class.
 - f. Make sure all the learners understand how good adjectives can add to a description.

WEEK 5 WEDNESDAY / DAY 3: WRITING AN INTERVIEW (30 MINUTES)

1. Remind learners that Task 5 is an interview with a god or goddess.
2. Ask learners to turn to the correct section in the Learner Books and to look at Task 5 and the example of an interview.
3. Read through Task 5 again, carefully explaining all the criteria.
4. Then, read the interview aloud once, explain the meaning.
5. Ask two learners to read the interview again, using appropriate expression as they read.
6. Finally, point out how all the criteria for the interview have been met in this example, i.e.:
 - a. The interview is correctly laid out, with names on the left, followed by colons. The speaker's words are aligned on the right.
 - b. The interview includes answers to the questions:
 - *What that are you the god or goddess of? (the city)*
 - *What special powers, tools or weapons do you have? (super strength, can fly, x-ray vision)*
 - *Where do you live, and what is it like there? (in a forest outside the city, surrounded by tall green trees)*
 - *Why do you live there – what do you love about your home? (house is hidden, comfy furniture, old pictures, smell of trees, after crazy day – my house is comfortable, filled with things I love)*
 - *Is there anything magical about your home? (it can't be seen by my enemies)*
7. Ask if there are any questions or queries, and clarify as best as possible.

WEEK 5 WEDNESDAY / DAY 3: PLANNING AN INTERVIEW (30 MINUTES)

Lessons 1 of 7

Independent Work

1. For each of the next seven lessons, settle the learners as quickly as possible.
2. They will need their research notes, their Learner Books, and any other resources that they may have gathered.
3. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must start planning their interview.
 - b. They must use the framework to help them plan.
 - c. They must work independently.
4. Below is the planning framework and guiding questions to help them plan.
5. Remind learners that they need to show all stages of their writing process, so they must work through the guiding questions.
6. Write the following on the board. (And keep it on the board for the following lesson.)

Interview Plan: Guiding Questions

Write an interview

- a. Which god or goddess will you interview?
- b. What are they the god or goddess of?
- c. What special powers tools or weapons do they have?
- d. Where do they live?
- e. What are the details about their home or land where they live?
- f. Why do they like to live there?
- g. Is there anything magical about their home?

7. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. At the start of each of these seven lessons, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about who your god/goddess is. / I think you need to think more about the place where they live.

Closure

1. In the last 2 minutes of the lesson, remind learners they have another lesson for planning.

WEEK 5 THURSDAY / DAY 4: PLANNING THE INTERVIEW (30 MINUTES)

Lessons 2 of 7

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must complete their planning today.
 - b. They must use the framework to help them plan.
2. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of the lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about what their power is. / I think you need to think of more details about the place where they live.

Closure

1. In the last 2 minutes of the lesson, remind learners they must finish any planning for Homework.

WEEK 5 FRIDAY / DAY 5: DRAFTING THE INTERVIEW (30 MINUTES)

Lessons 3 of 7

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must start drafting their interview.
 - b. They must use their plan to guide them.
 - c. They have three lessons to complete their drafting.
 - d. They must work independently.
2. Here are drafting guidelines to help them draft their writing.
3. Remind learners that they need to show all stages of their writing process, so they must keep all drafts of their writing.
4. Write the following on the board. (And keep it on the board for the following lessons.)

Drafting guidelines

My interview

- a. Write an interview of a god or goddess from a myth.
- b. Ask the god/goddess at least four questions:
- c. Ask what they are the god/goddess of.
- d. Ask what special powers, weapons or tools they have.
- e. Ask them to describe in detail the place where they live.
- f. Use adjectives that use all five senses to write these descriptions.
- g. The interview must be set out correctly.
- h. All spelling and punctuation must be correct.

5. Learners must use the guidelines to help them draft plan.
6. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to plan your questions more carefully. / I think you must think more about the description of the place where the god/goddess lives.

Closure

1. In the last 2 minutes of the lesson, remind learners they have 2 more lessons to do their drafts.

WEEK 5 FRIDAY / DAY 5: DRAFTING THE INTERVIEW (30 MINUTES)

Lessons 4 of 7

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must continue drafting their interview.
 - b. They must use their plan to guide them.
 - c. They must work independently.
2. Learners must use the drafting guidelines to help them draft their writing.
3. Remind learners that they need to show all stages of their writing process, so they must keep all drafts of their writing.
4. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think about how you will start the interview. / I think you need to think about more descriptive adjectives.

Closure

1. In the last 2 minutes of the lesson, remind learners they have 1 more lesson to do their drafts.
2. They can work on this for Homework.

WEEK 5 FRIDAY / DAY 5: DRAFTING THE INTERVIEW (30 MINUTES)

Lessons 5 of 7

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must complete drafting their interview.
 - b. They must use their plan to guide them.
 - c. They must work independently.
2. Learners must use the drafting guidelines to help them draft their writing.
3. Remind learners that they need to show all stages of their writing process, so they must keep all drafts of their writing.
4. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of the lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you could think of some more interesting details about the place. / I think you must check that you're describing the senses with your adjectives.

Closure

1. In the last 2 minutes of the lesson, remind learners they should have completed their draft of their interview.
2. If they have not finished, they must complete this for Homework.

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GRADE 6
TERM 3
WEEKS 5 & 6

T H E M E

WRITING ABOUT MYTHS

Creative Writing Research Project

WEEK 6 MONDAY / DAY 1: EDITING THE INTERVIEW (30 MINUTES)

Lessons 6 of 7

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must start editing their interview this lesson.
 - b. They must use their plan to guide them.
 - c. They have two lessons to edit their interview.
 - d. They must work independently.
2. Learners must use the editing guidelines to help them edit their writing.
3. Here are editing guidelines to help them edit their writing.
4. Remind learners that they need to show all stages of their writing process, so they must keep all drafts and editing versions of their writing.
5. Write the following on the board. (And keep it on the board for the following lesson.)

Editing guidelines

My interview

- a. Does my interview greet the god or goddess to start the interview?
- b. Does the interviewer ask at least four questions?
- c. Does the interviewer ask:
 - What they are the god of?
 - What special powers, tools or weapons they have?
 - where they live?
 - What their home is like?
- d. Does the god or goddess answer the questions and not go off topic?
- e. Are there lots of adjectives that describe the place where the god or goddess lives?
- f. Do the adjectives tell us more about what we can see, smell, hear, touch and taste?
- g. Does the interview end with a closing greeting?
- h. Does each question and answer start on a new line?
- i. Is there a colon after each name?
- j. Are all the speakers' words lined up?
- k. Is all the spelling and punctuation correct?
- l. Have I read my interview out loud, and does it make sense?

6. If learners answered 'no' to any of these questions, or if they are unsure about anything, they must go back to their interview or ask the teacher for help.

Mini-Conferences

1. At the start of the lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you can think of a better way to start your interview. / I think you could add some extra information and add some more adjectives to your description.

Closure

1. In the last 2 minutes of the lesson, remind learners they have one more lesson to finish editing their interview.

WEEK 6 MONDAY / DAY 1: EDITING THE INTERVIEW (30 MINUTES)

Lessons 7 of 7

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must finish editing their interview.
 - b. They must use the editing guidelines.
 - c. They must work independently.
2. Remind learners that they need to show all stages of their writing process, so they must keep all drafts and editing versions of their writing.
3. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: Are you sure you've checked all your spelling and punctuation? / I think you need to make sure all your speakers' words are lined up.

Closure

1. In the last 2 minutes of the lesson, remind learners they have should have finished editing their interview.
2. If they haven't finished, they must do that for Homework.

WEEK 6 TUESDAY / DAY 2: PLANNING THE DRAWING (30 MINUTES)

Lessons 1 of 6

Independent Work

1. For each of the next six lessons, settle the learners as quickly as possible.
2. They will need their interviews, their research notes, their Learner Books, and any other resources that they may have gathered.
3. Remind learners of their task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must start planning their drawing of the place where the god/goddess lives.
 - b. They must use the guidelines to help them plan.
 - c. They must work independently.
4. Here is the planning framework and guiding questions to help them plan.
5. Remind learners that they need to show all stages of their process, so they must work through the guiding questions.
6. Write the following on the board.

Planning Guidelines:

- **Draw a picture or a map of where the god/goddess lives.**
- **Your drawing needs to include descriptive labels.**
 - a. Your drawing must show the home and the surrounding area.
 - b. The drawing must be clear and easy to see.
 - c. The drawing must match what was said in the interview.
 - d. The drawing must include lots of details.
 - e. The colours of the drawing must reflect the god or goddesses's home.
 - f. You must include labels of all important things in the drawing.
 - g. The labels must include adjectives to help the reader imagine this place.
 - h. The adjectives must include all five senses.

7. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. You will book 4-6 mini-conferences with different learners while they are working on their drawings.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to plan your drawing more carefully. / I think your drawing needs to have some more details of the place.

Closure

1. In the last 2 minutes of the lesson, remind learners they have one more lesson to plan their drawing.

WEEK 6 TUESDAY / DAY 2: DRAFTING THE DRAWING (30 MINUTES)

Lessons 2 of 6

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must complete their planning today.
 - b. They must use the framework to help them plan.
2. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of the lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about how you will set out your drawing. / I think you need to think of more details about the place where they live.

Closure

1. In the last 2 minutes of the lesson, remind learners they must finish any planning for Homework.

WEEK 6 WEDNESDAY / DAY 3: DRAFTING THE DRAWING (30 MINUTES)

Lessons 3 of 6

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must start drafting their drawing.
 - b. They must use the guidelines to help them draft.
 - c. They must work independently.
2. Here are drafting guidelines to help them draft their drawing.
3. Remind learners that they need to show all stages of their process, so they must keep all drafts of their cover.
4. Write the following on the board. (And keep it on the board for the following lesson.)

Drafting guidelines

My drawing

- a. Your drawing needs to show where the god or goddess lives.
- b. Your drawing must include a title.
- c. You must include lots of details.
- d. You must colour or paint your drawing. (If you have the resources, learners could build a model.)
- e. Your drawing must include clear labels for all important things.
- f. The labels must include adjectives to describe what we see, smell, hear, touch and feel in this place.

5. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. You will book 4-6 mini-conferences with different learners while they are working on their drawings.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about how you set out your drawing. / I think your need to make sure you have lots of details in your drawing.

Closure

1. In the last 2 minutes of the lesson, remind learners they will continue drafting in the next lesson.

WEEK 6 WEDNESDAY / DAY 3: DRAFTING THE DRAWING (30 MINUTES)

Lessons 4 of 6

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must finish drafting their drawing.
 - b. They must use the guidelines to help them draft.
 - c. They must work independently.
2. Remind learners that they need to show all stages of their process, so they must keep all drafts of their drawing.
3. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. You will book 4-6 mini-conferences with different learners while they are working on their drawings.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about what details and information you include. / I think your need to think of some more good adjectives that describe the senses. .

Closure

1. In the last 2 minutes of the lesson, tell learners they should be finished drafting their drawing.
2. If they have not completed their draft, they must complete it for Homework.

WEEK 6 THURSDAY / DAY 4: EDITING THE DRAWING (30 MINUTES)

Lessons 5 of 6

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must start editing their drawing.
 - b. They must use the editing guidelines.
 - c. They have two lessons to complete their editing.
 - d. They must work independently.
2. Here are editing guidelines to help them edit their drawings.
3. Remind learners that they need to show all stages of their process, so they must keep all drafts and editing versions of their writing.
4. Write the following on the board.

Editing guidelines

My drawing

- a. Does your drawing show where the god or goddess lives?
- b. Does your drawing include a title?
- c. Have you included lots of details?
- d. Have you coloured or painted your drawing((Or built a model?)
- e. Does your drawing include clear labels for all important things?
- f. Do the labels include adjectives to describe what we see, smell, hear, touch and feel in this place?

5. If they answered 'no' to any of these questions, or if they are unsure about anything, they must go back to their drawing or ask the teacher for help.
6. Learners must use the guidelines to help them edit.
7. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need some things to be drawn more clearly. / I think you need to make sure all your labels are neat.

Closure

1. In the last 2 minutes of the lesson, remind learners they have one more lesson to finish editing their drawing.

WEEK 6 THURSDAY / DAY 4: EDITING THE DRAWING (30 MINUTES)

Lessons 6 of 6

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must finish editing their drawing.
 - b. They must use the editing guidelines.
 - c. They must work independently.
2. Remind learners that they need to show all stages of their process, so they must keep all drafts and edited versions.
3. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: Are you sure you've checked all your spelling? / I think you need to make sure all your labels are neat and easy to read.

Closure

1. In the last 2 minutes of the lesson, remind learners they have should have finished editing their drawing.
2. If they haven't finished, they must do that for Homework.

WEEK 6 FRIDAY / DAY 5: PUBLISHING AND PRESENTATION (2 X 30 MINUTES)

1. Tell learners that they now have two final lessons to work on the final presentation of their interview and drawing.
2. Read through and explain the rubric to learners.

Assessment Rubric:

- a. **Following the writing process:** Learners must show evidence of all the stages of the process for BOTH their **interview and their drawing**:
 - Planning
 - Drafting
 - Editing
 - Publishing and presenting
- b. **Interview – format and structure:** Learners have used the correct format and structure of the interview. There are colons after each speaker’s name. All the spoken lines are aligned.
- c. **Interview - content:** The interview is original and creative. The god or goddess sounds like a real person. Much thought has gone into creating this person: who they are and where they live.
- d. **Drawing:** The learner has produced a creative visual. There are thoughtful details. Much thought has gone into the features and how the setting fits the life of the god or goddess.
- e. **LSC:** In BOTH the interview and the drawing, creative, descriptive adjectives have been used. These adjectives should make the reader aware of the five senses: sight, sound, smell, touch and taste.
- f. **Editing and presentation:** Both the interview and the drawing have been checked and edited and are all correct. The drawing is clear visually appealing. The work is neat and much effort has gone into the presentation of both tasks.

3. Make sure all learners understand the rubric and are using the time to complete or do the final touches on their interview and drawing.
4. Walk around and check that all learners are working to finish their submitting their research individually.
5. Encourage learners to show each other their interviews and drawings and enjoy what others have created.
6. Collect all projects at the end of the lesson.

GRADE 6
TERM 3
WEEKS 7 & 8

T H E M E

FAMILY COMMUNICATION

TERM 3: WEEK 7



OVERVIEW

Theme	Family communication
Theme Vocabulary	excelled, average, ashamed, communication, confide
Lsc	Spelling: Word families
Comprehension Strategy	I wonder... Make inferences
Writing Genre	Dialogue / Play
Writing Topic	Write a dialogue with siblings as characters. One of the character is trying to honestly communicate about something he or she is feeling angry or upset about.
Classroom Preparation	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: an article about the importance of communication. 5. Try to find some pictures of people communicating well with each other. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.



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

INTRODUCE THE THEME

Picture	1. Tell learners to turn to DBE Workbook 1 page 60 2. Instruct learners to look at the title, headings and pictures in the text.	
Introduce The Theme	1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
Song / Rhyme	Lyrics	Actions
	Don't criticise	<i>Shake your head</i>
	Don't shout	<i>Say the word 'shout' loudly</i>
	Don't interrupt	<i>Hold your hands up</i>
	Or walk out	<i>Take a few steps</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>
Theme Vocabulary	excelled, average, ashamed, communication, confide	



QUESTION OF THE DAY

Question	Who would you confide in if you felt ashamed?
Graph	3 COLUMN GRAPH
Options	my best friend's mother / my friend / a coach or a teacher



Follow-up questions

Question	How many learners would confide in their best friend's mother?
Answer	__ learners would confide in their best friend's mother.
Question	How many learners would confide in their friend?
Answer	__ learners would confide in their friend.

Question	How many learners would confide in a coach or teacher?
Answer	__ learners would confide in a coach or teacher.
Question	Who would most learners confide in if they felt ashamed?
Answer	Most learners would confide in __.
Question	Who would fewest learners confide in if they felt ashamed?
Answer	Fewest learners would confide in __.
Question	Who would you confide in if you felt ashamed?
Answer	I would confide in my best friend's mother.
Answer	I would confide in my friend.
Answer	I would confide in a coach or teacher.

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.





WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

Follow the core methodology to conduct the listening lesson using the story: **A tale of two sisters**

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Busisiwe was a Grade 6 learner. She had many friends at school, she was an average student and she really enjoyed drawing and reading. Busisiwe was an easy child who never asked for much from her family, and she never complained about anything.	I can infer that Busisiwe never gives her parents a hard time!	1. What are two things that Busi enjoyed? (<i>Drawing and reading.</i>) 2. What did Busi complain about? (<i>She never complained about anything.</i>)
Busisiwe's older sister, Khethiwe was an amazing athlete. Khethiwe excelled at long-distance running and had already broken many records. When Khethiwe ran, she was a picture of speed and grace. She looked strong and beautiful as she ran. It was amazing to watch Khethiwe run.	I can infer that Khethiwe is different from her sister. The previous paragraph described Busisiwe as average. This paragraph uses the word amazing to describe Khethiwe.	1. What did Khethiwe excel at? (<i>She excelled at long-distance running.</i>) 2. What can we infer that Busi excelled at? (<i>We can infer that she didn't excel at anything, because she is described as average.</i>) 3. How did Khethiwe look when she ran? (<i>She looked strong and beautiful.</i>)
Busisiwe's parents put a lot of their time and energy into Khethiwe's athletic career. They spent many hours taking her to training and they watched every single one of her races. They also spent a lot of money getting her the best coaching and athletics gear.	I can infer that Busi's parents give a lot more of their attention to Khethiwe. I wonder how that makes Busi feel?	1. What did Busisiwe's parents did spend time and energy on? (<i>Khethiwe's athletic career, taking her to training, and watching all of her races.</i>) 2. What did Busisiwe's parents spend a lot of money on? (<i>Getting Khethiwe coaching and athletics gear.</i>)

Just like her parents, Busisiwe was very proud of Khethiwe and she wanted her to succeed as an athlete. However, Busisiwe sometimes wished that her parents were just a little bit more interested in her. Busisiwe didn't want much from their parents, just some of their time and interest. Eventually, Busi confided in her best friend's mother. Her friend's mother listened kindly, and then told Busi that she should speak openly and honestly to her parents about her feelings.

I **infer** that Busisiwe isn't jealous of her sister's running talents. However, I can **infer** that she is jealous of how much time and attention her parents give to Khethiwe.

1. How does Busisiwe feel about Khethiwe's talents? *(She feels very proud of her sister. / She wants her sister to succeed!)*
2. How can we **infer** that Busisiwe trusts her best friend's mother? *(We can **infer** that she trusts her because she confides in her – she tells her a secret.)*
3. What advice did Busi's best friend's mother give her? *(She said that Busi must speak openly and honestly to her parents about her feelings.)*

That night, Busisiwe asked her parents if she could speak to them alone. She told them that she wished they would spend a bit more time with her. She said that sometimes she felt unimportant and not good enough. Busisiwe also told her parents that sometimes she felt alone because they were always with Khethiwe.

I can **infer** that Busisiwe trusted her friend's mother, because she confided in her and because she took her advice to speak honestly to her parents!

1. What does Busisiwe want her parents to do? *(To spend a bit more time with her.)*
2. Why do you think Busi ask to speak with her parents alone? *(Because she didn't want Khethiwe to hear. / Because she didn't want Khethiwe to feel bad. / Because she wanted to have a private conversation with her parents. / etc.)*

Busi's parents felt ashamed of their behaviour. They felt guilty that they had let their daughter down. They were grateful that Busisiwe was brave enough to speak to them about her feelings. From that day, Busi's parents made big changes. They made an effort to get to know their child and to do things that she liked to do too!	I infer that Busi's parents didn't realise that Busi felt so bad before she spoke with them. This tells me that it was important for her to speak honestly with them. I infer that communication is important for solving problems!	1. Why did Busi's parents feel guilty? <i>(Because they have let their child down!)</i> 2. What effect did the conversation have on Busi's parents' behaviour? <i>(They changed their behaviour.)</i> 3. How do you think this story relates to the theme of: Family Communication? <i>(I think this story relates to the theme because...)</i>
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WEEK 7: TUESDAY / DAY 2: SPEAKING



DISCUSS...

1. This week, learners will discuss a story: **A Tale of Two Sisters!**
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. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW



Sounds

/wh-/ /u-e/ /oo/

Activity

1. Write the following sounds on the chalkboard: wh, /u-e/ (long U) and oo
 2. Say the sounds and instruct learners to repeat the sounds. Do this three times.
 3. Explain that with this sound (u-e) the two letters are not written together in the word, but that they make one sound (long U).
 - a. Explain that the /oo/ sound can be said two ways. It has a short sound, as in book. It has a long sound, as in pool.
 - b. Write the following words on the chalkboard and sound each word out as follows:
 - /wh/ - /i/ - /m/ = whim
 - /c/ - /u-e/ - /b/ = cube
 - /l/ - /oo/ - /k/ = look (short sound)
 - /c/ - /oo/ - /l/ = cool (long sound)
 4. Then, model how to blend the sounds together to read the word. Drag your finger below the letters as you blend.
- Practice sounding out new words: We do**
5. Call on a different learner to sound out each of the phonic words.
 6. The learner should point to each grapheme in the word as they say the sound.
 7. The learner should then blend the sounds together to read the word. The learner should drag their finger below the letters as they blend.

Word find

Write the following table on the chalkboard:

wh	u-e	p
l	i	t
n	oo	br
a	c	e

MODEL

1. Review all the sounds on the board.
2. Tell learners to copy the table into their books.
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.
4. Show learners how to build one or two words, like: what or cute
Possible words (this is not a complete list): when, what, while, pool, tool, noon, look, took, cute, tune, puke, pet, pan, etc.

EK 7: TUESDAY / DAY 2: PRE-READING



Title

The prodigal brothers

Text Location

Term 3, Week 7&8 **Dbe Workbook 2, Page: 60**

PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle.
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***The prodigal brothers***
5. Explain the meaning of the title, e.g. *This title tells me we will read about brothers. Prodigal means reckless or wasteful. But this terms actually comes from a bible story. In the bible, the prodigal son was a young man who asked his father for his inheritance and then left home for a far away country, where he wasted all the money he had been given! But, in the end he comes back to his father and his father forgives him. This title tells me that the story might have a similar story line!*
6. 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.
7. 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.
8. 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.
9. Ask learners: Which words did you underline? Why?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
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 scene?
 - b. How do you know that this play must continue?
 - c. Who are the characters in the play? What do you think you know about them?
 - d. What do you think the setting of this play is? Why?
13. 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

 GRADE 6
 TERM 3
 WEEK 7
 WEDNESDAY

Song / Rhyme	Lyrics	Actions
	Don't criticise	<i>Shake your head</i>
	Don't shout	<i>Say the word 'shout' loudly</i>
	Don't interrupt	<i>Hold your hands up</i>
	Or walk out	<i>Take a few steps</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>

Theme Vocabulary critical, criticise, interrupt, disgruntled, misfortune



QUESTION OF THE DAY

Question	How do you feel when someone interrupts you?
Graph	3 COLUMN GRAPH
Options	furious / disgruntled / upset



Follow-up questions

Question	How many learners feel furious?
Answer	___ learners feel furious.
Question	How many learners feel disgruntled?
Answer	___ learners feel disgruntled.
Question	How many learners feel upset?
Answer	___ learners feel upset.
Question	How do most learners feel when someone interrupts them?
Answer	Most learners feel ___.
Question	How do fewest learners feel when someone interrupts them?
Answer	Fewest learners feel ___.

Question	How do you feel when someone interrupts you?
Answer	I feel furious.
Answer	I feel disgruntled.
Answer	I feel upset.
INDEPENDENT WORK	
Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



1

WEEK 7: WEDNESDAY / DAY 3: FIRST READ

Title	The prodigal brothers
Text Location	Term 3, Week 7&8 Dbe Workbook 2, Page: 60
Text	Think Aloud: First Read
Scene 1 <i>The Rev. Doe's house. It is early in the day. Kofi and Nami are discussing their parents. They are critical and disgruntled.</i>	I can infer that Kofi and Nami are brothers, and that there is something making them angry!
KOFI: Why is there so much talk in this house – and every sentence a question? You can't do anything without being criticised. NAMI: Don't ask me. I'm tired of slaps and being found fault with. We're always in the wrong – to them. KOFI: Yes – and mother makes it worse by interrupting when I'm only trying to carry out pa's instruction. NAMI: I think they're so used to preaching to all the world that they don't notice they are always going for us. KOFI: Have you noticed that one lesson often contradicts another? NAMI: Yes- and they'll do nothing for themselves. "Give me this" and "Fetch me that". One day I swear I'll be asked to bath one of them. <i>(Laughs, in spite of his ill humour, at this prospect.)</i> KOFI: I hope you'd use bush sponge and scrub till it hurts. <i>(Grins)</i>	I can infer that Kofi and Nami feel that their parents are treating them unkindly.

NAMI: Mensah has just been telling me of a strange dream he had last night.

KOFI: Oh! What was it?

NAMI: He said someone came to his bedside and called him repeatedly. At first he was afraid and did not listen but eventually he heard a prophecy.

KOFI: A prophecy?

NAMI: Yes. He said old Pa would suffer a terrible misfortune.

KOFI: I don't believe it. Stuff and nonsense.

NAMI: I tell you he did – and he said it was because Pa was not treating us properly.

Oh, I can **infer** that maybe they really are being treated unfairly because the prophecy accuses their father of being unkind.

KOFI: Aw! That's silly! Mensah is teasing you. He's jealous because he's only a servant in our father's house. He hates to see us having a good time.

NAMI: We shall see. Oh! And he said the nation was going to suffer, too.

KOFI: Ho! The nation now! First our family – now everybody. The more you tell me the more I laugh. Mensah is an old fool –

NAMI: Well, I'm not so sure.

KOFI: - and you're one for listening to him.

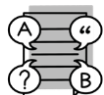
NAMI: I wish I hadn't. I've been scared ever since he told me.

KOFI: Coward! Scaredy! Fancy being frightened by a servant.

NAMI: I can't help it, I-

I can **infer** from this, however, that Kofi might treat other people badly. He seems to think he is better than Mensah, just because Mensah works in their house. The way he talks about Mensah is very unkind.

KOFI: Come on. Let's plan our day. We've got to go to church but at least we can watch the girls as they come in- that is to say when father's not looking. NAMI: I'm not as bold as you are. Girls don't seem to take much notice of me. KOFI: That's because you are too timid. NAMI: You can watch the girls. As long as I have my stomach full of good food, I'm satisfied. Girls only make for trouble. KOFI: Go away. I'll tell you – <i>(He is interrupted by the church bell.)</i> NAMI: Aw! Come on or we'll be late – and more trouble.	I can infer that these brothers do not enjoy going to church, even though their father is the Reverend.
Scene 2 <i>(Outside the church. We hear the last line of a hymn...)</i>	I can infer that in the next scene of the play, something might happen as they are walking into church!
Follow up questions	Responses
Who are the characters in this scene of the play?	Kofi and Nami
Which character is more timid?	Nami is more timid than Kofi.
Why question	Possible response
The summary at the beginning of the scene says that Kofi and Nami are 'critical and disgruntled.' Why are they critical and disgruntled?	- Because they feel like their parents are treating them unkindly. - Because they feel like they are always being criticized. - Because their parents don't do anything for themselves, and they do not ask their sons kindly to do things for them.



Introduce the LSC in context

1. Explain to learners that this cycle, they will be learning about: **Spelling: Word families**
2. Point out the following example of this:
bold, cold, told, came, blame, same, trying, dying, lying
3. Introduce this LSC as follows: *A word family is a group of words that all have the same spelling pattern. Thinking about these patterns in words help us become better spellers and readers!*

WEEK 7: THURSDAY / DAY 4: SECOND READ

2

Title	<i>The prodigal brothers</i>	
Text Location	Term 3, Week 7&8 Dbe Workbook 2, Page: 60	
Text	Think Aloud: Second Read	
Scene 1 <i>The Rev. Doe's house. It is early in the day. Kofi and Nami are discussing their parents. They are critical and disgruntled.</i>	--	
KOFI: Why is there so much talk in this house – and every sentence a question? You can't do anything without being criticised. NAMI: Don't ask me. I'm tired of slaps and being found fault with. We're always in the wrong – to them. KOFI: Yes – and mother makes it worse by interrupting when I'm only trying to carry out pa's instruction. NAMI: I think they're so used to preaching to all the world that they don't notice they are always going for us. KOFI: Have you noticed that one lesson often contradicts another? NAMI: Yes- and they'll do nothing for themselves. "Give me this" and "Fetch me that". One day I swear I'll be asked to bath one of them. <i>(Laughs, in spite of his ill humour, at this prospect.)</i> KOFI: I hope you'd use bush sponge and scrub till it hurts. <i>(Grins)</i>	I wonder why Kofi and Nami's parents are always asking them questions and criticizing them. I wonder if the boys are naughty or if the parents are being unfair?	
NAMI: Mensah has just been telling me of a strange dream he had last night. KOFI: Oh! What was it? NAMI: He said someone came to his bedside and called him repeatedly. At first he was afraid and did not listen but eventually he heard a prophecy.	I wonder why Kofi doesn't believe the prophecy, but Nami does? I can infer that he might not believe the prophecy because he looks down on other people, like Mensah.	

KOFI: A prophecy? NAMI: Yes. He said old Pa would suffer a terrible misfortune. KOFI: I don't believe it. Stuff and nonsense. NAMI: I tell you he did – and he said it was because Pa was not treating us properly.	
KOFI: Aw! That's silly! Mensah is teasing you. He's jealous because he's only a servant in our father's house. He hates to see us having a good time. NAMI: We shall see. Oh! And he said the nation was going to suffer, too. KOFI: Ho! The nation now! First our family – now everybody. The more you tell me the more I laugh. Mensah is an old fool – NAMI: Well, I'm not so sure. KOFI: – and you're one for listening to him. NAMI: I wish I hadn't. I've been scared ever since he told me. KOFI: Coward! Scaredy! Fancy being frightened by a servant. NAMI: I can't help it, I-	Foreboding is when we hear something in a story or play that gives us a hint about what might happen later. I can infer that this prophecy might be important later in the play. I wonder what terrible thing might happen?
KOFI: Come on. Let's plan our day. We've got to go to church but at least we can watch the girls as they come in- that is to say when father's not looking. NAMI: I'm not as bold as you are. Girls don't seem to take much notice of me. KOFI: That's because you are too timid. NAMI: You can watch the girls. As long as I have my stomach full of good food, I'm satisfied. Girls only make for trouble. KOFI: Go away. I'll tell you – <i>(He is interrupted by the church bell.)</i> NAMI: Aw! Come on or we'll be late – and more trouble.	I can infer that Kofi is bossier than Nami. I infer this because Nami says that he is not as bold as Kofi. Also, Nami is worried about getting in trouble, but Kofi doesn't seem to care...
Scene 2 <i>(Outside the church. We hear the last line of a hymn...)</i>	--

Follow up questions	Responses
What was Mensah's dream?	Mensah's dream was that he heard a prophecy that a terrible misfortune would come to Rev. Doe and to the nation.
How can we infer that Kofi looks down on Mensah?	- Because Kofi says that Mensah is 'only a servant in our father's house.' - Because Kofi calls him a fool. - Because Kofi calls his brother a fool for believing a servant. - Because Kofi teases Nami for being 'frightened by a servant'.
Why question	Possible response
How can we infer that something bad might happen later in this play?	- Because there is a prophecy made that something bad will happen. - Because the prophecy said something terrible would happen to Rev. Doe for not treating his sons properly. - Because the prophecy also says something bad will happen to the nation. Maybe something bad will happen to their family and to all those people around them! - Because the brothers feel disgruntled and upset. Something bad might happen in the family.

Development of learners' own questions

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

 GRADE 6
 TERM 3
 WEEK 7
 THURSDAY

Modelling: I do

1. Explain that this week, we have been working on **making inferences**.
2. Explain that we make an inference when we use what is written and what we already know to figure something out.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 60**
5. Read out loud while learners follow along:

KOFI: Why is there so much talk in this house – and every sentence a question? You can't do anything without being criticised.

NAMI: Don't ask me. I'm tired of slaps and being found fault with. We're always in the wrong – to them.
6. Explain we can make inferences that:
 - a. Kofi and Nami are frustrated.
 - b. Kofi and Nami are frustrated with the same people.
 - c. Nami doesn't think he is really doing wrong all the time, but his parents always think he is doing something wrong.

**Work with learners:
We do**

1. Read out loud while learners follow along:

KOFI: Coward! Scaredy! Fancy being frightened by a servant.
2. Ask learners: What inferences can you make about Kofi you read these sentences?
3. Listen to learners' ideas, like:
 - a. Kofi does not respect servants / people who work for his family.
 - b. Kofi is not kind to others.
 - c. Kofi thinks he is better than people who work for his family.
 - d. Kofi isn't always nice to his brother. He is trying to make him feel ashamed.

Pair Work: You do	1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: KOFI: Come on. Let's plan our day. We've got to go to church but at least we can watch the girls as they come in- that is to say when father's not looking. 3. Ask learners: What inferences can you make about what Kofi now? How? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: a. I infer that Kofi doesn't like going to church – he is only thinking about watching girls there. b. Kofi's father doesn't like when he looks at the girls too much! c. Kofi doesn't care that much about his father's wishes / rules
Notes	1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Making Inferences</u> To make an inference, we take: what is written + what we already know and we make a good guess about the text. 2. If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).



WEEK 7: FRIDAY / DAY 5: POST-READING

Title	<i>The prodigal brothers</i>
Text Location	Term 3, Week 7&8 Dbe Workbook 2, Page: 60

MAKING A SUMMARY

1. Explain that today we will be **summarising the main points** of the text. *This means that we will think about the most important parts of the text.*
2. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
3. Instruct learners to summarise the text using the starter: **This play is about...**
4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
5. 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.
6. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting their short summary and listening.
7. Explain that we will also be **dramatising** the text. *This means we will be acting out the text. A play is meant to be acted. It is meant to be acted out on a stage, for others to watch!*
8. Instruct learners to work in pairs. One learner must act as Kofi and one learner must act as Nami.
9. Instruct learners to try to read their lines like they are really that character! *This means they must try to read the lines as if they are really speaking them.*
10. At the end of the lesson, ask two learners to come to the front of the room and act out the scene!

WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE



TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Dialogue	It is a record of the exchanges as they occur, directly from the speakers' point of view	When writing a dialogue; • write the names of the characters on the left side of the page; • use a colon after the name of the character who is speaking; • use a new line to indicate each new speaker; • advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken; • sketch a scenario before you start writing.	When the dialogue involves family or close friends the casual style is used. Well-known formulae for requests, questions, orders, suggestions and acknowledgement are used. When the conversation involves strangers the consultative style is used more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement.
Introduce The Genre	1. Explain that this cycle, learners will write a dialogue. 2. Explain that our dialogue is like a play, just like <i>The prodigal brothers</i> that we have read this week. 3. Explain that a dialogue is a conversation between two or more people. When we write a dialogue, we write exactly what the people in the conversation say to each other. 4. Explain that when we write a dialogue, we can think of characters acting on a stage as we write. We must think of where they are, what they are doing, how they are feeling, and how they must say the lines (sentences) we write.		

Read The Sample Text

For a dialogue, learners need to see how the dialogue looks. Model the following steps:

I DO (TEACHER MODELS)

1. Name two learners from the class. Explain that we will write a dialogue for them to act out today.
2. Write an example of scene setting on the board. For example: (Baone and Bonolo are sitting with their parents in the lounge at their home).
3. Next, write the first character's name on the board. Remind learners they must write the name, following by a colon, like:
Baone:
4. Explain that before we write what he will say, we need to think about how he is feeling, or what he is doing.
5. Write an example of stage directions, like:

Baone:	(Looking upset. He is clenching his fists).
--------	---

6. Write an example of the line, like:

Baone:	(Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry!
--------	---

WE DO (TEACHER AND LEARNERS DO TOGETHER)

7. Explain that next, we will write about Bonolo. Remind learners that we must write her name, following by a colon. Explain that we must make sure his name is lined up with Baone's name, like:

Baone:	(Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry!
Bonolo:	

8. Explain that Baone has just told Bonolo that he is very angry.
9. Ask learners: How do you think Bonolo is feeling? What is she doing?
10. Write an example of the line, like:

Baone:	(Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry!
--------	---

	11. Add in stage directions for Bonolo. Explain that the beginning of the stage directions must line up with the lines above, like: <table border="1"> <tr> <td>Baone:</td><td>(Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry!</td></tr> <tr> <td>Bonolo:</td><td>(Looking frustrated. Shaking her head.)</td></tr> </table> 12. Ask learners: What do you think Bonolo responds to her brother Baone? What will Bonolo say?	Baone:	(Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry!	Bonolo:	(Looking frustrated. Shaking her head.)
Baone:	(Looking upset. He is clenching his fists). Nobody listens to me in this house! It makes me so angry!				
Bonolo:	(Looking frustrated. Shaking her head.)				
Discuss	- What is the setting? (When and where did this take place?) - Who are the characters? - What decision does Bonolo make in the story? - Who is talking in this story? - How can we know that this is a dialogue / play? YOU DO (LEARNERS DO INDEPENDENTLY) - Read the lines and the stage directions silently. Visualise the characters saying them on a stage. How do they sound? What are they doing? Turn and talk with a partner. Act out the lines as you read them together.				
Notes	Tell learners to open their exercise books, and write down the following heading and notes: <u>Dialogue / play:</u> - Set the scene in brackets at the top of the page. In a couple of sentences, explain where the characters are and what they are doing. - Write the characters' names on the left side of the page. - Use a colon after the name of the character who is speaking. - Use a new line to indicate each new speaker. - Use stage directions to show how characters should speak and act. Stage directions should be in brackets before whatever the character must say.				

GRADE 6
TERM 3
WEEKS 7 & 8

T H E M E

FAMILY COMMUNICATION

TERM 3: WEEK 8



OVERVIEW

Theme	Family Communication
Theme Vocabulary	excelled, average, ashamed, communication, confide, critical, criticise, interrupt, disgruntled, misfortune, fail, failure, success, succeed, support, confront, confrontation, uncomfortable, appropriate, inappropriate
Lsc	Spelling: Word families
Comprehension Strategy	I wonder... Make inferences
Writing Genre	Dialogue / play
Writing Topic	Write a dialogue with siblings as characters. One of the character is trying to honestly communicate about something he or she is feeling angry or upset about.



WEEK 8: MONDAY / DAY 1: PLANNING

Topic	Write a dialogue with siblings as characters. One of the character is trying to honestly communicate about something he or she is feeling angry or upset about.	
Genre	Dialogue / Play	
Planning Strategy	Write a list	
Model the planning strategy: I do	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, explain some ideas you have for the writing topic, like: <i>In my story there will be two characters: Peter and Tafadzwa. They are brothers. Peter is angry with his brother for ruining the jersey he loaned to him. He is honestly confronting him to explain he will not loan him clothes if he doesn't take good care of them.</i> 4. Have the planning frame written on one side of the chalkboard. 5. Show learners how you make a list by answering the questions. 6. Complete the plan on the other side of the chalkboard.	
	<u>Dialogue questions</u> 1. Who are the characters in your dialogue? (There should be two!) 2. What are the characters in your dialogue talking about? What is happening? 3. When does this dialogue take place? 4. Where does your dialogue take place? 5. Why are the characters having this dialogue? 6. How are these characters feeling?	<u>Dialogue: My plan</u> 1. Peter and Tafadzwa. 2. Peter is telling Tafadzwa he is angry about his ruined jersey. He is being honest that sometimes Tafadzwa is careless, and that makes him not want to share! 3. Sunday while the boys are getting ready to visit their granny for lunch. 4. In their bedroom. 5. Because Peter is upset. He wants to communicate with his brother to fix the problem. 6. Peter feels angry. / Tafadzwa feels sorry. He apologizes to his brother.

Learners Use The
Planning Strategy:
you do

1. Tell learners to close their eyes and think of which characters will talking in their dialogue. What is the confrontation you will include in your dialogue?
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 dialogue, just like you did.
4. **Hand out exercise books.**
5. Tell learners they must write their own ideas – they must **not** copy your plan.
6. As learners work, walk around the room and hold mini-conferences.

Communicating with siblings

1. Lesego and Oratile
2. Lesego is telling Oratile that it hurts her feelings when Oratile teases her.
3. After Oratile teases Lesego about being fat.
4. In their room
5. Because Lesego does not want Oratile to tease her any more.
6. Lesego feels sad and Oratile feels bad for being so mean.



WEEK 8 MONDAY / DAY 1: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	Don't criticise	<i>Shake your head</i>
	Don't shout	<i>Say the word 'shout' loudly</i>
	Don't interrupt	<i>Hold your hands up</i>
	Or walk out	<i>Take a few steps</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>

Theme Vocabulary fail, failure, success, succeed, support

QUESTION OF THE DAY



Question	Who would you feel most comfortable talking to if you felt like a failure?
Graph	3 COLUMN GRAPH
Options	my mom / my dad / my granny

Follow-up questions



Question	How many learners would feel most comfortable talking to their mom?
Answer	__ learners would feel most comfortable talking to their mom.
Question	How many learners would feel most comfortable talking to their dad?
Answer	__ learners would feel most comfortable talking to their dad.
Question	How many learners would feel most comfortable talking to their granny?
Answer	__ learners would feel most comfortable talking to their granny.
Question	Who would most learners feel most comfortable talking to?
Answer	Most learners would feel most comfortable talking to __.
Question	Who would fewest learners feel most comfortable talking to?
Answer	Fewest learners would feel most comfortable talking to __.

Question	Who would you feel most comfortable talking to if you felt like a failure?
Answer	I would feel most comfortable talking to my mom.
Answer	I would feel most comfortable talking to my dad.
Answer	I would feel most comfortable talking to my granny.
INDEPENDENT WORK	
Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



WEEK 8 TUESDAY / DAY 2: GROUP GUIDED AND INDEPENDENT READING

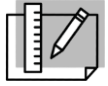
GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: WEDNESDAY / DAY 3: LSC AND DRAFTING



LANGUAGE STRUCTURES & CONVENTIONS

LSC

Modelling: I do

1. Explain that this term, we have been reviewing some phonic sounds and words. Today, we will be reviewing this words and sorting them into word families.
2. Explain that a word family is a group of words that all have the same spelling pattern. For example: tried, cried, lied are all in the same word family, because they all have -ied in them.
3. Explain that thinking about word families and the patterns in words can help us be better spellers and quicker readers.

LSC

Ask learners for help: We do

1. Write the following phonic words from the term on the board: spoke, poke, broke, bake, make, flake, sank, tank, bank, blank, kite, bite, sleep, sheep, see, tree, sink, blink
2. Work together with learners to identify one of the word families, like: -ank
3. Identify the pattern, like:

-ank

sank

tank

bank

blank

LSC

Pair Work: You do

1. Instruct learners to split into small groups of 3-4 learners. Give each group one piece of paper.
2. Instruct the learners to fold the paper in half, and then in half again, so that they have four boxes.
3. Instruct learners to work together to identify four other word families.

Sharing

1. At the end of the lesson, call the learners back together.
2. Instruct each group to nominate a speaker. This is someone who will speak for the group.
3. Call on each group speaker to share one word family that their group identified.



WRITING

Writing Plan

Before class begins, rewrite the planning frames on the board:

Dialogue questions

1. **Who** are the characters in your dialogue? (There should be two!)
2. **What** are the characters in your dialogue talking about? What is happening?
3. **When** does this dialogue take place?
4. **Where** does your dialogue take place?
5. **Why** are the characters having this dialogue?
6. **How** are these characters feeling?

Dialogue: My plan

1. Peter and Tafadzwa.
2. Peter is telling Tafadzwa he is angry about his ruined jersey. He is being honest that sometimes Tafadzwa is careless, and that makes him not want to share!
3. Sunday while the boys are getting ready to visit their granny for lunch.
4. In their bedroom.
5. Because Peter is upset. He wants to communicate with his brother to fix the problem.
6. Peter feels angry. / Tafadzwa feels sorry. He apologizes to his brother.

Writing Frame

1. Explain that they must use the information in their frame to help them decide what will happen in the dialogue.
2. Next, tell learners that they must think about what the characters really think and say. They must write the words like people are talking to each other!
3. Write the following frame on the chalkboard, and explain it to learners:

A surprise...

(Set the scene: Where are the character? What is happening?)

Character 1:	(Stage directions: What is the character feeling or doing?) What does the character say?
Character 2:	Stage directions: What is the character feeling or doing?) What does the character say? (REPEAT. Each character should speak 5 times!)

Draft	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write three descriptive paragraphs using the frame. 4. Instruct learners to write the date and heading: Draft: Descriptive paragraphs a. Instruct learners to find their plan from Monday and think about their ideas. b. Instruct learners to complete the writing frame using their plans. c. Remind learners of the strategies they can use to help them. d. As learners write, walk around the classroom and help learners who are struggling.
Homework	Learners must complete the draft.



Dialogue: DraftCommunicating with siblings

Lesego and Oratile are sitting in there room.

Lesego:	(sitting on her bed looking sad) Oratile, we need to talk about the way you tease me.
Oratile:	(looks at Lesego, she is confused) What do you meen? I don't tease you!
Lesego:	(Looks at Oratile surprized) You just told me that I am fat.
Oratile:	(Looking angry) I was just joking!
Lesego:	(Looking down) I didn't think it was funny. You really hurt my feelings when you say things like that.
Oratile:	(Looking sad) I'm sorry Lesego. I don't want to hurt your feelings. I don't think you are fat.
Lesego:	Thank you Oratile, do you think you could stop saying mean things now?
Oratile:	(smiling at Lesego) I will stop, I promise! I love you!
Lesego:	(smiling and hugging Oratile) Thank you Oratile, I love you to!



WEEK 8 WEDNESDAY / DAY 3: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	Don't criticise	<i>Shake your head</i>
	Don't shout	<i>Say the word 'shout' loudly</i>
	Don't interrupt	<i>Hold your hands up</i>
	Or walk out	<i>Take a few steps</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>
	Just listen and be kind	<i>Make a heart shape with your hands</i>

Theme Vocabulary confront, confrontation, uncomfortable, appropriate, inappropriate

QUESTION OF THE DAY



Question	<i>Explain that in our reading worksheet this week, we read about a character who confronts her father about a very important issue. She feels very nervous to actually speak to her father, but she is brave and does so anyway. In the end, she feels very relieved that she has spoken to him! Communication can be difficult, but it is very important.</i> Ask learners: How do you feel when you confront someone about something important?
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Graph	3 COLUMN GRAPH
Options	terrified / brave / uncomfortable

Follow-up questions



Question	How many learners feel terrified?
Answer	__ learners feel terrified.
Question	How many learners feel brave?
Answer	__ learners feel brave.
Question	How many learners feel uncomfortable?
Answer	__ learners feel uncomfortable.

Question	How do most learners feel when they confront someone about something important?
Answer	Most learners feel __.
Question	How do fewest learners feel when they confront someone about something important?
Answer	Fewest learners feel __.
Question	How do you feel when you confront someone about something important?
Answer	I feel terrified.
Answer	I feel brave.
Answer	I feel uncomfortable.

INDEPENDENT WORK**Personal Dictionaries**

1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.
2. Remind learners to add a **picture** or **definition** for each of the words.

**Homework**

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


**WEEK 8 THURSDAY / DAY 5: GROUP GUIDED AND
INDEPENDENT READING**
GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING



Editing Checklist	1. Do I set the scene in brackets? Do I explain where the dialogue is taking place and what is happening? 2. Do I include stage directions in brackets? Do these explain how each line must be read? 3. Does each character speak at least 5 times? 4. Did I write the characters' names' left side of the page? 5. Did I use a colon after the name of the character who is speaking? 6. Do I use a new line to indicate each new speaker? 7. Do all of the characters' names line up? 8. Do all of the words the characters must say line up? 9. Does the dialogue sound like people could really be having a conversation? 10. Do I use proper punctuation?
Edit	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their recount sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
Publish	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their dialogue, correcting any mistakes. 3. Instruct learners to rewrite the paragraph correctly, under the heading: Dialogue: Communication with siblings 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
Share	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to take turns reading each dialogue together. Each learner should read for one character in the dialogue, like a real conversation! Then, the learners must swop, and read the second dialogue together. 3. Instruct learners to each tell each other one thing they liked about their partner's writing.
Homework	If learners have not fully completed their final draft, they must do so as homework.

Dialogue: Communicating with siblings

Lesego and Oratile are sisters. They are sitting in their room.

Lesego:	(sitting on her bed looking sad) Oratile, we need to talk about the way you tease me.
Oratile:	(looks at Lesego, she is confused) What do you mean? I don't tease you!
Lesego:	(looks at Oratile surprised) You just told me that I am fat!
Oratile:	(Looks angry) I was just joking!
Lesego:	(looking down) I didn't think it was funny. You really hurt my feelings when you say things like that.
Oratile:	(looks sad) I'm sorry Lesego. I don't want to hurt your feelings. I don't think you are fat.
Lesego:	(looking at Oratile and smiling) Thank you Oratile, do you think you could stop saying mean things now?
Oratile:	(smiling at Lesego) I will stop, I promise. I love you!
Lesego:	(smiling and hugging Oratile) Thank you Oratile, I love you too!
Oratile:	(taking Lesego's hand and walking outside) Come on, let's go play outside.

WEEK 8 FRIDAY / DAY 5: GROUP GUIDED AND INDEPENDENT READING



GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs. .

WEEK 8: CONCLUSION



Find 10-15 minutes at the end of the week to do the following:

Update The K-W-L Chart

1. Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme.
2. They should also add any new questions about what they still want to learn.

Summarise

1. Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme.
2. Remember to include:
 - Theme vocabulary
 - LSC
 - The different texts that were read
 - The small group discussion
 - The comprehension strategy
 - The writing genre and task
 - All content from the theme

Share With Families

1. Ask learners to think about two things they learnt this week that they will share with their families.
2. Tell learners to turn and talk and share with a partner.
3. Ask a few learners to share their points with the class.

Acknowledge And Celebrate

1. Acknowledge the improvements and achievements of a few learners each week.
2. These improvements and achievements can be related to:
 - EFAL skills like reading or writing
 - Theme content
 - Tasks or activities
 - Behaviour in the class
 - Relationships with other learners
 - Attitude to EFAL
 - Or any other aspect of classroom life
3. Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 6

TERM 3

WEEK 8

FRIDAY



GRADE 6

TERM 3

WEEKS 9 & 10



*Please use the DBE Guidelines on teaching cartoons
and comic strips to design a relevant theme.*

WEEK 9 TUESDAY / DAY 2: PHONICS REVIEW

REVIEW

Sounds	/sl-/ /ee/												
Activity	1. Write the following sounds on the chalkboard: sl and ee 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /sl/ - /a/ - /p/ = slap /tr/ - /ee/ = tree 4. Next, model sounding each word out. Point to each grapheme as you say the sound. 5. Then, model how to blend the sounds together to read the word. Drag your finger below the letters as you blend. Practice sounding out new words: We do 1. Call on a different learner to sound out each of the phonic words. 2. The learner should point to each grapheme in the word as they say the sound. 3. The learner should then blend the sounds together to read the word. The learner should drag their finger below the letters as they blend.												
Word find	1. Write the following table on the board: <table><tr><td>sl</td><td>ee</td><td>a</td></tr><tr><td>p</td><td>i</td><td>s</td></tr><tr><td>tr</td><td>sh</td><td>o</td></tr><tr><td>i-e</td><td>n</td><td>gr</td></tr></table> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 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. 4. Show learners how to build one or two words, like: sleep or pan 5. Possible words (this is not a complete list): tree, green, peel, sheen, tripe, slap, slaps, sleep, sleeps, sleet, slot, posh, shop, sheep, etc	sl	ee	a	p	i	s	tr	sh	o	i-e	n	gr
sl	ee	a											
p	i	s											
tr	sh	o											
i-e	n	gr											