

ENGLISH

First Additional Language

PSRIP

Grade **6**

Lesson Plans

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GRADE 6
TERM 4
WEEKS 1 & 2

T H E M E

HONESTY

TERM 4: WEEK 1



OVERVIEW

Theme	Honesty
Theme Vocabulary	honest, dishonest, force, dreaded, lie, felt, sorry, embarrassed, foolish, consequence, punishment, steal, harsh, deserve, mature, courage, benefit, reliable, attract
LSC	REVISE: Articles (a / an / the)
Comprehension Strategy	Make inferences
Writing Genre	Folklore – Legend
Writing Topic	Writes a legend with a lesson or moral about honesty
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: a story about someone who was dishonest. 4. Try to find some visual materials for your classroom, for example: pictures of someone that is cheating, or is found guilty of something. 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 DBE Workbook 2 page 42. 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 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	Lyrics	Actions
	Tell the truth, do not lie	Wave your index finger to say 'no'
	Tell the truth, it will be alright	Give a thumbs up
	Tell the truth, it's the right thing to do	Give a thumbs up
	Tell the truth, they'll still love you	Hug yourself tightly
Theme Vocabulary	honest, dishonest, force, dreaded, lie	



QUESTION OF THE DAY

Question	<i>Explain that this seems like a very easy question to answer, but sometimes we tell small lies to not hurt people's feelings. For example, what if your friend asks if you like their new jersey, and you think it is ugly? Is it better to be honest? Or is it better to say that your friend's new jersey is nice? What if you are planning a surprise party for someone, and you have to lie so that they don't find out? Is that dishonesty acceptable?</i> Ask learners: Do you think it is okay to be dishonest?
Graph	2 columns
Options	yes / no



Follow-up questions

Question	How many learners think it is okay to be dishonest?
Answer	___ learners think it is okay to be dishonest.

Question	How many learners think it's not okay to be dishonest?
Answer	__ learners think it's not okay to be dishonest.
Question	What do more learners think?
Answer	More learners think it is __ to be dishonest.
Question	What do fewer learners think?
Answer	Fewer learners think it is __ to be dishonest.
Question	Do you think it is okay to be dishonest?
Answer	Yes, I do think it is okay to be dishonest.
Answer	No, I don't think it's okay to be dishonest.
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 a fable: **The Boy Who Cried Wolf**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
<i>Fables are a kind of folklore that are written to teach readers a moral or message.</i> <i>This fable, 'The Boy Who Cried Wolf', shows the importance of being honest. The story teaches us that if we repeatedly lie or deceive other people, they will eventually stop believing us – even when we are telling the truth. This fable warns us against dishonesty and shows us the need to be trustworthy and responsible!</i>	I infer that something will happen in this fable to teach us a lesson about honesty. I wonder what will happen!	What is a fable? (A kind of folklore that teaches the reader a lesson.) What lesson will this story teach us? (That if you lie, people will not believe you when you tell the truth)
The Boy Who Cried Wolf There once was a shepherd boy who was bored as he sat on the hillside looking after the village sheep. To amuse himself he took a great breath and shouted out, "Wolf! Wolf! The Wolf is chasing the sheep!"	I can infer that the shepherd boy knows that people will come to help him if he yells 'wolf'. I infer that it will amuse him (he will think it is funny) to watch the villagers look for the wolf when there isn't one!	Why did the shepherd boy cry "Wolf"? (We wanted to amuse himself because he was bored)
The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, huffing and puffing, they found no wolf. The boy burst out laughing into their faces.	I infer that the shepherd boy thinks it is so funny that the villagers came up the hill for no reason. He is really having a laugh.	How can we infer that the villagers ran up the hill? (Because they were out of breath – huffing and puffing)

		2. How did the villagers feel when they found out that there was no wolf? <i>(They were angry)</i>
“Don’t cry ‘wolf’ when there’s no wolf!” said the villagers. They went grumbling back down the hill.	I infer that those villagers feel angry, because the text says they grumbled as they walked back down the hill!	How do you think you would feel if you were one of the villagers who had raced up the hill? <i>(I think I would feel... because...)</i>
The boy giggled to himself for several hours, thinking about how all the villagers had raced up the hill, only to find no wolf! But after a few hours, he grew bored once again. The boy shouted out again, “Wolf! Wolf! The wolf is chasing the sheep!” To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.	I infer that there must be a wolf in the village sometimes, if the villagers are willing to run up the hill when the boy yells ‘wolf’! It must be something they really do worry about!	1. Why did the boy giggle for several hours? <i>(He was thinking about how he had tricked them.)</i> 2. What happened when the boy cried ‘wolf’ for the second time? <i>(The villagers came running to help him again.)</i>
When the villagers saw no wolf, they sternly said, “Save your frightened shouts for when there is really something wrong! Don’t cry ‘wolf’ when there is NO wolf!” But the boy just grinned and watched them go grumbling down the hill once more.	I infer that the boy thinks it is funny to watch people stop their work and run up the hill. Even when he can see they are upset, he still thinks it is funny!	What did the boy do after the villagers shouted at him? <i>(He just grinned)</i>
A few hours later, the boy heard his sheep making noise. He looked out and saw a REAL wolf lurking about his flock. Alarmed, he leaped to his feet and shouted out as loudly as he could, “Wolf! Wolf!”	I can infer that the shepherd boy is frightened that there is a wolf. He leaps to his feet and shouts as loudly as he could.	1. Can you make an inference about why the sheep were making noise? <i>(I infer they were making noise because of the sheep.)</i>

		2. How did the boy feel when he saw the wolf? (<i>Scared / frightened / alarmed</i>)
The boy watched and waiting. But this time, no one ran up the hill. The villagers continued their work, rolling their eyes at the shepherd boy's cries.	I infer that the villagers didn't come this time, because they thought the boy was trying to play another trick on them!	Why did the villagers roll their eyes? (<i>Because they thought the shepherd boy was trying to trick them again.</i>)
As the sun set, the villagers began to wonder why their sheep weren't back in the kraals. As the sky grew dark, they grew more and more worried that the shepherd had not yet returned. They went up the hill to search for the boy and their sheep. They found the boy crying.	I can infer that the villagers care about the shepherd boy and their sheep because they went looking for him. T	What was the boy doing when the villagers found him? (<i>He was crying</i>)
"There really was a wolf here! The sheep have run away! I shouted out, "Wolf!" Why didn't you come?"	I infer that the boy thought shouting 'wolf' would work every time. He didn't consider that people might stop trusting him.	Why didn't the villagers come to help the shepherd boy? (<i>They thought he was trying to fool them again</i>)
The old village chief patted the boy on the back. He said "We are sorry about the sheep, but the lesson you have learned is more valuable than the whole flock. Now you know that nobody believes a liar... even when they are telling the truth."	I infer that the chief was upset about the sheep, but he was happy that the shepherd has learned an important lesson about honesty!	What lesson did the shepherd boy learn? (<i>Nobody believes a liar, even when they are telling the truth.</i>)

WEEK 1 TUESDAY / DAY 2: SPEAKING



DISCUSS...

- Follow the core methodology to guide learners to discuss the listening text: **The Boy Who Cried Wolf**
- Use the following discussion frame:
 - This text was about...
 - In this text I learnt that...
 - I think this text is...because...
 - I think this text was written to help me think about ...

WEEK 1 TUESDAY / DAY 2: PHONICS REVIEW



REVIEW

Sounds

/kn/ /ea/ /ow/

Activity

- Write the following sounds on the chalkboard: kn, ea, ow
- Say the sounds and instruct learners to repeat the sounds. Do this three times.
- Explain that in the sound /kn/, the k is silent, we just say the 'n'.
- Explain that the sound /ow/ makes two different sounds, like in 'cow' and 'know'.
- Write the following words on the chalkboard and sound each word out as follows:
 - /kn/ - /ee/ = knee
 - /b/ - /ea/ - /d/ = bead
 - /l/ - /ow/ = low (same sound as know)
 - /h/ - /ow/ = how (same sound as cow)
- Ask learners to sound out and read each word after you.

Practice sounding out new words: We do

- Call on a different learner to sound out each of the phonic words.
- The learner should point to each grapheme in the word as they say the sound.
- 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 board:

kn	ea	ow
ee	t	ch
b	l	d

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: **know** or **deed**
6. Possible words (this is not a complete list): **know, knee, knead, knot, teach, beach, bead, cheat, tow, low, bow, bowl, bee, tee, etc.**



WEEK 1 TUESDAY / DAY 2: PRE-READ

Title	<i>Is honesty really important?</i>
Text Location	DBE Workbook 2, Page 42

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: ***Is honesty really important?***
4. Explain the meaning of the title, e.g. *The title is a question. This is a rhetorical question. That means it is a question that is not meant to be answered – it is meant to make us think!*
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: **cheat***
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. How do you know this is a diary entry?
 - b. What do you think this is a diary entry about?
 - c. How old do you think the person who wrote this diary entry was?
 - d. What were they thinking about or reflecting on? Is the diary entry written in first-person or third-person? How do you know? (What words do you see?)
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
	Tell the truth, do not lie	<i>Wave your index finger to say 'no'</i>
	Tell the truth, it will be alright	<i>Give a thumbs up</i>
	Tell the truth, it's the right thing to do	<i>Give a thumbs up</i>
	Tell the truth, they'll still love you	<i>Hug yourself tightly</i>
Theme Vocabulary	felt, sorry, embarrassed, foolish	

QUESTION OF THE DAY



Question	How do you think the shepherd boy felt at the end of the story?
Graph	3 columns
Options	embarrassed / sorry / foolish

Follow-up questions



Question	How many learners think the shepherd boy felt embarrassed?
Answer	___ learners think the shepherd boy felt embarrassed.
Question	How many learners think the shepherd boy felt sorry?
Answer	___ learners think the shepherd boy felt sorry.
Question	How many learners think the shepherd boy felt foolish?
Answer	___ learners think the shepherd boy felt foolish.
Question	How do most learners think the shepherd boy felt?
Answer	Most learners think the shepherd boy felt ___.
Question	How do fewest learners think the shepherd boy felt?
Answer	Fewest learners think the shepherd boy felt ___.
Question	How do you think the shepherd boy felt?
Answer	I think the shepherd boy felt embarrassed.

Answer	I think the shepherd boy felt sorry.
Answer	I think the shepherd boy felt foolish.
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	<i>Is honesty really important?</i>
Text Location	DBE Workbook 1, Page 42
Text	Think Aloud: First Read
Dear Diary Today I learned the lesson of a lifetime.	Buba must be writing this diary to tell us about a lesson she has learnt. I wonder what lesson she learnt, and how!
You know that I am sometimes very lazy and that is why I don't pass exams. Last weekend I went to visit my friends and I sat in front of the TV for hours and hours. I knew that I had a test on Monday but I just could not bring myself to learn. So I made up a plan to bring a "cheat sheet" into the exam. I planned to write my "crib notes" on a tiny piece of paper. You know that I can write in tiny letters and I can put a lot of information on the smallest piece of paper.	I can infer that Buba must have cheated before, because she seems to have had practice writing tiny letters on small pieces of paper.
I don't feel good about cheating. Sometimes, I write my crib notes on the back of my ruler. Once I wrote them on a piece of plaster on my thumb. I covered the plaster with lightly scribbled notes. On another occasion they were hidden on the inside of the sleeve of my jacket.	I can infer that Buba has cheated many times before – it seems to be a habit!

My teacher always tells us that an honest mark of 30% is better than a dishonest mark of 60%. She tells us that if you cheat “You’re only cheating yourself”, because you think you know work that you really don’t know.	I infer that Buba’s teacher must have caught people cheating before, because she has already spoken to the class about it.
Whenever I cheat the children in my class say that they also feel cheated because they had spent their weekend studying while I spent mine watching the television or playing soccer in the afternoon sunshine.	I can infer that other children in the class know that Buba is cheating!
Today we had another exam. I made my crib notes on a piece of paper. I was very nervous and my hands were sweaty and trembling. Suddenly I sneezed and my crib note fell from my hand. I saw the little piece of paper float down onto my teacher’s foot! I knew I was about to get a BIG zero for the test.	I infer that in this class, if you are caught cheating, you will receive a zero on the assignment.
And yes, I was caught red-handed and my teacher took me out of the room. I felt dizzy... If only I had worked harder. Everyone in the class knows that I am dishonest and that is not a nice feeling.	I can infer that Buba understands that cheating is wrong.
Follow up questions	Responses
What did Buba do instead of study for her exam?	She went to visit her friends and watched television.
What did Buba do that was dishonest?	She cheated on her test. She has cheated before as well!
Why question	Possible response
Why did Buba decide to cheat on her test?	- Because she didn’t study for her test. - Because she was lazy and didn’t study for her test. - Because she didn’t want to fail her test. - Because she wanted to get a good mark for her test even though she didn’t study.

Introduce the LSC in context

1. Explain to learners that this cycle, they will learn about: **REVISE: Articles (a / an / the)**
2. Point out the following example of this:
*I knew that I had **a test** on Monday.*
*My teacher always tells us that **an honest mark** of 30% is better than **a dishonest mark** of 60%.*
*Everyone in **the class** knows that I'm dishonest.*
3. Introduce this LSC as follows: **a / an / the** are called articles. We use '**a**' and '**an**' when we refer to general nouns, such as **a test**, **an honest mark**, **a dishonest mark**. '**a**' comes before a noun that begins with a consonant sound, while '**an**' comes before a noun that begins with a vowel sound.
*We use **the** to refer to specific nouns. For example, everyone in **the class**- this is not just any class. It's a specific class that we already know about.*

WEEK 1 THURSDAY / DAY 4: SECOND READ

2

Title	<i>Is honesty really important?</i>
Text Location	DBE Workbook 1, Page 42
Text	Think Aloud: Second Read
Dear Diary Today I learned the lesson of a lifetime.	I can infer that Buba feels bad guilty about cheating. I infer she is writing this entry to reflect on her own dishonest behaviour and change it.
You know that I am sometimes very lazy and that is why I don't pass exams. Last weekend I went to visit my friends and I sat in front of the TV for hours and hours. I knew that I had a test on Monday but I just could not bring myself to learn. So I made up a plan to bring a "cheat sheet" into the exam. I planned to write my "crib notes" on a tiny piece of paper. You know that I can write in tiny letters and I can put a lot of information on the smallest piece of paper.	I can infer that Buba knows she should've studied, because she uses the word 'lazy' to describe her behaviour.
I don't feel good about cheating. Sometimes, I write my crib notes on the back of my ruler. Once I wrote them on a piece of plaster on my thumb. I covered the plaster with lightly scribbled notes. On another occasion they were hidden on the inside of the sleeve of my jacket.	I can infer that Buba has learnt that this kind of cheating is very dishonest, because she says she feels bad about it!
My teacher always tells us that an honest mark of 30% is better than a dishonest mark of 60%. She tells us that if you cheat "You're only cheating yourself", because you think you know work that you really don't know.	I infer that Buba didn't believe her teacher – otherwise she wouldn't have cheated!
Whenever I cheat the children in my class say that they also feel cheated because they had spent their weekend studying while I spent mine watching the television or playing soccer in the afternoon sunshine.	I infer that in the past, Buba has gotten a good mark when she cheated. I infer this because the other children felt angry that she received a good mark, even though she didn't work hard!

Today we had another exam. I made my crib notes on a piece of paper. I was very nervous and my hands were sweaty and trembling. Suddenly I sneezed and my crib note fell from my hand. I saw the little piece of paper float down onto my teacher's foot! I knew I was about to get a BIG zero for the test.	I infer that she was felt nervous about cheating because she knows that it is wrong and can get you into trouble.
And yes, I was caught red-handed and my teacher took me out of the room. I felt dizzy... If only I had worked harder. Everyone in the class knows that I am dishonest and that is not a nice feeling.	I infer that next time, Buba will work harder, because she has realized all the consequences of cheating...she has failed and the teacher and other learners know she has been dishonest!
Follow up questions	Responses
How did Buba get caught cheating?	She sneezed and her notes fell out of her hand, and onto her teacher's foot.
What was the lesson that Buba learned?	• She learned that cheating is dishonest. • She learned that when you get caught cheating, there are many consequences.
Open question	Possible response
How can you infer that Buba feels guilty about cheating?	• Because she says she learnt an important lesson about cheating. • Because she calls her own behaviour lazy, which shows she feels bad about it. • Because she says that she doesn't feel good about cheating. • Because she says "If only I had worked "harder" which shows she wished she had behaved differently.

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: *Sometimes, I write my crib notes on the back of my ruler. Once I wrote them on a piece of plaster on my thumb.*
5. Remind learners that this is the part of the story Buba is writing in her diary about how she doesn't feel good about cheating!
6. Explain that from these sentences, we can infer that Buba has cheated before. We can infer that she has cheated many times!
7. We can make these inferences because:
 - a. She uses the word 'sometimes'. This shows us that she has not just done this once, but many times.
 - b. She tells us about two different ways that she has cheated before: by writing notes on her ruler and on a plaster.

Work with learners:
We do

1. Read out loud while learners follow along: *Whenever I cheat the children in my class say that they also **feel cheated** because they had spent their weekend studying while I spent mine watching the television or playing soccer in the afternoon sunshine.*
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 can you infer about Buba cheating in the past?*
 - b. *Why would the other children feel angry at Buba for cheating?*
4. Listen to learners' ideas, like:
 - a. Buba has cheated many times in the past. We can infer this because Buba uses the word 'whenever' and that shows that she has cheated lots of times.
 - b. The other children wouldn't feel cheated if Buba had been caught cheating. I can infer that the other children feel upset when Buba gets away with cheating. When Buba gets a good mark from cheating, the other children feel upset that they have spent time working so hard, and she has gotten a good mark after doing no work!
 - c. I can infer that lots of other learners know that Buba cheats.

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 I learned the lesson of a lifetime.'</i> 3. Ask learners: What inferences can you make about the lesson she learnt? 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. We think the lesson Buba learnt is that her teacher was right: 'an honest mark of 30% is better than a dishonest mark of 60%.' In the end, Buba's cheating earned her 0% so an honest mark would have been much better! b. Buba learned that it is not nice when other people think you are dishonest. It is a bad feeling. This makes her realise the importance of being honest!
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	<i>Is honesty really important?</i>
Text Location	DBE Workbook 2, Page 42

MAKING INFERENCES

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

Is honesty really important?

1. What did Buba do that was 'lazy'?
She...
2. What caused Buba to cheat?
She cheated because ...
3. How did Buba get caught cheating?
She got caught...
4. How did Buba feel when she got caught cheating?
She felt...
5. What was the effect of her cheating?
The effect of her cheating was...
6. Why do you think Buba is writing this diary entry?
I think she is writing this diary entry because...
7. What do you think Buba learns about honesty from her experience?
I think she learns that...
8. How can we make the inference that Buba has cheated on her exams before?
We can infer that Buba has cheated before because...
9. Why do you think the heading for this story is 'Is honesty really important?'
I think this story is called 'Is honesty really important' because...

Is honesty really important?

1. What did Buba do that was 'lazy'?
She didn't study – she watched TV instead.
2. What caused Buba to cheat?
She cheated because she wasn't prepared for her exam, because she watched television instead of studying!
3. How did Buba get caught cheating?
She got caught when her paper fell on the teacher's foot!
4. How did Buba feel when she got caught cheating?
She felt dizzy.
5. What was the effect of her cheating?
The effect of her cheating was that she got a zero on her exam, and everyone knew she was dishonest.
6. Why do you think Buba is writing this diary entry?
I think she is writing this diary entry because she feels bad about what she did. She is writing about the lesson she learnt.
7. What do you think Buba learns about honesty from her experience?
I think she learns that it is important to be honest. She learns that cheating isn't worth it!
8. How can we make the inference that Buba has cheated on her exams before?
We can infer that Buba has cheated before because in the past other learners have felt cheated when she got away with cheating!
9. Why do you think the heading for this story is 'Is honesty really important?'
I think this story is called 'Is honesty really important' because Buba learns the lesson that it is really important!



WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Folklore – Legend	- To be imaginative and creative and to entertain and amuse readers - To convey a moral message to readers	Folklore – General: - Introduction: Start by introducing the characters, setting, and the problem or conflict that will be resolved in the story. - Plot Development: Develop the story by describing how the characters face challenges and make decisions to overcome them. - Climax: Reach the most exciting or important part of the story where the conflict comes to a head and a resolution is imminent. - Resolution: Provide a satisfying conclusion where the conflict is resolved and the characters' actions have consequences. - Moral or Lesson: Include a clear message or lesson that the story teaches the reader.	- Written in the third person - Written in the past tense - Events described sequentially - Connectives that signal time, e.g. <i>Early that morning, later on, once</i> - Language used to create an impact on the reader, e.g. <i>adverbs, adjectives, images</i> - Use of direct speech - Uses appropriate vocabulary - Expresses ideas clearly and logically - Written in the third person - Written in the past tense - Events described sequentially - Connectives that signal time, e.g. <i>Early that morning, later on, once</i> - Language used to create an impact on the reader, e.g. <i>adverbs, adjectives, images</i>

		- Conclusion: Wrap up the story by summarising the outcome and leaving a lasting impression on the reader. Folklore – Legend: - Superhuman, extraordinary or heroic characters: Legends usually include larger-than-life characters with extraordinary abilities, noble qualities, or important accomplishments.	- Use of direct speech - Uses appropriate vocabulary - Expresses ideas clearly and logically
Introduce the Genre	- Explain that this cycle, learners will write a type of folklore called a legend. - Folklore is stories. Folklore is meant to entertain and amuse people. We should be creative and imaginative to make our legends fun to read. - Explain that all folklore has certain important elements: Introduction: We start by introducing the characters, setting, and the problem or conflict that will be resolved during the story. Plot development: We develop the story by describing how the characters face challenges and make decisions to overcome them. Climax: Reach the most exciting or important part of the story where the conflict comes to a head and a resolution is imminent. Resolution: Provide a satisfying conclusion where the conflict is resolved and the characters' actions have consequences. Moral Lesson: Include a clear message or lesson that the story teaches the reader. Conclusion: Wrap up the story by summarising the outcome and leaving a lasting impression on the reader. - Explain that legends usually include a superhuman or heroic character who has extraordinary abilities, noble qualities, or important accomplishments.		

Read the Sample Text

The Legend of the Star Child

Long ago, in a distant land, there was a village known for its big harvests and kind-hearted people. In this village lived a young girl named Naomi. Naomi had thick, curly hair and twinkling eyes. Naomi also had an extraordinary gift – she could communicate with the stars. This is the tale of a journey that taught Naomi and her village importance of honesty.

One summer, a terrible drought hit the village. Crops died in the hot sun, and sadness filled the hearts of all the villagers. Desperate for a way to save their crops and their families, they turned to Naomi. Naomi asked the stars for help. The stars guided her to a hidden cave deep within the mountains, home to the ancient Rain Spirit.

On her way to the cave, Naomi met a mischievous fairy named Zippy. Zippy offered Naomi a magical gem that he said could control the rain. ‘If you take this gem, your village will never experience drought ever again.’ Zippy said, waving the gem in the air. Naomi thought about the power she would have if she took the gem. Naomi was tempted. But deep in her heart, she knew that honesty was the path to true harmony. Naomi thanked Zippy for his offer but said no. Instead, she chose to go to the Rain Spirit with honesty and respect.

In the cave, Naomi found a majestic being, shimmering with the colours of the rainbow. Naomi spoke from her heart, explaining the severe drought causing great sadness and suffering in her village. After seeing Naomi’s kindness and honesty, the Rain Spirit revealed that Zippy’s gem had been a test. Impressed by Naomi, the Rain Spirit agreed to grant rain to the village as a result of her honesty and respect. Suddenly, the skies darkened, and rain poured down onto the dry earth, reviving the crops and bringing joy to the villagers. Naomi’s belief in honesty had saved her village from despair.

As the rain poured down, Naomi’s hair turned silver like the pouring rain. From that day on, Naomi’s silver hair reminded the villagers of the power of honesty. They learned that true strength lies not in deceit or shortcuts but in embracing honesty and integrity.

Discuss	1. Who are the characters in this story? 2. Who is the supernatural or heroic character in the story? 3. What is the setting of this story? (When and where does it take place?) 4. What is the problem in this story? 5. What is the moral lesson taught in the story? 6. How do we know that this story is folklore? A legend?
Notes	Look at the notes below. If your learners have not copied these into their exercise books, they should do so now: Folklore – Legend a. Introduction: Introduce the characters, setting, and the problem or conflict. b. Character: Include a character who is superhuman or heroic. c. Plot development: Describe how the characters face challenges and make decisions to overcome them. d. Climax: Reach the most exciting part of the problem / conflict. e. Resolution: Provide a satisfying solution to the conflict. Make sure that the characters' actions have consequences. f. Moral Lesson: Include a clear message or lesson that the story teaches the reader. g. Conclusion: End the story by summarising the lesson learned and leaving a lasting impression on the reader.

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.

[illegible]

GRADE 6
TERM 4
WEEKS 1 & 2

T H E M E

HONESTY

TERM 4: WEEK 2



OVERVIEW

Theme	Honesty
Theme Vocabulary	honest, dishonest, force, dreaded, lie, felt, sorry, embarrassed, foolish, consequence, punishment, steal, harsh, deserve, mature, courage, benefit, reliable, attract
LSC	REVISE: Articles (a / an / the)
Comprehension Strategy	Make inferences
Writing Genre	Folklore – Legend
Writing Topic	Writes a legend with a lesson or moral about honesty



WEEK 2 MONDAY / DAY 1: PLANNING

Topic	Writes a legend with a lesson or moral about honesty	
Genre	Folklore – Legend	
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: <i>I need to think of a lesson I want to tell about honesty, and then come up with a creative legend to help teach this lesson. In a legend, a superhuman or heroic character helps other people. There are different ways we can be dishonest, like cheating, lying, ticking people, or not keeping a promise. Today, I am going to write a story where people learn they shouldn't trick other people. The superhuman hero in my story will save people in her city from being tricked by an evil witch.</i> 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.	
	Legend questions 1. Who is the main character? 2. What do we need to know about this character? 3. Who are the other characters in the story? 4. What is the setting of the story? (Where does the story happen?) 5. What is the conflict in the story? (What is the problem in the story?) 6. How is the conflict resolved? (How is the problem solved?) 7. What happens as a result this? 8. What is the lesson to be learned?	My legend 1. A girl named Lily 2. Superhuman, has wings and can fly, honest 3. An evil witch named Rose 4. A pretend city named Brightburg 5. Rose wanted to trick people and steal from them. 6. Lily confronts Rose. 7. Rose realises she should change her ways. 8. Honesty is important and good, people can change their ways

**Learners use the
planning strategy:****You do**

1. Tell learners to close their eyes and think of:
 - Their characters. This is a legend, so one of the characters should be superhuman or heroic!
 - The setting of their story.
 - The plot of their story (what happens in the story – the problem and the solution).
 - The lesson of the story.
2. Instruct learners to try to **visualise** their story like a movie in their mind!
3. Next, tell learners to **turn and talk** with a partner, to share their ideas.
4. Show learners the planning frame on the board and tell them to use this frame to plan their story, just like you did.
5. **Hand out exercise books.**
6. Tell learners they must write their own ideas – they must **not** copy your plan.
7. As learners work, walk around the room and hold mini-conferences.

My legend: Plan

1. A girl named Lily
2. Superhuman, has wings and can fly, honest
3. An evil witch named Rose
4. A pretend City named Brightburg
5. Rose wants to trick people and steal from them
6. Lily Confronts Rose
7. Rose realises she should change her ways
8. Honesty is important and good, people can change their ways



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



Song / Rhyme	Lyrics	Actions
	Tell the truth, do not lie	<i>Wave your index finger to say 'no'</i>
	Tell the truth, it will be alright	<i>Give a thumbs up</i>
	Tell the truth, it's the right thing to do	<i>Give a thumbs up</i>
	Tell the truth, they'll still love you	<i>Hug yourself tightly</i>
Theme Vocabulary	consequence, punishment, steal, harsh, deserve	

QUESTION OF THE DAY



Question	Which kind of dishonesty do you think deserves the harshest consequence?
Graph	3 columns
Options	cheating / lying / stealing

Follow-up questions



Question	How many learners think cheating deserves the harshest consequence?
Answer	__ learners think cheating deserves the harshest consequence.
Question	How many learners think lying deserves the harshest consequence?
Answer	__ learners think lying deserves the harshest consequence.
Question	How many learners think stealing deserves the harshest consequence?
Answer	__ learners think stealing deserves the harshest consequence.
Question	Which kind of dishonesty do most learners think deserves the harshest consequence?
Answer	Most learners think __ deserves the harshest consequence.
Question	Which kind of dishonesty do fewest learners think deserves the harshest consequence?
Answer	Fewest learners think __ deserves the harshest consequence.

Question	Which kind of dishonesty do you think deserves the harshest consequence?
Answer	I think cheating deserves the harshest consequence.
Answer	I think lying deserves the harshest consequence.
Answer	I think stealing deserves the harshest consequence.
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

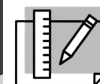
GROUP GUIDED READING (SMALL GROUP)

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

GETTING READY

- In this activity, you will split learners into small groups of 3-4 learners.
 - Each group will need a set of flashcards that say: **a / an / the**
1. Explain that today, we will revise using the articles 'a', 'an' and 'the' with nouns.
 2. Explain that we use **a / an** with **general** nouns.
 - For example: I'm hungry. I want a pizza. Can you see a pizza right now? **No?** That's why it's **a** pizza. I don't have a specific pizza in mind. I can't see it, and you can't see it. We don't know which pizza I'm talking about. It could be any pizza.
 - Remind learners that we use 'a' with words beginning with a consonant sound (like cake, map, tree)
 - Remind learners that we use 'an' with words beginning with a vowel sound (like owl, apple, insect). Remind learners that it is about the sound, not the spelling! For example the word 'hour' begins with a vowel **sound**, even though the first letter is not actually a vowel!
 3. We use **the** with **specific** nouns.
 - For example: [Give a blue pen to one of your learners] Lerato, can you pass me the blue pen? Can everyone see the blue pen? Yes? That's why it's **the** blue pen. I know which pen it is. I can see it, and you can see it. I'm talking about only this one specific pen, and we all know which pen I'm talking about!
 - We use *the* when there is **only one** of something. Examples include *the sun, the moon, the earth, the board, the teacher's desk* (if there is only one teacher in your classroom), etc...
 - We use *the* when it's the **second mention** of the noun. Even though we still can't see it, we know which one the speaker is talking about because it has been introduced. For example: I saw **a** movie last night. **The** movie was so boring that I fell asleep.
 4. Explain that today, we will play a game to practice using the correct articles!
 5. For this game, learners will be split into small groups. Each group will have a set of flashcards.
 6. Explain that you will say a sentence. Then the group must discuss and decide which article belongs in the sentence.

	- Demonstrate an example for learners, like: [Point to the board]. Say: This is __ board! - Explain that you will hold up the flashcard for the article you think is correct. - Hold up the flashcard: the. Explain that there is just one board in the classroom. I am pointing to it and you all know which specific board I am talking about. That is why we use 'the'.
LSC Ask learners for help: We do	- Split learners up into groups of 3-4 learners. - Give each small group a set of articles flashcards. - Explain that each group must assign one person to be in charge of the flashcard. - Ask learners to identify the correct article for the following sentence: I want to eat __ sandwich. - Help make sure all the learners hold up a flashcard for the article 'a' - Explain that we use 'a' here because we can't see the sandwich – it is not a specific sandwich! - Make sure all the learners know the instructions for the game.
LSC Pair Work: You do	- Go through the following sentences. Give learners time to discuss in their groups and decide on the flashcard. - Look around at all the flashcards. Help correct any mistakes the learners make as you go! <i>[Hold up a book for learners to see] Can you see __ book? (We use 'the' here because you can see the book I am talking about! It is a specific book.)</i> I will buy __ dog for my children. <i>(We use 'a' here because you don't know which dog I want to buy! We would use "the" only if I was pointing to a specific dog, or showing you a picture of the exact dog I want to buy.)</i> I must go speak to __ Principal. <i>(We use 'the' because there is one principal in our school. We are talking about a specific person.)</i> I want to play with __ friend. <i>(We use 'a' because you do not know which friend I want to play with, and I have more than one friend.)</i> She has __ computer at home. <i>(We use 'a' because there are lots of computers. She has one, general computer and we don't know which one.)</i> <i>[Call up a learner to the front of the room. Point to a desk.] He /she must sit in __ desk.</i> <i>(We use 'the' because I have pointed to a specific desk. We all know the desk the learner must sit in.)</i>

WRITING



Writing Plan

Before class begins, rewrite the planning frame and your completed model plan on the board:

Legend questions	My legend
- Who is the main character? - What do we need to know about this character? - Who are the other characters in the story? - What is the setting of the story? (Where does the story happen?) - What is the conflict in the story? (What is the problem in the story?) - How is the conflict resolved? (How is the problem solved?) - What happens as a result this? - What is the lesson to be learned?	- A girl named Lily - Superhuman, has wings and can fly, honest - An evil witch named Rose - A pretend city named Brightburg - Rose wanted to trick people and steal from them. - Lily confronts Rose. - Rose realises she should change her ways. - Honesty is important and good, people can change their ways

Writing frame

- Next, tell learners that they must turn each point in their plan into a sentence.
- They must also arrange the sentences into 3-4 paragraphs.
- Write the following frame on the chalkboard, and explain it to learners:

Paragraph One: Beginning

This paragraph includes an introduction. It introduces the characters, the setting, and the background knowledge we need know about the characters.

Points 1-4

Paragraph Two and Three: Middle

This is when we learn that there is some kind of problem. We learn about the problem. We see the problem get worse and worse, until finally it reaches the worst point! Then, we see how the problem is solved.

Points 5-6

	Paragraph Four: Ending <i>This is about what happens as a result of the problem in the story. We learn the lesson or moral of the story!</i> Points 7-8
Draft	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a story using the frame. 4. Instruct learners to write the date and heading: Folklore – Legend: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. 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.

My legend: Draft The battle of the flowers

The City of Brightburg was ~~special~~^{special}. The sun always shone brightly and made people happy. One person was a girl named Lily. Lily was also ~~special~~^{special} because she had superhuman powers. She had wings and could fly. Lily was a kind and honest girl.

But also living in the city was an evil witch called Rose. Rose was mean and lonely. She only went out when she needed something. Rose waited to see someone alone. ~~When she went and spoke to them and she made like she was~~ ^{then she went and spoke to them and she pretended to be} a kind, old lady. ~~Then she kicked them and made them~~ ^{used her magic to freeze them} ~~her magic and took their money.~~ ^{with.}

Rose saw what evil Lily was doing. She waited for Rose to rob someone. Then she flew down. "Rose stop! I see you! Stop robbing people - you have money." ~~"Fad Lily."~~ ^{"But I like to see people,"} answered Rose. ~~"I will still see you"~~ ^{"I can be your friend."} said Lily.

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
	Tell the truth, do not lie	<i>Wave your index finger to say 'no'</i>
	Tell the truth, it will be alright	<i>Give a thumbs up</i>
	Tell the truth, it's the right thing to do	<i>Give a thumbs up</i>
	Tell the truth, they'll still love you	<i>Hug yourself tightly</i>
Theme vocabulary	mature, courage, benefit, reliable, attract	



QUESTION OF THE DAY

Question	What do you think is the biggest benefit of being an honest person?
Graph	4 columns
Options	Being honest attracts other honest people to you / Being honest makes it easy for others to trust you / Being honest shows you are mature / Being honest shows you have courage



Follow-up questions

Question	How many learners think the biggest benefit is that being honest attracts other honest people to you?
Answer	__ learners think the biggest benefit is that being honest attracts other honest people to you.
Question	How many learners think the biggest benefit is that being honest makes it easy for others to trust you?
Answer	__ learners think the biggest benefit is that being honest makes it easy for others to trust you.
Question	How many learners think the biggest benefit is that being honest shows you are mature?
Answer	__ learners think the biggest benefit is that being honest shows you are mature.
Question	How many learners think the biggest benefit is that being honest shows you have courage?
Answer	__ learners think the biggest benefit is that being honest shows you have courage.

Question	What do most learners think is the biggest benefit of being an honest person?
Answer	Most learners think the biggest benefit is that ___.
Question	What do fewest learners think is the biggest benefit of being honest?
Answer	Fewest learners think the biggest benefit is that ___.
Question	What do you think is the biggest benefit of being an honest person?
Answer	I think the biggest benefit is that being honest attracts other honest people to you.
Answer	I think the biggest benefit is that being honest makes it easy for others to trust you.
Answer	I think the biggest benefit is that being honest shows you are mature.
Answer	I think the biggest benefit is that being honest shows you have courage.
INDEPENDENT WORK	
Personal dictionaries	1. Instruct learners to add 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. Does my legend have at least 3 paragraphs? 2. Do I have an introduction that tells about the characters and the setting? 3. Does my legend include a character with superhuman power? 4. Does my legend have a conflict and a resolution? 5. Does my story include a character who is learns a lesson? 6. Did I try to spell all words correctly? 7. Does each sentence begin with a capital letter? 8. Does each sentence end with proper punctuation? 9. Do my sentences have proper subject-verb agreement (concord)?
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 story sound more interesting. Explain that learners may begin to publish when they are finished editing.
Publish	1. Explain that in the final draft, learners must give their legends a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their draft, correcting any mistakes. 4. Instruct learners to rewrite a neat and edited copy of their draft under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement. 6. Collect all the learners' published stories.
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.



My legend: Final The battle of Lily and Rose

The City of Brightburg was special. The sun always shone brightly and made people happy. One person was a girl, named Lily. Lily was also special because she had wings and could fly. Lily was a kind and honest girl. But Brightburg also had an evil side. There was an evil, mean old witch called Rose who lived in the city.

Rose was too mean and lonely. She only went out of her dark house when she needed something. Then, she waited until she saw someone alone. She made herself look like a kind old lady and she went to and spoke to them. The all of a sudden she used her magic to freeze them, and she stole their money and things!

One day, Lily saw what evil Rose was doing. She waited for Rose to rob someone and then she flew down and saved them!

"Rose stop!" shouted Lily. "I see you. Stop robbing people!"

"But I like to see people," said Rose. "No one wants to be friends with me."

"I will be friends with you," said Lily, "but you must change." Rose realised she must change. She stopped tricking people and robbing them. She was kind to people and they started to be kind to her.

HONESTY is important and people CAN CHANGE!

**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.

GRADE 6

TERM 4

WEEK 2

FRIDAY

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.

GRADE 6
TERM 4
WEEKS 3 & 4

T H E M E
GAMES AND ACTIVITIES

TERM 4: WEEK 3



OVERVIEW

Theme	Games and Activities
Theme Vocabulary	instructions, column, row, divide, label, step-by-step, materials, attach, kite, clear (like giving a clear and easy to follow instruction)
LSC	Present perfect tense
Comprehension Strategy	Make evaluations
Writing Genre	Write a summary of an instructional text
Writing Topic	Read the instructions for how to play 'Kick the Can'. Then, write a summary that shows your understanding of the game.
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: a set of instructions from a game. 4. Try to find some visual materials for your classroom, for example: pictures of different games, or bring different games to display in your classroom. 5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.



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

INTRODUCE THE THEME

Picture	1. Tell learners to turn to DBE Workbook 2 page 86 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 / Poem	Lyrics	Actions
	Play a game or fly a kite	<i>Pretend to fly a kite</i>
	Things to do at day or night	<i>Hold up one hand, then the other hand</i>
	General Knowledge is such fun	<i>Smile and nod your head</i>
	Even if I have not won!	<i>High five a friend</i>
Theme vocabulary	instructions, column, row, divide, label	



QUESTION OF THE DAY

Question	How do you like learning to play new games?
Graph	3 column graph
Options	I like to read the instructions / I like it when someone explains the instructions / I like to watch and learn



Follow-up questions

Question	How many learners like to read the instructions?
Answer	___ learners like to read the instructions.
Question	How many learners like it when someone explains the instructions?
Answer	___ learners like it when someone explains the instructions.
Question	How many learners like to watch and learn?
Answer	___ learners like to watch and learn.

Question	How do most learners like learning to play new games?
Answer	Most learners like ____.
Question	How do fewest learners like learning to play new games?
Answer	Fewest learners like ____.
Question	How do you like learning to play new games?
Answer	I like to read the instructions.
Answer	I like it when someone explains the instructions.
Answer	I like to watch and learn.
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 a procedural text: **How to prepare for the game General Knowledge!**

1. Explain that today, learners will listen to a procedural text. They will then follow the instructions of the text!
2. **Learners must not talk to each other and must try to do this by themselves.**
3. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
4. **Hand out two pieces of A4 paper to learners.**
5. **Instruct learners to take out a pen or pencil.**
6. Explain that now, you will read the text and learners must listen and FOLLOW the instructions.
7. **SECOND READ:** Read the text out loud to learners. As you read, learners must do what the instructions tell them to do!
8. **THIRD READ:** If needed, you may read the text again for learners to check their work.
9. At the end of the activity, collect learners' papers to see how well they listened and followed the instructions.

LISTENING TEXT

General knowledge is a fun and simple game that you can play with two or more players.

What you will need:

- Each player must have two pieces of A4 paper
- Each player must have a pencil or pen

Getting ready:

1. First, make your 'Column Page':
 - a. Turn your piece of paper sideways (landscape)
 - b. Divide your paper into five columns – draw lines to make the columns
 - c. Draw a row across the top of the page for headings
 - d. Label the first column 'Boys' Names'
 - e. Label the second column 'Girls' Names'
 - f. Label the third column 'Foods'
 - g. Label the fourth column 'Animals'
 - h. Label the fifth column 'Total'

2. Next, make your 'Letter Page':

- Divide the spare piece of paper into 4 rows and 7 columns.
- Then, write one letter of the alphabet in each block.
- Write the letters in any order – fill in a letter into any block you like.
- You should have 2 empty blocks on the page.

3. Now you are ready to play!

Your learners' papers should look like this:

COLUMN PAGE

Boys' Names	Girls' Names	Foods	Animals	Total

LETTER PAGE

a	t	u	h	v	c	o
k	l	b		w	n	g
e	r	p	i	d	z	
s	x	q	j	y	f	m



WEEK 3: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, allow learners to play the game: General Knowledge.
2. Remember, they prepared for the game in the LISTENING LESSON on Monday.

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Each learner must have their COLUMN PAGE and a pen.
3. The group only needs one LETTER PAGE.
4. Play as follows:
 - a. Learner 1 chooses a letter from the LETTER PAGE and crosses it out.
 - b. Every learner must then fill in a word for each column on the COLUMNS PAGE.
 - c. For example, if the learner chose the letter 'A', she could write:

Boy's Names	Girl's Names	Foods	Animals	Total
Andile	Anne	Apple	Antelope	

- d. As soon as the first person is finished, they say: TIME UP!
- e. Everyone must then stop and they score as follows:
 - If you didn't write anything in the column, you get 0
 - If someone else wrote the same word as you, you get 5
 - If no-one else wrote the same word as you, you get 10
- f. Fill in your scores as follows:

Boy's Names	Girl's Names	Foods	Animals	Total
Andile 5	Anne 5	Apple 5	Antelope 10	25

- g. Then, the next learner chooses a letter and crosses it out, and the next round begins.
- h. At the end, learners add up all their scores to see who wins.

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW



Sounds	/oy/ /oi/ /ar/												
Activity	1. Write the following sounds on the chalkboard: oy, oi and ar 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Explain that the sounds /oy/ and /oi/ sound the same, but we always use /oy/ at the end of a word, and /oi/ in the middle of a word. For example: enjoy boil 4. Write the following words on the chalkboard and sound each word out as follows: a. /t/ - /oy/ = toy b. /c/ - /oi/ - /n/ = coin c. /p/ - /ar/ - /t/ = part 5. Ask learners to sound out and read each word after you. 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	Write the following table on the chalkboard: <table><tr><td>oy</td><td>oi</td><td>ar</td></tr><tr><td>b</td><td>l</td><td>c</td></tr><tr><td>j</td><td>n</td><td>t</td></tr><tr><td>ea</td><td>a</td><td>ch</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: boy or start 5. Possible words (this is not a complete list): boy, toy, coy, joy, coin, join, art, chart, cart, tart, nab, tab, each, beach, teach, etc.	oy	oi	ar	b	l	c	j	n	t	ea	a	ch
oy	oi	ar											
b	l	c											
j	n	t											
ea	a	ch											



WEEK 3: TUESDAY / DAY 2: PRE-READING

Title	<i>Go and fly a kite</i>
Text Location	DBE Workbook 2 page 86

PRE-READING 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: ***Go and fly a kite***
4. Remind learners that a verb is an action word. Explains sometimes verbs are written in a way to tell us what to do / give us instructions.
5. Instruct the learners to scan the text for the verbs in the text. Instruct them to underline the verbs.
6. Give learners 1 minute to scan the text.
7. Ask learners: What kind of verbs did you find in the text? What do these verbs help us understand about the text?
8. Explain that these words tell us the actions we must complete to carry out this task. A procedural text is all about that!
9. Instruct learners to think about the pictures, title and the underlined words in the text.
10. Ask learners predictive questions:
 - a. What do you think this will teach you how to do? Why? (What evidence do you have?)
 - b. Who do you think this text might have been written for?
 - c. Do you think you will enjoy reading this text? Why or why not?
11. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	Play a game or fly a kite	<i>Pretend to fly a kite</i>
	Things to do at day or night	<i>Hold up one hand, then the other hand</i>
	General Knowledge is such fun	<i>Smile and nod your head</i>
	Even if I have not won!	<i>High five a friend</i>
Theme Vocabulary	step-by-step, materials, attach, kite, clear (like giving a clear and easy to follow instruction)	

QUESTION OF THE DAY



Question	How do you feel about following instructions to make a kite?
Graph	2 column graph
Options	I think it will be clear and easy. / I think it will be confusing and difficult.

Follow-up questions



Question	How many learners think it will be clear and easy?
Answer	___ learners think it will be clear and easy.
Question	How many learners think it will be confusing and difficult.
Answer	___ learners think it will be confusing and difficult.
Question	How do more learners feel about following instructions to make a kite?
Answer	More learners feel ___.
Question	How do fewer learners feel about following instructions to make a kite?
Answer	Fewer learners feel ___.
Question	How do you feel about following instructions to make a kite?
Answer	I think it will be clear and easy.
Answer	I think it will be confusing and difficult.

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.
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**Homework**

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

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

Title	<i>Go fly a kite</i>
Text Location	DBE Workbook 2, Page 58
Text	Think Aloud: First Read
You need: • A large plastic bin bag • Two wooden dowels or thinly cut bamboo sticks (one should be 60cm long, the other 50 cm long) • Scissors • Thin fishing line • Ruler • Plastic bag ties • Clear sticky tape • Streamers and permanent markers for additional decoration	I wonder why this list is here? I think that if I do not have all of these materials, I will not be able to complete the steps below.
Instructions 1. Cut open a dustbin bag to form a flat plastic sheet.	I wonder which materials I need for this step? Oh! I need dustbin bag and scissors to cut!
2. Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a “T” or a cross shape. Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.	I wonder which materials I need now? Oh! I need my wooden sticks, a ruler to measure 15 cm, and a marker to make a mark! Then I will need string or plastic bag ties to tie my sticks together.
3. Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T- shape. It should look like a diamond. Cut the plastic 5cm wider than your diamond pattern.	I see that to complete this step, I need the plastic sheet and the kite frame I have made! I wonder if I will ever attach them together?

4. Tie the fishing line at the top of the kite frame at A and then pull it tightly from A to B to C to D . Then tie another piece of string from B to D , pulling it so that the kite frame curves inwards.	I wonder why there are the bold letter A, B, C and D here? Oh! I see the diagram of the kite (page 59). I see the same letters on each point of the kite. The letters here must match the letters there!
5. Lay the frame on the plastic diamond shape and fold the edges over the stick frame and tape it down.	Now everything I have made is coming all together – I am finally attaching everything using tape!
6. Turn the kite over and decorate it using your markers.	I wonder how I should decorate my kite? I make the judgement that I can decorate it any way I like!
7. Cut a piece of string 50 cm long. Poke holes in the top (20 cm from A) and bottom (20 cm from C) of the kite and tie the string in a knot in the top and bottom holes. Then tie on the rest of your string to the middle of the string.	I wonder why I do this? It is not clear to me which part of the kite I am making here?
8. Tape the streamers to the bottom of the kite at A to make a tail for the kite.	I make the evaluation that there is no specific length the tail must be as the instructions just say 'tape the streamers'.
9. Hold the kite up and run against the wind holding tightly onto the kite string. Keep your kite away from power lines and trees.	I wonder why this step doesn't have a number? Oh! It must be because this isn't about making the kite – the kite is already made!
Follow up questions	Responses
What materials do you need to make the kite frame ?	Sticks, a marker, a ruler, and string or plastic bag ties.
When must you use the plastic bag ties?	When you attach the two sticks together, in step 2.

Why question	Possible response
Would you like to use these instructions to make a kite of your own? Why or why not?	<i>This is an opinion / evaluation question.</i> <i>Learners may say yes or no – there is no right or wrong answer. They must give a reason for their opinion, like:</i> • Yes, I would like to use these instructions to make a kite, because then I would have a new toy to play with. • No, I would not like to make this kite because I don't think flying a kite looks like fun.

Introduce the LSC in context

1. Explain to learners that this cycle, they will be learning about: **Present perfect tense**
2. Point out the following example of this:
'I have learned how to make a kite.'
3. Introduce this LSC as follows: *We use the present perfect tense to talk about actions that started in the past but are connected to the present. For example, when we say 'I have learned how to make a kite,' we are using the present perfect tense to show a finished action that began sometime in the past.*

WEEK 3: THURSDAY / DAY 4: SECOND READ

2

Title	<i>Go fly a kite</i>	
Text Location	DBE Workbook 2 page 58	
Text		Think Aloud: Second Read
You need: • A large plastic bin bag • Two wooden dowels or thinly cut bamboo sticks (one should be 60cm long, the other 50 cm long) • Scissors • Thin fishing line • Ruler • Plastic bag ties • Clear sticky tape • Streamers and permanent markers for additional decoration		This list helps make the directions clear and easy to follow. It tells me exactly what I will need before I begin!
Instructions 1. Cut open a dustbin bag to form a flat plastic sheet.		I make the evaluation that this is a very clear, and easy to understand step!
2. Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a “T” or a cross shape. Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.		A procedural text is meant to break things down for me, step by step. When I evaluate this step, I see that there are two separate things happening here: measuring and then tying. I make the evaluation that this should actually be two separate steps.
3. Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T- shape. It should look like a diamond. Cut the plastic 5cm wider than your diamond pattern.		When I evaluate this step, I see that there are two separate things happening here: outlining and then cutting. I make the evaluation that this should actually be two separate steps.

4. Tie the fishing line at the top of the kite frame at A and then pull it tightly from A to B to C to D . Then tie another piece of string from B to D , pulling it so that the kite frame curves inwards.	I make the evaluation that using a diagram with letters can help make the instructions clearer for the readers. The picture with letters (diagram) makes this step easy to follow!
5. Lay the frame on the plastic diamond shape and fold the edges over the stick frame and tape it down.	I make the evaluation that this is a very simple and clear step.
6. Turn the kite over and decorate it using your markers.	I make the evaluation that this is a very simple and clear step.
7. Cut a piece of string 50 cm long. Poke holes in the top (20 cm from A) and bottom (20 cm from C) of the kite and tie the string in a knot in the top and bottom holes. Then tie on the rest of your string to the middle of the string.	When I evaluate this step, I see that there are two separate things happening here: cutting and then tying. I make the evaluation that this should actually be two separate steps.
8. Tape the streamers to the bottom of the kite at A to make a tail for the kite.	I make the evaluation that there is no specific length the tail must be as the instructions just say 'tape the streamers'.
9. Hold the kite up and run against the wind holding tightly onto the kite string. Keep your kite away from power lines and trees.	I make the evaluation that making your kite isn't too difficult, if you have all the things you need!
Follow up questions	Responses
What must you do after taping the sticks to the plastic sheet?	You must turn the kite over and decorate it.
Why are the letters A, B, C, D used in the text (capitalized and in bold)?	Because they are the letters from the diagram / picture.
Why question	Possible response
Do you think these instructions are clear and easy to follow? Why or why not?	<i>This is an opinion / evaluation question.</i> <i>Learners may say yes or no – there is no right or wrong answer. They must give a reason for their opinion, like:</i> • Yes, I think these instructions are simple and easy to follow, because they tell me everything I need to do.

- I think these instructions could be broken down into smaller steps. Therefore, I think the steps could be clearer!
- No, I feel confused after reading these steps. I don't think it is easy to follow them to actually make a kite.

Development of learners' own questions

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 3: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY



MAKING EVALUATIONS

Modelling: I do

1. Explain that this week, we have been working on **making evaluations**. This week we have been evaluating a procedural text. Procedural texts are meant to be very clear and easy to follow.
2. Explain that when we make an evaluation, we make a judgement about the text. Today we will practice making evaluations about how clear and easy to follow the text is. We will come up with ideas for improving the text!
3. Instruct learners to turn to the text of the week.
4. Read out loud while learners follow along: (Step 2)
5. Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a "T" or a cross shape. Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.
6. Explain that you will make an evaluation about how clear and easy to follow this step is. Then you will think about how the step could be improved, to be clearer and easier to follow.
7. Model how to make an evaluation about how clear the step is, like:
 - a. I see that there are two separate things happening here: measuring and then tying. I make the evaluation that this should actually be two separate steps.

	8. Model how to make a suggestion for improving the text, like: The step could be split like this: - Measure 15 cm down on the long stick at the mark. Place the short stick at the mark and form a “T” or a cross shape. - Tie the sticks together using string and/or the plastic bag ties. This is the kite frame.
Work with learners: We do	- Explain that now, we will make an evaluation together to practice. We will think about the next step. - Read out loud while learners follow along: (Step 3) <i>Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T- shape. It should look like a diamond. Cut the plastic 5cm wider than your diamond pattern.</i> Ask learners: Do you think this text is clear and easy to follow? Why or why not? - Listen to learners’ ideas, like: <i>This step confuses me because I don’t know if I am meant to use the plastic sheet from step 1 or if I am meant to use a new plastic bag.</i> <i>This step isn’t that clear because I don’t know if I am supposed to use the ruler to just draw, or if I am meant to measure something.</i> <i>This step includes drawing and cutting. I think it is actually two steps!</i> Ask learners: How do you think we could improve this step to make it clearer or easier to follow? - Listen to learners’ ideas, like: - I think the words ‘plastic bag’ should be changed to ‘plastic sheet’. - I think that a diagram would make it more clear what I must do. - I think the step should be split into two: <i>Put the sticks down on the plastic bag and use your ruler to draw a line around the frame from the top stick to the side and then down to the bottom point. Use your ruler to continue the outline on the side of the T- shape. It should look like a diamond.</i> <i>Cut the plastic 5cm wider than your diamond pattern.</i>

Pair Work: You do	1. Explain that now, learners will make their own evaluation about the text. 2. Read out loud while learners follow along: (Step 7) <i>Cut a piece of string 50 cm long. Poke holes in the top (20 cm from A) and bottom (20 cm from C) of the kite and tie the string in a knot in the top and bottom holes. Then tie on the rest of your string to the middle of the string.</i> 3. Ask learners: What evaluation can you make about how clear or easy to follow this step is? 4. Ask learners: How do you think this step could be improved to be clearer or easier to follow? 5. Instruct learners to turn and talk and discuss this with a partner. 6. After 3-5 minutes, call learners back together. 7. Call on a few learners to share their evaluations. Discuss the evaluations that learners make, like: a. I think this step is very confusing. I don't know if the string is meant to be in the front of the kite or in the back of the kite. b. I don't know what they mean by 'the rest of my string'. c. Perhaps if there was a picture or diagram included, that would help me know exactly what I was supposed to do.
Notes	1. Look at the notes below. If your learners have not copied these into their exercise books, they should do so now. <u>Make evaluations</u> Form opinions based on what is happening in the text. I must: • Think about what a character does or says. • Decide what I think about this! Develop an opinion. • Think about the text as I go and look for evidence that my judgement is correct (or incorrect!) 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 3: FRIDAY / DAY 5: POST-READING

Title	<i>Go and fly a kite</i>
Text Location	DBE Workbook 2 page 58

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 evaluation** about the text. This means we will be making a judgement about the text.
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. **I think this text was written to...**
 - c. **One thing I liked about this text was...**
 - d. **One thing I didn't like about this text was...**
 - e. **I think this text is / isn't useful to me 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** *how to build you own kite.* **I think this text was written to** *give me step-by-step instructions so that I can learn how to make a kite at home or at school.* **One thing I liked about this text** *was that it teaches me to make a kite.* **One thing I didn't like about this text** *was that it only included one picture. I think it could have been clearer with more pictures.* **I think this text is useful to me because** *I want to try to fly a kite of my own!*

WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE



TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
SUMMARY OF A PROCEDURAL TEXT (INSTRUCTIONS)	To summarise a description of how something is done through a series of sequenced steps	A procedural text must include the following: 1. Objective: a statement of what is to be achieved, e.g. How to make a cover for a portfolio 2. Materials/ equipment needed listed in order, e.g. Large sheet of art paper, paints, etc. 3. Sequenced steps to achieve the objective, e.g. First, paint a blue background on the paper. 4. May have accompanying visual text, e.g. storyboard, diagrams, etc.	A procedural text must be written as follows: • Written in the imperative, e.g. Paint a blue background... • In chronological order, e.g. First... next... • Use of numbers and bullet points to signal order • Is written for an unnamed person, rather than a specific individual • Expressions of cause and effect

Introduce the genre	1. Explain that this cycle, learners will write a summary of a procedural text. 2. Explain that a procedural text is written for a specific purpose: to tell someone how to do something. This includes: a. The objective b. The materials needed c. Preparation d. A set of step-by-step instructions of what to do 3. Explain that when we write a summary of a procedural text, we must say: • What the objective is • What is needed • What needs to be done • If the procedure is clear and easy to use
----------------------------	--

Read the sample text

PROCEDURAL TEXT**Simon Says**

Objective: To not make any movements unless the leader of the game says: Simon says

What is needed to play:

1. A leader who is called: Simon
2. More than 4 children as players

Getting ready to play:

1. First, choose one player to be the leader.
2. Second, the other players must stand around the leader.

Playing the game:

1. The leader calls out instructions for the players to do different movements.
2. Players must only move if the leader first says, "Simon says".
3. For example, "Simon says touch your nose," or "Simon says shake like a leaf."
4. Then, the players must perform the action.
5. If the leader does not say "Simon says" before giving instruction, any player who performed the activity is out!

How to win:

The winner is the last player to be playing the game, when everyone else is out.

SUMMARY OF PROCEDURAL TEXT

The objective of this game is to not move unless the leader says: 'Simon Says'. To play this game you need a leader, who is called Simon, and four or more players. The leader must call out different movements, but the players must only move if the leader first says: Simon says. If players move when they shouldn't, they are out. The winner is the last player who is still in the game. The instructions to this game are clear and easy to use. Giving a list of actions could make the game easier to play.

Discuss

1. How is a procedural text laid out? What are the text features?
2. How is the summary laid out?
3. Does the summary give you a clear idea of the instructions?
4. Why or why not?

Notes

1. Tell learners to open their exercise books and write down the
2. following heading and notes:

Summary of a Procedural Text

In a summary of a procedural text, I must:

- a. Write the objective
- b. Write what is needed
- c. Write an overview of what must be done
- d. Say whether the instructions are clear and easy to follow
- e. Say what can be done to make the instructions easier to follow

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.

NOTES

[illegible]

GRADE 6
TERM 4
WEEKS 3 & 4

T H E M E

GAMES AND ACTIVITIES

TERM 4: WEEK 4



OVERVIEW

Theme	Games and activities
Theme Vocabulary	instructions, column, row, divide, label, step-by-step, materials, attach, kite, clear (like giving a clear and easy to follow instruction), seeker, hider, guard, tag, protect, lucky, round, score, total, points
LSC	Present perfect tense
Comprehension Strategy	Make evaluations
Writing Genre	Write a summary of an instructional text
Writing Topic	Read the instructions for how to play 'Kick the Can'. Then, write a summary that shows your understanding of the game.



WEEK 4: MONDAY / DAY 1: PLANNING

Topic	Read the instructions for how to play 'Kick the Can'. Then, write a summary that shows your understanding of the game.	
Genre	Write a summary of an instructional text	
Planning Strategy	List	
Model the planning strategy: I do	1. Introduce the writing topic. 2. Explain to learners that this week's task is a little different, because they must all write about the same topic this week. 3. Explain that they are going to have to write a summary of the instructions given for playing: 'Kick the Can'. 4. Tell learners to turn to the WRITING TEXT in their Learner Books: How to play 'Kick the Can'. 5. Read through the text and explain anything that the learners may not understand. 6. Have the planning frame written on one side of the chalkboard. 7. Explain that by answering the questions in the list, we can plan our writing. 8. Go through each question, and ask the learners: Where will I find this information? 9. Ask different learners to answer each question aloud. 10. Do not answer the questions – this is what the learners will be doing for the writing task.	
	Summary questions 1. What is the objective of this procedure? 2. What materials are needed for this procedure? 3. What must be done to get started on the procedure? 4. What steps must be taken to do the procedure?	Where will I find this information? 1. At the beginning of the text, under a heading like: objective, goals or aim 2. Near the beginning of the text, under a heading like: what you will need, materials, ingredients, etc. 3. Near the beginning of the text, under a heading like: getting started, how to start, preparation, etc. 4. The body of the text, usually written in point form with numbers or bullets.

	5. Is this procedure clear and easy to follow? 6. What can be done to make the procedure easier to follow?	5. Own opinion - not in text. 6. Own opinion – not in text.
Learners use the planning strategy: You do)	1. Once you have read and explained the text and the questions, tell learners to turn and talk with a partner. 2. Tell them to try and answer the questions together, and to make notes of their answers in their exercise books. 3. Hand out exercise books. 4. As learners work, walk around the room and hold mini-conferences.	

PROCEDURAL TEXT: How to play 'Kick the Can' (In Learner Book)

Objective: The objective of the game is for the **seeker** to find and tag all the **hiders** before they can kick the can. The **can guard** helps the seeker by protecting the can.

Number of Players: A group of 5 or more players.

Materials:

1. An empty can (preferably a metal can) that can be easily kicked.
2. A large outdoor playing area with plenty of hiding spots.
3. A 'jail area', near to the can.

Game Setup:

1. There are **two teams** in this game - start by choosing the teams.
2. **Team 1** has one player as the **seeker** and another player as the **can guard**.
3. **Team 2** are the **hiders** – all the rest of the players.
4. Place the **empty can** in the centre of the playing area.

How to play:

The seeker's job

1. The seeker stands next to the can and closes their eyes.
2. The seeker counts aloud up to 50 to give the hiders time to find hiding spots.
3. While the seeker is counting, the hiders run and find hiding spots within the playing area.
4. Once the seeker finishes counting, he or she must shout, '**Ready or not, here I come!**'
5. Then, the seeker must start looking for the hiders.
6. The seeker's job is to find and tag the hiders before they can kick the can.

The can guard's job

1. The can guard's job is to stand on the outside of the playing area and watch the can.
2. If the can guard sees a hider running towards the can, they must run to the can and try to touch it first.
3. If the can guard gets to the can first, the hider must go and sit in the jail area.
4. If a hider is found by the seeker, they must go and sit in the jail area.

How to win

1. If a hider can reach the can without being tagged by the seeker, they must kick the can and shout, '**Kick the can!**'
2. This frees all the hiders from jail, and **the hiders win the game!**
3. If the seeker finds all the hiders and puts them in jail, then **the seeker and the can guard win the game!**
 - *After a round ends, the players can switch roles, allowing everyone to take turns being the seeker, can guard, and hiders.*

**Be careful – players may not touch each other when running for the can.
Remember to have fun and enjoy the game of Kick the Can!**



WEEK 4: MONDAY / DAY 1: GROUP GUIDED AND INDEPENDENT PAIRED 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 4: TUESDAY / DAY 2: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	Play a game or fly a kite	<i>Pretend to fly a kite</i>
	Things to do at day or night	<i>Hold up one hand, then the other hand</i>
	General Knowledge is such fun	<i>Smile and nod your head</i>
	Even if I have not won!	<i>High five a friend</i>
Theme Vocabulary	seeker, hider, guard, tag, protect	

QUESTION OF THE DAY



Question	Would you rather be the seeker or hider in a game?
Graph	2 columns
Options	the seeker / the hider

Follow-up questions



Question	How many learners would rather be the seeker?
Answer	___ learners would rather be the seeker.
Question	How many learners would rather be the hider?
Answer	___ learners would rather be the hider.
Question	What would more learners rather be?
Answer	More learners would rather be ___.
Question	What would fewer learners rather be?
Answer	Fewer learners would rather be ___.
Question	What would you rather be?
Answer	I would rather be the seeker.
Answer	I would rather be the hider.

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 4: TUESDAY / DAY 2: GROUP GUIDED AND INDEPENDENT PAIRED READING

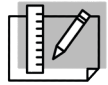
GROUP GUIDED READING (SMALL GROUP)

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 4: WEDNESDAY / DAY 3: LSC AND DRAFTING



LSC

Present perfect tense

LSC

Modelling: I do

When do we use it?

1. Explain that today we will learn about the present perfect tense.
2. Give learners an example of the present perfect tense, like: *We have played Rummy together as a family since I was little.*
3. Explain that we use the present perfect tense to talk about actions which started in the past but are connected to the present.
4. For example, we say: *We have played Rummy together as a family since I was little.*
5. Explain that there are a few other reasons we use the present perfect tense:
 - a. Finished actions that have a result or effect even now, like: I have lost my keys!
 - b. Recently completed actions, like: I have just finished reading.
 - c. Actions that are unfinished. Actions that began in the past but are still happening now, like: I have lived in East London my whole life.
 - d. Multiple actions at different times, like: I have seen my friend Carla three times this week.
 - e. Life experiences and accomplishments, like: I have been to the Kruger National Park!
 - f. Changes over time, like: I have become healthier this year.

How do we use it?

1. Remind learners that a contraction is when we put two words together using an apostrophe, like: do not = don't / was not = wasn't
2. Explain that we use the present perfect tense in the positive form like this:

subject	has / have	past participle	contraction
I	have	learned	I've learned
you	have	learned	You've learned
he / she / it	has	learned	He's / She's / It's learned
we	have	learned	We've learned
they	have	learned	They've learned

3. Explain that we use the present perfect tense in the negative form like this:

subject	has / have + not	past participle	contraction
I	have not	learned	I've not learned I haven't learned
you	have not	learned	You've not learned You haven't learned
he / she / it	has not	learned	He's / she's / it's not learned He / she / it hasn't learned
we	have not	learned	We've not learned We haven't learned
they	have not	learned	They've not learned They haven't learned

4. Explain that we often use the present perfect tense to ask questions. When we ask questions, we form them like this:

POSITIVE:

has / have	Subject	past participle	contraction
has	she	learned	Has she learned?
have	you	learned	Have you learned?

Sharing

1. Hand out pieces of chalk to as many learners as possible.
2. Instruct the learners to write one of their sentence on the board.
3. Call learners back together. Read the sentences that have been written on the board.
4. Help learners to correct any mistakes in the sentences.

Explain that we would use the present perfect tense in the negative form if we expected something of someone, and are surprised to find out the opposite is true, like:

NEGATIVE:

has / have + not	Subject	past participle	contraction
Hasn't	she	learned	Hasn't she learned?
Haven't	you	learned	Haven't you learned?

LSC

Ask learners for help: We do

1. Explain that next, we will try to think of some questions we can ask our classmates about their life experiences and accomplishments. We will need to write the questions in the present perfect tense.
2. Brainstorm some questions together with learners, like:
 - a. Have you travelled to Johannesburg?
 - b. Have you ever been on an airplane? (been is the past participle for the verb 'to be')
 - c. Have you cooked pap?
 - d. Have you watched a movie at the cinema?
 - e. Have you shopped at the mall?
3. Next, call on different learners to answer these questions, like:
 - a. Yes, I've travelled to Johannesburg.
 - b. No, I haven't been on an airplane.
 - c. Yes, I've cooked pap.
 - d. No, I haven't been to the cinema.
 - e. Yes, I've shopped at the mall.

LSC

Pair Work: You do

1. Explain that now, learners will practice using the present perfect tense on their own.
2. Explain that learners must form **six sentences** in the **present perfect tense**. They must make one sentence with each of the following subjects: **I, you, she, he, we, they**. Explain that at least one sentence must be in the **positive**, at least one sentence must be in the **negative**, and at least one sentence must be a question.
3. Hand out learners' exercise books.
4. Give learners time to write their sentences.
5. As learners talk and write, walk around the room and complete **mini conferences**.
6. Ask learners to **read their writing** to you.
7. Instruct learners who finish quickly to write more sentences in the present perfect tense.
8. Encourage learners!



WRITING

Writing Plan

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

Summary of questions

1. What is the objective of this procedure?
2. What materials are needed for this procedure?
3. What must be done to get started on the procedure?
4. What steps must be taken to do the procedure?
5. Is this procedure clear and easy to follow?
6. What can be done to make the procedure easier to follow?

Where will I find this information?

1. At the beginning of the text, under a heading like: objective, goals or aim
2. Near the beginning of the text, under a heading like: what you will need, materials, ingredients, etc.
3. Near the beginning of the text, under a heading like: getting started, how to start, preparation, etc.
4. The body of the text, usually written in point form with numbers or bullets.
5. Own opinion - not in text.
6. Own opinion – not in text.

Writing Frame

1. Next, tell learners that they must use the points from their plan to make sentences for their summary.
2. Explain that because this is a summary, it should not be long. The summary can be one excellent paragraph.
3. Write the following frame on the chalkboard, and explain it to learners:

Summary of the procedural text 'How to play kick the can': Draft

- Provide all the main information at the start of the procedure
- Follow the sequence of the procedure
- Answer all of the questions in the plan

Draft

1. Hand out learners' exercise books.
2. Settle learners so you have their attention.
3. Tell learners to begin their drafts.
4. As learners write, walk around the classroom and help learners who are struggling.



Homework

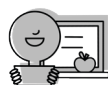
If learners have not fully completed their final draft, they must do so as homework.

**WEEK 4: WEDNESDAY / DAY 3: GROUP GUIDED AND
INDEPENDENT PAIRED 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 4: THURSDAY / DAY 4: ORAL ACTIVITIES

Song / Rhyme	Lyrics	Actions
	Play a game or fly a kite	<i>Pretend to fly a kite</i>
	Things to do at day or night	<i>Hold up one hand, then the other hand</i>
	General Knowledge is such fun	<i>Smile and nod your head</i>
	Even if I have not won!	<i>High five a friend</i>
Theme Vocabulary	lucky, round, score, total, points	



QUESTION OF THE DAY

Question	- Before you ask the following question, explain that we will play one quick round of General Knowledge. - Explain that learners must take out their column page from last week (or hand out these papers now if you still have them.). - Write the letter 's' on the board. - Give learners one minute to come up with a boy's name, girl's name, food, and animal beginning with the letter 's'. - Instruct learners to turn and talk and score their paper with a partner. - Remind learners that get 10 marks if they have an answer that is correct and their neighbour didn't get. - Remind learners they get 5 marks if they have an answer that is correct but is the same as their neighbour. - Remind learners if they have an incorrect answer or no answer, they get zero. - Instruct learners to write their score for the round in the total column! Ask learners: What was your score for the round?
Graph	8 column graph
Options	40 / 35 / 30 / 25 / 20 / 15 / 10 / 5 / 0



Follow-up questions

Question	How many learners had a score of 45?
Answer	___ learners had a score of 45.
Question	How many learners had a score of 35?
Answer	___ learners had a score of 35.

Question	How many learners had a score of 30?
Answer	__ learners had a score of 30.
Question	How many learners had a score of 25?
Answer	__ learners had a score of 25.
Question	How many learners had a score of 20?
Answer	__ learners had a score of 20.
Question	How many learners had a score of 15?
Answer	__ learners had a score of 15.
Question	How many learners had a score of 10?
Answer	__ learners had a score of 10.
Question	How many learners had a score of 5?
Answer	__ learners had a score of 5.
Question	How many learners had a score of 0?
Answer	__ learners had a score of 0.
Question	What was most learners' score for the round?
Answer	Most learners' score for the round was __.
Question	What was fewest learners' score for the round?
Answer	Fewest learners' score for the round was __.
Question	What was your score for the round?
Answer	My score was...

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 4: THURSDAY / DAY 4: GROUP GUIDED AND
INDEPENDENT PAIRED READING****GROUP GUIDED READING**

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

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

GRADE 6

TERM 4

WEEK 4

THURSDAY

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING



Editing Checklist	1. Does my summary have heading? 2. Did I provide all the required information? 3. Did I write an overview of the steps in the correct sequence? 4. Did I give my own opinions at the end? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every sentence end with proper punctuation?
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. Explain that learners may begin to publish when they are finished editing.
Publish	7. Instruct learners to read through their corrections. 8. Instruct learners to rewrite their draft, correcting any mistakes. 9. Instruct learners to rewrite a neat and edited copy of their draft under the heading: Summary of the procedural text: How to play kick the can
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.



Summary of Procedural Text

Kick the can

(Model Answers)

The objective is to explain the rules of the game to players. The only materials needed are an empty can and a playing area. The game is for 5 or more players. To get started, choose two teams and put the can in the centre of the playing area. Then, the Seeker counts to 50 whilst the hiders hide. The Seeker must then look for hiders. The hiders must try to kick the can. This procedure is clear and easy to follow. A diagram would make it even easier.



WEEK 4: FRIDAY / DAY 5: GROUP GUIDED AND INDEPENDENT PAIRED READING

GROUP GUIDED READING

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

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

WEEK 4: 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.

GRADE 6
TERM 4
WEEKS 5 & 6

T H E M E

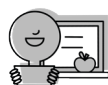
THE POWER OF POETRY

TERM 4: WEEK 5



OVERVIEW

Theme	The Power of Poetry
Theme Vocabulary	express, feelings, fear, anger, joy, emotional intelligence, mental health, connections, stressed, anxious
LSC	Similes
Comprehension Strategy	Making inferences
Writing Genre	Free verse poem
Writing Topic	Write a poem to express your feelings about...
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: a book of poetry. 4. Try to find or make some posters that express different emotions, for example, a poster about anger. 5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.



WEEK 5 MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES

INTRODUCE THE THEME

Picture	Tell learners to open their Learner Books to the section titled: The Power of Poetry Ask learners: Do you think poetry can be powerful? If so, how?	
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	Lyrics	Actions
	I feel so many things	Hug your self
	My heart sometimes shouts or sings	Put your hands on your heart
	Love, anger, fear and joy	Make a heart shape with your hands, then a fist, then cover your face, then smile
	Love, anger, fear and joy	Sway from side to side and look shy
	Expressive words I must use	Move your hand in a gesture from your mouth
	So many it is hard to choose!	Hold your hands up and shrug your shoulders
Theme Vocabulary	express, feelings, fear, anger, joy	



QUESTION OF THE DAY

Question	Do you find it difficult or easy to express your feelings?
Graph	2 columns
Options	difficult / easy

Follow-up questions



Question	How many learners find it difficult to express their feelings?
Answer	__ learners find it difficult to express their feelings.
Question	How many learners find it easy to express their feelings?
Answer	__ learners find it easy to express their feelings.
Question	How do more learners find it to express their feelings?
Answer	More learners find it ____ to express their feelings.
Question	How do fewer learners find it to express their feelings?
Answer	Fewer learners find it ____ to express their feelings.
Question	How do you find it to express your feelings?
Answer	I find it ____ to express my feelings.

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 5 MONDAY / DAY 1: LISTENING

LISTEN TO...

Follow the core methodology to conduct the listening lesson using an information text: **Why teenagers should express their feelings**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Expressing how you feel is really important for teenagers. When you're going through the teenage years, there are lots of changes happening in your body and your social life. It can be confusing and overwhelming at times. That's why it's important for you to understand and remember to express your feelings openly and honestly. Here's why:	I can infer that it is not easy to be a teenager. It must be difficult to deal with so many changes.	1. What happens when you become a teenager? <i>There are lots of changes happening in your body and your social life.</i>
Firstly, expressing your feelings helps you get to know yourself better. When you acknowledge and talk about your emotions, it gives you a deeper understanding of who you are and what you're going through. This self-awareness helps you recognise patterns, things that trigger your emotions, and what you need to feel better. It also helps you make better decisions and handle difficult situations.	The trigger of a gun makes it fire. I can infer that if something triggers your emotions, it sets them off.	2. What does self-awareness help you with? <i>It helps you recognise patterns, things that trigger your emotions, and what you need to feel better.</i>

Secondly, expressing your feelings helps you build stronger connections with others. When you can talk about how you feel, it helps you build trust and closeness in your relationships. Sharing your thoughts and emotions with friends, family, or mentors helps them understand you better and be there for you when you need support. It also helps you realise that you're not alone.

Oh, **I can infer** that it will be easier for someone to share their feelings once I have shared my feelings with them.

3. What does sharing your feelings with someone build?
Stronger connections with others.

Another reason why expressing your feelings is important is that it helps you develop emotional intelligence. This means understanding and managing your emotions and being able to understand how others feel. When you can express your feelings, it helps you build empathy and have better relationships with others. You'll be able to handle conflicts and social situations more effectively.

Intelligence refers to how much you know and how well you can apply your knowledge. **I can infer** that emotional intelligence means how much we know about intelligence and how well we can apply or use that knowledge.

4. What is emotional intelligence?
This means understanding and managing your emotions and being able to understand how others feel.

Lastly, expressing your feelings is good for your mental health. Keeping your emotions bottled up can make you feel stressed, anxious, or even depressed. When you express how you feel, it helps you cope with stress and find ways to take care of your mental and emotional well-being. It's important to know that it's okay to ask for help and support when you need it.

This is another very important reason to share our feelings with someone we trust.

5. How can your mental health suffer by not expressing your feelings?
It can make you feel stressed, anxious, or even depressed.

In summary, expressing your feelings is really important for teenagers. It helps you get to know yourself, build connections with others, develop emotional intelligence, and take care of your mental health. So remember, it's a good talk about how you feel to others.	These are four very important reasons to learn how to express our feelings.	6. What are four important reasons to express your feelings? <i>To help you to know yourself, to build connections with others, to develop emotional intelligence and to take care of your feelings.</i>
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WEEK 5 TUESDAY / DAY 2: SPEAKING



DISCUSS...

1. Follow the core methodology to guide learners to discuss the listening text: **Why teenagers should express their feelings**
2. Use the following discussion frame:
 - a. This text was about...
 - b. I learnt that...and...
 - c. I think the text was written to...

WEEK 5 TUESDAY / DAY 2: PHONICS REVIEW



REVIEW

Sounds

/qu/ /ow/ /aw/

Activity

1. Write the following sounds on the chalkboard: qu, ow and aw
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:
 - a. /qu/ - /i/ - /ck/ = quick
 - b. /n/ - /ow/ = now
 - c. /s/ - /aw/ = saw
4. Ask learners to sound out and read each word after you.
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

Write the following table on the board:

qu	ow	aw
ck	a	ee
n	br	l
s	h	i

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: **how** or **quin**
5. Possible words (this is not a complete list): **quick, queen, quack, sow, how, now, brow, saw, lawn, see, heel, etc.**



WEEK 5 TUESDAY / DAY 2: PRE-READ

Title	The Power of Poetry
Text Location	Learner Book: The Power of Poetry

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 Power of Poetry**
4. 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.
5. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. *Explain that learners might need to look for words that relate to: **poetry or emotions***
6. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
7. Ask learners: Which words did you underline? Why?
8. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
9. Instruct learners to think about the format, title, the pictures, and the words they underlined.
10. Ask learners relevant predictive questions, for example:
 - a. What kind of text is this?
 - b. What do you think this text is about?
 - c. What do you think you will learn from the text?
11. 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 5 WEDNESDAY / DAY 3: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	I feel so many things	Hug your self
	My heart sometimes shouts or sings	Put your hands on your heart
	Love, anger, fear and joy	Make a heart shape with your hands, then a fist, then cover your face, then smile
	Feelings about a girl or boy	Sway from side to side and look shy
	Expressive words I must use	Move your hand in a gesture from your mouth
	So many it is hard to choose!	Hold your hands up and shrug your shoulders

Theme Vocabulary emotional intelligence, mental health, connections, stressed, anxious

QUESTION OF THE DAY



Question	What do you think poetry can help us do?
Graph	2 columns
Options	understand ourselves / build connections with others

Follow-up questions



Question	How many learners think poetry can help us understand ourselves?
Answer	__ learners think poetry can help us understand ourselves.
Question	How many learners think poetry can help us build connections with others?
Answer	__ learners think poetry can help us build connections with others.
Question	What do more learners think poetry can help us do?
Answer	More learners think poetry can help us with ____.
Question	What do fewer learners think poetry can help us do?
Answer	Fewer learners think poetry can help us with ____.

Question	What do you think poetry can help us do?
Answer	I think poetry can help us understand ourselves.
Answer	I think poetry can help us build connections with others.
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 5 WEDNESDAY / DAY 3: FIRST READ

Title	Lucas's Words
Text Location	Learner Book: The Power of Poetry
Text	Think Aloud: First Read
In a small town, there lived a 12-year-old boy named Lucas. He had some problems that made him feel sad and alone. But Lucas had a special way to deal with his feelings. He wrote poems.	I think many of us can relate to Lucas. We all have problems that can make us feel sad and alone at times.
Late at night, Lucas would sit by his window and write poems about his thoughts and emotions. It made him feel better, like a secret place to let everything out. His words were like colours on a canvas, expressing his fears and dreams.	I can infer that Lucas isn't someone who bottles his feelings up – he finds a way to express what he is feeling.
One day, a teacher found Lucas's notebook full of beautiful poems. She decided to organise a poetry contest at school. Lucas was nervous but decided to enter his poems. He took a big step and shared his innermost thoughts with others.	I can infer that this is not something that Lucas would usually do, because it is a big step for him.
On the day of the contest, Lucas went on stage and recited a poem he wrote when his parents would not listen to him. His voice was shaky at first, but as he spoke, he felt free:	I think it takes courage to share your emotions in front of an audience. I can infer that Lucas is brave.

frustration grows like a storm

loud noises fill my head

I try to speak, but you shut me down

I feel...stress

I can infer that Lucas is shut down by one or both of his parents, because the poem is about his parents not listening to him.

I want to shout

but I feel silenced

my thoughts are tangled by your words

my frustration grows like a storm

I think it is very frustrating to feel silenced by someone who is above you, like parents or a boss.

I picture the lightning and rain

I hear the thunder

my stress is washed away

I make my own peace

Oh I see. Lucas said twice that his frustration grows like a storm. Now I think he is imagining that the storm happens, as a way of letting his feeling out.

Everyone listened, and when he finished, they clapped and cheered. Lucas realised that he was not alone, that he could find support in the world.

From that day on, Lucas's poetry became a way for him to connect with others. He found a group of people who understood him. His words inspired others to accept their own feelings and seek help.

I can infer that for Lucas, writing poetry is a good way of expressing his feelings.

Through his writing, Lucas found strength and proved that a gentle heart can be powerful.

Follow up questions

Responses

How does the writer compare Lucas's writing to painting a picture?

His words were like colours on a canvas, expressing his fears and dreams.

Which emotion was Lucas's poem about?

Frustration

Open question

Possible response

Do you ever feel frustration? How does this make you feel?

Learners' own answers

**Introduce the LSC in context**

1. Explain to learners that this cycle, they will be learning about: **Similes**
2. Point out the following example of this:
'My frustration grows like a storm'
3. Introduce this LSC as follows: A simile is a direct comparison between two things. It uses the words 'like' or 'as' to make the comparison. In this example the writer's frustration is compared to a storm, using the word 'like'.

WEEK 5 THURSDAY / DAY 4: SECOND READ

2

Title	Lucas's Words
Text Location	Learner Book: The Power of Poetry
Text	Think Aloud: Second Read
In a small town, there lived a 12-year-old boy named Lucas. He had some problems that made him feel sad and alone. But Lucas had a special way to deal with his feelings. He wrote poems.	I can infer that Lucas didn't have a close friend to talk to – he had to find another way to deal with his feelings.
Late at night, Lucas would sit by his window and write poems about his thoughts and emotions. It made him feel better, like a secret place to let everything out. His words were like colours on a canvas, expressing his fears and dreams.	Oh I can infer that the writer is comparing Lucas's writing to painting a picture – they use the words colour and canvas.
One day, a teacher found Lucas's notebook full of beautiful poems. She decided to organise a poetry contest at school. Lucas was nervous but decided to enter his poems. He took a big step and shared his innermost thoughts with others.	I can infer that the teacher was impressed by Lucas's writing because she organised a poetry contest.
On the day of the contest, Lucas went on stage and recited a poem he wrote when his parents would not listen to him. His voice was shaky at first, but as he spoke, he felt free:	Oh, Lucas's voice was shaky at first – I can infer that he was nervous. Sometimes when I am nervous my voice is also shaky.
<i>frustration grows like a storm</i> <i>loud noises fill my head</i> <i>I try to speak, but you shut me down</i> <i>I feel...stress</i>	I can infer that the loud noises in Lucas's head are his parents' voices, because the poem is about his parents not listening to him.
<i>I want to shout</i> <i>but I feel silenced</i> <i>my thoughts are tangled by your words</i> <i>my frustration grows like a storm</i>	To be tangled means to be all twisted together untidily. I think this means that Lucas could not think straight.
<i>I picture the lightning and rain</i> <i>I hear the thunder</i> <i>my stress is washed away</i> <i>I make my own peace</i>	Lucas kept talking about his frustration growing like a storm. Now he imagines a storm and his stressed is washed away. I can infer that Lucas imagines the storm to get rid of his feelings of frustration.

Everyone listened, and when he finished, they clapped and cheered. Lucas realised that he was not alone, that he could find support in the world.	I can infer that Lucas's poem connected with many people. I think they clapped and cheered because they felt empathy and understanding.
From that day on, Lucas's poetry became a way for him to connect with others. He found a group of people who understood him. His words inspired others to accept their own feelings and seek help.	I can infer that poetry helped Lucas to build a group of real friends.
Through his writing, Lucas found strength and proved that a gentle heart can be powerful.	
Follow up questions	Responses
Does this poem rhyme or have a particular rhythm?	<i>No, it does not.</i>
Do you think the poem is effective? Does it give you a clear idea of how Lucas feels?	<i>Learners own response</i>

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 5 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: *On the day of the contest, Lucas went on stage and recited a poem he wrote when his parents would not listen to him.*
5. Explain we can make inferences that:
 - a. *Lucas and his parents do not have an open relationship.*
 - b. *Lucas's parents may not be patient or understanding.*
 - c. *Lucas feels frustrated that his parents won't listen to him, so he writes a poem to try and help him deal with this.*
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: *I picture the lightning and rain, I hear the thunder, my stress is washed away, I make my own peace,*
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 Lucas might be thinking?*
 - b. *What do you think Lucas might be feeling?*
 - c. *Why do you think Lucas imagines the storm happening?*
4. Listen to learners' ideas, like:
 - a. *Lucas thinks about a big storm.*
 - b. *Lucas feels relieved that the storm happens.*
 - c. *I think Lucas imagines that the storm happening so he can let go of his stress.*

Pair Work: You do	1. Explain that now, learners will work with a partner to make an inference. 2. Ask learners: What inferences can you make about Lucas? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on 2-3 learners to share their answer to the question, like: a. <i>I can infer that Lucas was feeling very stressed that his parents wouldn't listen.</i> b. <i>I can infer that he felt frustrated inside and was worried that his feelings would be like a big storm.</i> c. <i>I can infer that he imagined the storm happening in order to let go of his frustration.</i>
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 5 FRIDAY / DAY 5: POST-READ



Title	Lucas's Words
Text Location	Learner Book: The Power of Poetry

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 **recounting details** about the text, including the different descriptions.
3. Instruct learners to use the frame to answer the question:
 - a. **This text is about...**
 - b. **I learned that...**
 - c. **The description I liked best was...**
 - d. **I liked this because...**
 - e. **If I wrote a poem to express my feelings I would write 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 and listening.
7. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
8. Come up with a class summary, like: ***This text is about*** a boy called Lucas who expresses his feelings by writing poetry. ***I learned that*** by expressing your feelings you can make connections with other people who may become your true friends. ***The description I liked best was*** that his thoughts were tangled by their words. ***I like this because*** I think we can often get confused by someone else's words. ***If I wrote a poem to express my feelings I would write about...***(learners' own answers)



WEEK 5 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Poem	Poetry is artistic writing, that attempts to stir the reader's imagination or emotions.	- All poems are written using lines and stanzas (instead of sentences and paragraphs). - There are many styles and forms of poetry.	The language of a poem is carefully chosen for its meaning, sound and rhythm.
Introduce the Genre	- Explain that this cycle, learners will write a poem. - In this lesson, we will focus on free verse poetry. - A <i>Free verse</i> can use any number of words - You can use invented spelling in a free verse - You can choose to use punctuation or not - You can write what you are feeling, in any way you want		
Read the Sample Text	Friendship <i>I never feel alone we call and text all day every day you get me, and I get you we are as close as sisters thank you friend.</i> Rage <i>Your unfeeling words make The rage start as a knot in my stomach. It grows into my chest It feels as hot as lava Like a red river flowing fast through my veins. I want to explode, I want to shout and scream at you, I want to slam my fist into your soft belly. But I hold it in and walk away.</i>		

Discuss	1. How do we know these are free verse poems? 2. What simile is used in each of the poems? 3. Which of the poems did you like the best? Why?
Notes	Tell learners to open their exercise books and write down the following heading and notes: <u>Poem: Free Verse</u> • I can use any number of words • I can use invented spelling • I can choose to use punctuation or not • I can write what I am feeling, in any way I want

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 4
WEEKS 5 & 6

T H E M E

THE POWER OF POETRY

TERM 3: WEEK 6



OVERVIEW

Theme	The Power of Poetry
Theme Vocabulary	express, feelings, fear, anger, joy, emotional intelligence, mental health, connections, stressed, anxious, emotions, gratitude, jealousy, anxiety, strong create, image, purpose, comparison, simile
LSC	Similes
Comprehension Strategy	Making inferences
Writing Genre	Free verse poem
Writing Topic	Write a poem to express your feelings about...



WEEK 6 MONDAY / DAY 1: PLANNING

Topic	Free verse poem	
Genre	Write a poem to express your feelings about...	
Planning strategy	Lists	
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: <i>Yesterday I had such a wonderful day with my mother. I think I will write a poem to try and express how much I love her, and how grateful I am for her.</i> 4. Have the planning frame written on one side of the chalkboard. 5. Explain that for this free verse, you will plan by answering a series of questions. 6. Show learners how you plan by answering the questions for a free verse poem. 7. Do this on the other side of the chalkboard.	
	Free verse questions	My free verse plan
	<i>Think of a time when you felt a strong emotion or emotions.</i> 1. What happened to make you feel this way? 2. Who or what were your feelings about? 3. What is this person or thing like? Can you describe them or it? 4. What was the emotion/s you felt? 5. What did this emotion/s make you want to do or say? 6. Why do you think you felt this way? 7. What colour can you use to describe how you felt?	1. I spent a wonderful day with my mother 2. My mother 3. She is beautiful, she is strong – she has been through a lot, she is always kind 4. I felt a huge rush of love, I felt really grateful, I felt a little sad 5. I want to thank my mother for always loving and protecting me, I want to protect her as she gets older 6. I think I appreciate my mother now that I am older, I feel a little sad because she is getting old 7. Yellow – a bright, positive colour that makes me feel good

	8. What simile can you use to describe how you felt? 9. What did you do about this feeling?	8. My mother's hug felt like a warm, soft blanket. 9. I spoke to my mother about my feelings
Learners Use The Planning Strategy (You Do)	Poem 1. Tell learners that they are going to write an example poem. 2. Show learners the planning frame on the chalkboard. 3. Tell learners to make their plans in their exercise books. 4. As learners work, walk around the room and hold mini-conferences.	

My free Verse: Plan

1. I spent a wonderful day with my mother
2. My mother
3. She is beautiful, strong, has been through a lot, is always kind
4. I felt a rush of love, really grateful also felt a little sad - she is getting old
5. I want to thank my mother, always loving and protecting me
I want to protect her as she gets older
6. I appreciate my mother now that I am older
7. Yellow - a bright, positive colour - makes me feel good
8. My mother's hug ^{feels} like a warm, soft blanket
9. I spoke to my mother about my feelings

**WEEK 6 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.

GRADE 6

TERM 4

WEEK 6

MONDAY

WEEK 6 TUESDAY / DAY 2: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	I feel so many things	Hug your self
	My heart sometimes shouts or sings	Put your hands on your heart
	Love, anger, fear and joy	Make a heart shape with your hands, then a fist, then cover your face, then smile
	Feelings about a girl or boy	Sway from side to side and look shy
	Expressive words I must use	Move your hand in a gesture from your mouth
	So many it is hard to choose!	Hold your hands up and shrug your shoulders
Theme Vocabulary	emotions, gratitude, jealousy, anxiety, strong	

QUESTION OF THE DAY



Question	Which strong emotion have you recently felt?
Graph	3 columns
Options	gratitude / jealousy / anxiety

Follow-up questions



Question	How many learners have recently felt gratitude?
Answer	___ learners have recently felt gratitude.
Question	How many learners have recently felt jealousy?
Answer	___ learners have recently felt jealousy.
Question	How many learners have recently felt anxiety?
Answer	___ learners have recently felt anxiety.
Question	Which strong emotion have most learners recently felt?
Answer	Most learners have recently felt ___.

Question	Which strong emotion have fewest learners recently felt?
Answer	Fewest learners have recently felt ____.
Question	Which strong emotion have you recently felt?
Answer	I have recently felt gratitude.
Answer	I have recently felt jealousy.
Answer	I have recently felt anxiety.
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 6 TUESDAY / DAY 2: GROUP GUIDED AND INDEPENDENT READING

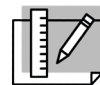
GROUP GUIDED READING (SMALL GROUP)

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 6: WEDNESDAY / DAY 3: LSC AND DRAFTING



LANGUAGE STRUCTURES & CONVENTIONS

LSC

Modelling: I do

1. Explain that a simile is a figure of speech.
2. It is often used in descriptive writing, like poetry.
3. Explain that a simile is a direct comparison between two things.
4. It uses the words 'like' or 'as' to compare the two things.
5. Write the following examples of similes that express some kind of emotion on the board, and explain them to learners:
 - a. My anger is as red as blood.
 - b. My anger feels like boiling water.
 - c. My anger is as powerful as an angry lion.
6. Point out the use of the words 'like' and 'as' to make comparisons.

LSC

Ask learners for help: We do

1. Write the following emotion and frame on the board:
Love
 - a. My love is as (red / yellow / etc) as ...
 - b. My love feels like...
 - c. My love is as ... as...
2. Ask learners to help you complete the similes – fill in the best suggestions on the board.

LSC

Pair Work: You do

1. Write the following emotion and frame on the board:
Fear
 - a. My fear is as (colour) as ...
 - b. My fear feels like...
 - c. My fear is as...as...
2. Ask learners to work in pairs to complete the simile.
3. Ask learners who finish quickly to come up with their own similes for other emotions.
4. Ask a few learners to share their answers.

WRITING



Writing Plan

Before class begins, rewrite the planning frame and your completed model plan on the board:

	Free verse questions	My free verse plan
	<i>Think of a time when you felt a strong emotion or emotions.</i> 1. What happened to make you feel this way? 2. Who or what were your feelings about? 3. What is this person or thing like? Can you describe them or it? 4. What was the emotion/s you felt? 5. What did this emotion/s make you want to do or say? 6. Why do you think you felt this way? 7. What colour can you use to describe how you felt? 8. What simile can you use to describe how you felt? 9. What did you do about this feeling?	1. I spent a wonderful day with my mother 2. My mother 3. She is beautiful, she is strong – she has been through a lot, she is always kind 4. I felt a huge rush of love, I felt really grateful, I felt a little sad 5. I want to thank my mother for always loving and protecting me, I want to protect her as she gets older 6. I think I appreciate my mother now that I am older, I feel a little sad because she is getting old 7. Yellow – a bright, positive colour that makes me feel good 8. My mother's hug felt like a warm, soft blanket. 9. I spoke to my mother about my feelings
Writing frame	1. Next, tell learners that they must choose words from their plan to write a free verse. 2. Remind learners: • They can use any number of words • They can use invented spelling • They can choose to use punctuation or not • They can write what they are feeling, in any way they want 3. Tell learners that they should use a colour and a simile to describe their emotion.	

Draft	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a free verse to express an emotion. 4. Instruct learners to write the date and heading: Free Verse: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Remind learners that they should use a colour and a simile in their poem. 8. 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.



My free verse: Draft

My Mother's Love

Days spent with my mother ray of sunshine
 Are yellow-bright and sunny (golden?)
 They make me feel good.

My mom is strong and beautiful and kind.
 She has been through a lot.

I want to protect her as she gets
 Older

Like she protected me when I was
 little

I want to thank her for always
 (Loving and protecting me.

Her love hug feels like a warm, soft blanket

I will tell my mother how much I love her(?)



WEEK 6 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 6 THURSDAY / DAY 4: ORAL ACTIVITIES



Song / rhyme	Lyrics	Actions
	I feel so many things	Hug your self
	My heart sometimes shouts or sings	Put your hands on your heart
	Love, anger, fear and joy	Make a heart shape with your hands, then a fist, then cover your face, then smile
	Feelings about a girl or boy	Sway from side to side and look shy
	Expressive words I must use	Move your hand in a gesture from your mouth
	So many it is hard to choose!	Hold your hands up and shrug your shoulders
Theme vocabulary	create, image, purpose, comparison, simile	

QUESTION OF THE DAY



Question	Remind learners that poetry may have a purpose. Ask learners: What do you think the main purpose of poetry is?
Graph	2 columns
Options	to express emotions / to create an image

Follow-up questions



Question	How many learners think the main purpose is to express our feelings?
Answer	__ learners think the main purpose is to express our feelings.
Question	How many learners think the main purpose is to create an image?
Answer	__ learners think the main purpose is to express our feelings.
Question	How many learners think the main purpose is to create an image?
Answer	__ learners think the main purpose is to create an image.
Question	What do more learners think the main purpose is?
Answer	More learners think the main purpose is ____.

Question	What do fewer learners think the main purpose is?
Answer	Fewer learners think the main purpose is ____.
Question	What do you think the main purpose of poetry is?
Answer	I think the main purpose is to express our feelings.
Answer	I think the main purpose is to create an image.
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 6 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 6 FRIDAY / DAY 5: EDITING AND PUBLISHING



Editing checklist	1. Does my poem have a title? 2. Is the spelling correct? (or did I use invented spelling?) 3. Did I choose to use punctuation or not? 4. Did I write what I am feeling, in any way I want? 5. Did I use a colour to describe my emotion? 6. Did I use a simile to describe my emotion?
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 free verse, correcting any mistakes. 3. Instruct learners to rewrite a neat and edited copy of their draft under the heading: Free verse 4. Tell learners that they may illustrate their poem 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 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.

My free verse: final

My Mother's Love

My mother is a strong, kind and beautiful woman.
She always puts us first
even through

She has been through a lot.

Days spent with her are like
rays of golden sunshine, yellow and warm.

I need to thank my mother for

ALWAYS

loving and protecting me

When she is old I will protect and care for her
like she always does for me.

My mother's hug feels like a warm, soft blanket.
I love you Mother.



WEEK 6 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 6: 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.

GRADE 6
TERM 4
WEEKS 7 & 8

R E V I S I O N