

ENGLISH

First Additional Language

Grade 7

Lesson Plan

Term 3



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AngloAmerican

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Contents

GRADE 7 EFAL ROUTINE	6
GRADE 7 EFAL CORE METHODOLOGIES	7
LANGUAGE STRUCTURES AND CONVENTIONS	7
LISTENING & SPEAKING	14
READING & VIEWING	18
INDEPENDENT READING	29
WRITING & PRESENTING	30
WRITING STRATEGIES	35
MOVING POPULATIONS	1
TERM 3:WEEK 1	2
WEEK 1: MONDAY / DAY 1 INTRODUCE THE THEME & LSC	3
WEEK 1: MONDAY / DAY 1 LISTENING	5
WEEK 1: TUESDAY / DAY 2 SPEAKING	10
WEEK 1: TUESDAY / DAY 2 PRE-READING	10
WEEK 1: WEDNESDAY / DAY 3 LSC	12
WEEK 1: WEDNESDAY / DAY 3 FIRST READ	14
WEEK 1: THURSDAY / DAY 4 WRITING AND PRESENTING	20
WEEK 1: THURSDAY / DAY 4 SECOND READ	22
WEEK 1: FRIDAY / DAY 5 INDEPENDENT READING & COMPREHENSION	27
WEEK 2: MONDAY / DAY 1 TEACH THE COMPREHENSION STRATEGY	28
WEEK 2: MONDAY / DAY 1 POST-READING	30
WEEK 2: TUESDAY / DAY 2 TEACH THE GENRE	31
WEEK 2: TUESDAY / DAY 2 PLANNING	34
WEEK 2: WEDNESDAY / DAY 3 DRAFTING	36
WEEK 2: THURSDAY / DAY 4 EDITING	38
WEEK 2: THURSDAY / DAY 4 PUBLISHING AND PRESENTING	40
WEEK 2: FRIDAY / DAY 5 LISTENING AND SPEAKING	42
CONCLUSION	44

FINDING OUT MORE ABOUT POETRY

45

TERM 3:WEEK 3	46
WEEK 3 MONDAY / DAY 1 INTRODUCTION TO PROJECT	47
WEEK 3 MONDAY / DAY 1 EXPLAINING THE FIRST 3 RESEARCH TASKS	49
WEEK 3 TUESDAY / DAY 2: DEVELOPING YOUR OWN DRIVING QUESTION	52
WEEK 3 WEDNESDAY / DAY 3 USING A GRAPHIC ORGANISER	59
WEEK 3 THURSDAY / DAY 4 BIBLIOGRAPHY	61
WEEK 3 FRIDAY / DAY 5: LSC	64
WEEK 4 MONDAY / DAY 1 DOING THE RESEARCH AND NOTE-TAKING	70
WEEK 4 TUESDAY / DAY 2 DOING THE RESEARCH AND NOTE-TAKING	71
WEEK 4 TUESDAY / DAY 2 DOING THE RESEARCH AND NOTE-TAKING	71
WEEK 4 WEDNESDAY / DAY 3 DOING THE RESEARCH AND NOTE-TAKING	73
WEEK 4 WEDNESDAY / DAY 3 DOING THE RESEARCH AND NOTE-TAKING	73
WEEK 4 THURSDAY / DAY 4: DOING THE RESEARCH AND NOTE-TAKING	75
WEEK 4 FRIDAY / DAY 5 DOING THE RESEARCH AND NOTE-TAKING	76
WEEK 4 FRIDAY / DAY 5 FINAL DRAFT OF RESEARCH PRESENTATION	77

WRITING ABOUT POETRY

79

TERM 3:WEEK 5	80
WEEK 5 MONDAY / DAY 1 INTRODUCTION (30 MINUTES)	81
WEEK 5 MONDAY / DAY 1 EXPLAINING THE TASKS (30 MINUTES)	81
WEEK 5 TUESDAY / DAY 2 ASSESSMENT GUIDELINES (30 MINUTES)	83
WEEK 5 TUESDAY / DAY 2 VOCABULARY (30 MINUTES)	83
WEEK 5 WEDNESDAY / DAY 3: LSC (2 x 30 MINUTES)	85
WEEK 5 THURSDAY / DAY 4 PLANNING THE POEM/SONG (30 MINUTES)	90
WEEK 5 FRIDAY / DAY 5 DRAFTING THE POEM/SONG (30 MINUTES)	93
WEEK 6 MONDAY / DAY 1 DRAFTING THE POEM/SONG (30 MINUTES)	96
WEEK 6 MONDAY / DAY 1 EDITING THE POEM/SONG (30 MINUTES)	97
WEEK 6 TUESDAY / DAY 2 EDITING THE POEM/SONG (30 MINUTES)	98
WEEK 6 TUESDAY / DAY 2 PLANNING THE POSTER (30 MINUTES)	99
WEEK 6 WEDNESDAY / DAY 3 DRAFTING THE POSTER (30 MINUTES)	101
WEEK 6 WEDNESDAY / DAY 3 DRAFTING THE POSTER (30 MINUTES)	102
WEEK 6 THURSDAY / DAY 4 DRAFTING THE POSTER (30 MINUTES)	103
WEEK 6 THURSDAY / DAY 4 EDITING THE POSTER (30 MINUTES)	104
WEEK 6 FRIDAY / DAY 5 FINAL PUBLISHING AND PRESENTATION (2 x 30 MINUTES)	106

REWILDING THE EARTH

107

TERM 3:WEEK 7	108
WEEK 7: MONDAY / DAY 1 INTRODUCE THE THEME & LSC	109
WEEK 7: MONDAY / DAY 1 LISTENING	111
WEEK 7:TUESDAY / DAY 2 SPEAKING	115
WEEK 7:TUESDAY / DAY 2 PRE-READING	115
WEEK 7:WEDNESDAY / DAY 3 LSC	117
WEEK 7:WEDNESDAY / DAY 3 FIRST READ	119
WEEK 7:THURSDAY / DAY 4 WRITING AND PRESENTING	124
WEEK 7:THURSDAY / DAY 4 SECOND READ	125
WEEK 7:FRIDAY / DAY 5 INDEPENDENT READING & COMPREHENSION	130
WEEK 8: MONDAY / DAY 1 TEACH THE COMPREHENSION STRATEGY	131
WEEK 8: MONDAY / DAY 1 POST-READING	133
WEEK 8:TUESDAY / DAY 2 PLANNING	137
WEEK 8:WEDNESDAY / DAY 3 DRAFTING	140
WEEK 8:THURSDAY / DAY 4 EDITING	143
WEEK 8:THURSDAY / DAY 4 PUBLISHING AND PRESENTING	145
WEEK 8 FRIDAY / DAY 5 LISTENING AND SPEAKING (2 x 60 minutes)	147
CONCLUSION	150

ADDICTION AND ABUSE

153

TERM 3:WEEK 9	154
WEEK 9: MONDAY / DAY 1 INTRODUCE THE THEME & LSC	155
WEEK 9: MONDAY / DAY 1 LISTENING	157
WEEK 9:TUESDAY / DAY 2 SPEAKING	161
WEEK 9:TUESDAY / DAY 2 PRE-READING	161
WEEK 9:WEDNESDAY / DAY 3 LSC	163
WEEK 9:WEDNESDAY / DAY 3 FIRST READ	165
WEEK 9:THURSDAY / DAY 4 WRITING AND PRESENTING	169
WEEK 9:THURSDAY / DAY 4 SECOND READ	171
WEEK 9:FRIDAY / DAY 5 INDEPENDENT READING & COMPREHENSION	176
WEEK 10: MONDAY / DAY 1 TEACH THE COMPREHENSION STRATEGY	176
WEEK 10: MONDAY / DAY 1 POST-READING	178
WEEK 10:TUESDAY / DAY 2:TEACH THE GENRE	179
WEEK 10:TUESDAY / DAY 2: PLANNING	180
WEEK 10:WEDNESDAY / DAY 3: DRAFTING	183
WEEK 10:WEDNESDAY / DAY 3 DRAFTING	184
WEEK 10:THURSDAY / DAY 4 EDITING	185
WEEK 10:THURSDAY / DAY 4 PUBLISHING AND PRESENTING	186
WEEK 10:FRIDAY / DAY 5 LISTENING AND SPEAKING	187
CONCLUSION	187

THEME

Moving Populations

Term 3

Weeks 1 & 2 | Cycle 1



TERM 3: WEEK 1

OVERVIEW



THEME	Moving Populations
THEME VOCABULARY	double shifts, complain, immigrant communities, hardships, perseverance, inspires, heritage, festivals, urgent, unacceptable, apologise, civil war, overcame
LSC	Punctuation
COMPREHENSION STRATEGY	Visualise
WRITING GENRE	Interview
WRITING TOPIC	Interview with someone who is from another place
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: articles, stories, poems about moving, immigration, living in a new place; interviews with people who've moved; information about xenophobia, refugees, asylum seekers; etc 3. Try to find some pictures and visuals, for example: graphs and tables showing movement in and out of provinces and South Africa; diagrams and maps showing people's movement around South Africa and Africa; pictures and photographs of immigrants, refugees and asylum seekers; etc 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 1: **Moving Populations**
2. **Introduce the theme as follows:**
 - Explain to learners that in Social Science (Geography) this term, they will look at Population Growth and Change.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand these aspects of movement and changes in populations.
 - This theme will look at some of the reasons why people move and also the social and emotional effects of starting in a new place.

ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
 - a. **Why do populations change?**
 - b. **How do populations change?**
 - c. **Have you ever moved (house, city, country)?**
 - d. **Do you know anyone who moved from another place or country?**
 - e. **Why do people move? Do they move because they want to get away from somewhere or because they want to go to a new place?**
 - f. **What is it like for the people who move?**
 - g. **What is 'home'?**

Follow the core methodologies to:

2. Teach learners new vocabulary using PATS (and add to personal dictionaries).
3. Ask learners to answer the question of the day, the follow up and extension questions.

LSC: DEVELOP THEME VOCABULARY



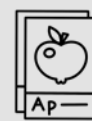
double shifts

Tell learners that a shift is a length of time that people work.
A double shift is when someone works two shifts straight after each other.

Say: My dad is a security guard and sometimes works double shifts to make more money. He works day shift and also night shift.



LSC: DEVELOP THEME VOCABULARY



complain	Act out complaining – share all your unhappy feelings about (for example: about loadshedding or how long it took to get to work).
	Tell learners that to complain means to say all your unhappy feelings about a situation out loud.
immigrant communities	Tell learners that immigrants are people who have left their home country to go and live somewhere else. Immigrant communities are groups of people who left the same home country who live close together and support each other in the new country they moved to.
	Say: There is an Congolese immigrant community near my school. Whenever I walk through, I hear Kikongo and Swahili being spoken, and I smell yummy Congolese food being cooked.
hardships	Tell learners that hardships are difficult and challenging things in life.
	Say: My parents faced many hardships growing up: they sometimes didn't have enough food to eat, and had to walk far to get to school.
perseverance	Act out perseverance – pretend try to do a really difficult maths problem on the board. Pretend to struggle, keep trying and say, 'I'll keep trying!'
	Tell learners that perseverance is when you keep trying even if things are difficult.
inspires	Tell learners that when something inspires you, it gives you ideas, it makes you feel big emotions, and helps you to create something.
	Say: The coach's hard work inspires her team to work harder, to want to be a success and win the tournament.

QUESTION OF THE DAY



QUESTION	What is the best way to succeed in life?
GRAPH	4 COLUMN GRAPH
OPTIONS	The best way to succeed in life is to _____. <i>persevere / study hard / not complain / be happy with what you have</i>



FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

1. **What do most learners think is the best way to succeed in life?**
Most learners think that you need to _____ to succeed in life.
2. **What do you think is the best way to succeed in life?**
I think you need to _____ to succeed in life.

EXTENSION QUESTIONS

1. **Do all immigrants have a hard time settling into their new lives? Why/Why not?**
All immigrants do/do not have a hard time, because _____.
2. **What do you think it is like to move to another country?**
I think _____.

HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

WEEK 1: MONDAY / DAY 1:
LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using a dialogue:

The measure of success

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The measure of success <i>(Enelo walks in the door, throws her school bag on the floor, and sits down heavily with a sigh. Her mother is busy stirring a pot on the stove.)</i>	It sounds like Enelo is frustrated about not having certain things that some of her school friends have. I wonder if her mom will understand?	Why is Enelo upset when she comes home from school? <i>(she is frustrated and tired and complains that some of her friends have more than she does, e.g. cars and phones)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Sana: Hi love, how was your day? How was school? Enelo: Oh, fine, Ma, thanks. But you know it's so unfair. Do you know there are kids in my class whose parents drive them to school? They don't have to take public transport. And some of my friends have their own phone, with data! I'm so sick of having so little!		
Sana: <i>(Sighing)</i> Oh my daughter, I know that things have been tough for a while for us. I'm working double shifts at the hospital and I'm still trying to send some money back to Maputo to help my parents. Enelo: Sorry Mama, I don't mean to complain, I know how hard you're working. Sana: You know, just because things are like this now, it doesn't mean they'll always be like this. Enelo: What do you mean?	I think her mom definitely understands. It sounds like they have a good relationship and they care for each other.	Where do Sana's parents live? <i>(Maputo, capital of Mozambique)</i> How does she help them? <i>(she sends them money)</i>
Sana: In the bus today, I picked up a magazine and there was a whole section in it about success. It was about who succeeds and why. Enelo: Oh, what did it say? How can I make sure that I am successful and rich one day?	Oh, I wonder what the article said? I wonder if it has useful ideas on how to be successful?	What was the section about that Sana read in the magazine? <i>(about who succeeds and why)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Sana: <i>(Picks up the crumpled magazine from her bag and opens it.)</i> Well there were a few interesting articles. This one was looking at immigrant communities. Very often, communities that start as poor families of immigrants become very successful. Often, these people endured many hardships in their home countries, and even more hardships to get to their new countries. Enelo: That makes me think of these cousins in my class who also came from Mozambique. They are so poor – they have nothing. But they work harder than anyone else! They can both speak fluent Siswati and English already. <i>(Chuckles)</i> I am so glad that you are a nurse and that you have a good job!	I can make a connection with this. I have known people whose immigrant families had very little and they overcame these challenges and have become very successful in their careers.	What did the article say about immigrants? <i>(that many immigrants overcome hardships and do very well)</i> What two languages do the cousins in Enelo's class speak? <i>(Siswati and English)</i>
Sana: Ha! Finances are also a great struggle for me, miss! I just protect you from many hardships! That is why I work so hard and I push you to do well at school.	I think Sana is doing her best to make sure her daughter can do well. I think education is a high priority for her.	What job did Zarina and Bushra's grandfather have? <i>(he was a shop-keeper)</i>



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Enelo: I guess we are like my friends Zarina and Bushra! Today at break they were telling me how their cousin has just graduated as a doctor and the whole family is so proud. They were saying how their grandfather only had a little shop when he first came from Pakistan, but he made sure all his children and grandchildren studied.		
Sana: Wow, that's a great example. And yes, we are like that family – I will make sure you go to university! This article also says that kids who have grit – that is perseverance and passion for their long-term goals – become better readers. Even those from poor homes. And that's definitely you, Enelo. You always have your nose in a book! Enelo: So, I guess we are on the right track for success, Ma? I mean, your magazine seems to say that success comes to those who work hard and are committed to what they want?	I can infer that being a good reader will help you to succeed. I think being a reader expands your knowledge and your interest in the world so you know more about what you can do!	What is Sana's plan for Enelo after school? (studying at university) What is 'grit'? (perseverance and passion for your goals)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Sana: I guess so. There was one other thing in an article that I liked. It was a quote: 'Who is rich? The person who is happy with what they have.' It explained that being rich doesn't necessarily make you happy. We must always try to remember that wealth and success is not about always wanting more. Some people are just greedy. I thought that was also interesting. Enelo: (<i>Paging through the magazine</i>) Wow... this kinda makes me feel proud to be an immigrant. And it inspires me to work even harder. Do you mind if I give this magazine to the cousins in my class?	Oh, I really like this. Success isn't always about having money and material possessions. It's also about being satisfied with what you have. I can infer that it must be very hard to be an immigrant and Enelo found the information reassuring and motivating.	Finish the quote: Who is rich? The person who is happy with... (<i>what they have</i>)

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

**WEEK 1: TUESDAY / DAY 2:
SPEAKING (30 minutes)****DISCUSS...**

1. Follow the core methodology to guide learners to discuss the listening text:

The measure of success

2. Use the following discussion frame:

The measure of success

- a. **This text was about...**
- b. **In this text I learnt that...**
- c. **I think this text is... because...**
- d. **I think this text was written to help me think about...**

**WEEK 1: TUESDAY / DAY 2:
PRE-READING (30 minutes)**

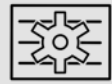
TITLE	Heritage Day lessons
LEARNER BOOK	Moving Populations
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Visualisation

PRE-READING ACTIVITY

TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Heritage Day lessons 2. This text seems to be about learning about our heritage. I wonder if it's about our South African public holiday, Heritage Day? I think people, maybe school children, will learn things about each other's heritage. Or maybe they will learn not only about each other's heritage, but other things as well. I wonder if the teacher has planned these lessons? 3. Follow the core methodology to instruct learners to scan the text.



PRE-READING ACTIVITY



4. Suggestions of important words and how they connect to this text:
 - **presentations** – to give a speech or a talk to an audience. At school, learners need to do presentations to their class. Sometimes at work, people also need to present information or ideas and share with colleagues.
 - **expression** – the emotions that show on your face. We communicate not only with our words, but with our body language as well. So we can show our feelings with the look or expression on our face. If you have an unkind expression, it means you have a mean or cruel feeling towards someone.
 - **meet their eyes** – to look at someone in the eye. If you can't look someone in the eye, it might be because you are afraid or embarrassed or shy.
5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example:
*'Samuel looked **nervously** around the class.'*
*If someone is **nervous** they are worried or anxious about something. Samuel has not started his presentation, but he is nervous about saying it to the class. Maybe he is worried there will be nasty comments. Maybe there is someone who is mean to him or bullying him and he is worried he will not be strong enough to do his presentation.*

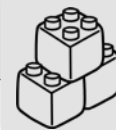
ASK PREDICTIVE QUESTIONS

1. Ask learners predictive questions:
 - What do you think this text will be about?
 - Why do you think that?
 - What does the picture on the first page help you understand?
 - What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.

**WEEK 1: WEDNESDAY / DAY 3:
LSC (30 minutes)****BUILD AND MONITOR BACKGROUND KNOWLEDGE**

Follow the core methodologies to:

- Help learners add to their KWL chart
- Teach learners new vocabulary using PATS (and add to personal dictionaries)
- Answer the question of the day, and follow up and extension questions

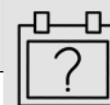
LSC: DEVELOP THEME VOCABULARY

heritage	Tell learners that heritage is your family's history, traditions or beliefs.
	Say: My family comes from Lesotho, so the language and traditions of that country are part of my heritage.
festivals	Tell learners that festivals are important celebrations that mark something special. Festivals often have to do with religion.
	Say: I love December because there are so many festivals! Christmas, Channukah and Diwali are all around that time, and I love all the celebrations.
urgent	Act out urgent – pretend to shout, wag your finger and point at your watch, saying, 'Hurry up! This is urgent!'
	Tell learners that urgent describes when something is important and needs to be done quickly.
unacceptable	Tell learners that unacceptable describes something that is very bad and that can't be allowed.
	Say: Zweli, this is unacceptable work. I can't allow you to hand it in! Please do it again.
apologise	Act out apologising to someone – pretend to knock into them, and then say, 'I'm so sorry!'
	Tell learners that to apologise means to say sorry.



civil war	Tell learners that civil war is when different groups of people within the same country are fighting each other.
	Say: The civil war between the Hutus and the Tutsi people in Rwanda started in 1990.
overcame	Tell learners that to have overcome something is to have won against something, or to have got over or past something difficult.
	Say: I overcame the fear I had about maths. I passed my maths exams!
discrimination	Tell learners that discrimination is when you treat people differently or unfairly because of who they are, or because of a group that they belong to.
	Say: To treat someone unfairly just because they are a woman is discrimination!

QUESTION OF THE DAY



QUESTION	What is the most important thing about a heritage?
GRAPH	3 COLUMN GRAPH
OPTIONS	The most important thing about a heritage is _____ <i>history / traditions and festivals / language</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	1. What do most learners think is the most important thing about a heritage? Most learners think the most important thing about a heritage is _____.
	2. What do you think is the most important thing about a heritage? I think the most important thing about a heritage is _____.



EXTENSION QUESTIONS

1. **What is your heritage? Give one thing that's important to you about your heritage.**

My heritage is _____. One thing about my heritage that's important to me is _____.

2. **Does everyone deserve tolerance and respect? Why/Why not?**

Everyone does/does not deserve tolerance and respect because, _____.

HOMEWORK

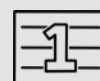


Learners must add any new words and explanations to their personal dictionaries.

WEEK 1: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Heritage Day lessons
LEARNER BOOK	Moving Populations
ACTIVITY	First Read
COMPREHENSION STRATEGY	Visualise

FIRST READ



Follow the core methodology to complete the first read of the text.



Text: Read	First Read: Think Aloud
Heritage Day lessons It was a bright spring September day in Johannesburg. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, but some learners had brought traditional clothes, musical instruments and even food to show and share with the class. It was nearly break time, and already the class had learned so much.	Oh, I think this is their class activity. The teacher is using the public holiday to learn about everyone's heritage .
Khanyiswa had explained what the different traditional isiXhosa clothes mean and had taught everyone an isiXhosa song. The clicks were hard, but fun! Nobantu had shared some pictures about her isiZulu culture: the beehive huts and woven baskets. She even shared some ujeqe that her dad had made and did a demonstration of the indlamu dance. Lebohang had brought some mokorotlo Sesotho hats and colourful blankets.	I can visualise this. The clear bright, blue sky outside and all the learners in the class listening to the orals. I can see all the interesting clothes and food that people have brought to show and share.
After break, it was Samuel's turn to present his oral. He had an interesting red cloth tied around his shoulders over his uniform and he was holding an impressive big wooden drum. Samuel looked nervously around the class and then started: 'My family is from Burundi. My parents moved here 10 years ago.'	I can infer that Samuel is anxious about doing his oral. I think it is he is worried what the others will say about his oral.
From the back of the class someone called out with a laugh, 'Why did they come here? What's wrong with <i>your</i> country?' Everyone turned to look. It was Mpumelelo, leaning back in his chair with an unkind expression on his face. Mr Busakwe looked away from Samuel and gave Mpumelelo a stern look. 'Mpumelelo, please remember our universal rules of respect and tolerance. Please continue, Samuel,' he said.	I can infer from the way he speaks ('<i>your</i> country') that Mpumelelo doesn't think Samuel belongs in South Africa.



Text: Read	First Read: Think Aloud
Samuel coughed and continued. 'This is a pagne,' he said holding up the colourful cloth, 'it is part of our traditional clothing. And this is a Karyenba drum. The men play them at festivals.' 'Do they eat that gross, stinking fish that you bring to school at your festivals as well?' teased Mpumelelo, making vomiting sounds. A couple of the other kids laughed.	I think Mpumelelo is really mean and saying things that he knows will upset Samuel. I wonder if he's like this with other kids as well?
'Mpumelelo, that is enough. We have spent a lot of time discussing how we all want to be treated, and this is completely out of order. Please leave the class and go to the Principal Khuboni's office immediately!' Mr Busakwe instructed firmly. 'I will need to call your parents to an urgent meeting.' Mpumelelo glared at Samuel as he walked out with his hands in his pockets.	I think Mr Busakwe is strict, but fair. I can connect to this because I had a teacher who also expected us to obey the rules. But we had all agreed to the rules as a class and we knew they were fair.
Half an hour later, Mr Busakwe, Principal Khuboni, Mpumelelo and his parents were sitting in the office. Mr and Mrs Zwane were upset and worried. 'What's this about, Principal? We were called in urgently. Has Mpumelelo done something wrong?' They looked at their son, but he just stared at his hands in his lap and wouldn't meet their eyes. 'I'm afraid he has,' said the principal, 'something very serious. Mr Busakwe, please can you tell us what happened in your class this morning.'	I can visualise Mpumelelo sitting in the chair, looking down at his lap. I think he's embarrassed his parents have been called and worried about what the principal will do.



Text: Read	First Read: Think Aloud
Mr Busakwe told them about the Heritage Day orals and what Mpumelelo had said when Samuel was presenting his oral. As he spoke, Mr Zwane's eyes widened and he shook his head. Mrs Zwane looked like she was going to cry. 'In this school, we have no place for bullying. We take it very seriously. All learners in this school are welcomed and part of our community. We will not allow any xenophobic actions. I hope this is very clear. Mpumelelo's comments are unacceptable. In addition to his punishment, he will have to apologise sincerely to Samuel.'	I think Mpumelelo's parents are very shocked to hear what happened. I can infer that they never thought Mpumelelo could behave like this.
'Mpumelelo! I can't believe you've behaved this way,' Mrs Zwane looked at her husband and continued. 'My parents, your grandmother and grandfather, came to South Africa many years ago, because of the civil war in Rwanda – the same war that affected Burundi! They came to find a new home where their family could be safe. When they first arrived, it was very hard for them. People did not accept them because of the way they spoke and because they were not from here. They overcame many hardships to settle here and make a life for themselves.'	This is so ironic and quite sad. Mpumelelo was doing to Samuel exactly what Mr and Mrs Zwane hoped would never be done to him!
Mpumelelo looked at his mother with shock. 'What are you saying? Why have you never told me this? Why do I not know about them? And what about dad? Are we Rwandan?' he whispered unbelievably.	Wow! Mpumelelo must be in shock! This is a lot of information – his whole identity is different to what he thought it was! I wonder if he's angry with his parents for keeping this from him?

**Text: Read**

'I came here as a young girl, and fell in love with your father, who – as you know, is an isiZulu South African! I never wanted you to feel the discrimination that your grandparents felt. We never taught you about your Rwandan heritage, Mpumelelo, because your grandparents have passed on, and because we want you to be a success in this country,' explained Mrs Zwane.

'But it is clear to us both that we made a bad decision to keep this from you,' Mr Zwane nodded sadly.

'I can't believe this. I feel so bad about the things I said to Samuel. I don't know why I was so mean to him,' Mpumemelo said shaking his head. 'He always looks so scared. It was just easy to tease him for a laugh. I never thought how it felt for him.'

'I suppose I should also be ashamed,' said Mrs Zwane. 'It seemed easier to me to not explain your full heritage. But there are so many things about Rwanda and Rwandan culture that I would like you to know. I am sorry, my son.'

'Well today I learnt about a pagne and a Karyenba drum, so I've already started learning about Rwanda's neighbours!' Mpumelelo realised. Then his expression changed, and he looked down at the floor. 'I guess I owe Samuel an apology.'

'And, Mpumelelo? What about your teacher?' said Principal Khuboni sternly.

'Um, I am sorry for being rude, Sir,' said Mpumelelo. He took a deep breath and went on, 'And thank you Sir, for making our classroom a safe space for everyone. The way you handle us is cool.'

First Read: Think Aloud

I can infer that Mpumelelo is not a bad person. He acted without thinking of the consequences of his actions. **I think** he has learnt about a lot about himself from this, not only about his heritage!

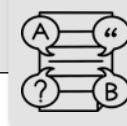
I can visualise Mpumemelo talking to his teacher and apologising. **I think** it shows maturity to acknowledge the way Mr Busakwe treats the class.



Recall questions	Responses
Why is the class not having their normal lessons?	They're doing orals to celebrate Heritage Day.
Where is Samuel from? What did he bring for his presentation?	He is from Burundi. He brought a traditional pagne and a Karyenba drum.

Critical thinking	Possible responses
Why did Mr and Mrs Zwane not tell Mpumelelo about his Rwandan heritage? Do you think this was a good decision? Why or why not?	They didn't want him to face any discrimination, like his grandparents had faced. Own response with reason
What do you think about the way Mr Busakwe treats the class? Would you like a teacher like Mr Busakwe? Why or why not?	Own responses with reason

INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **punctuation**
2. Explain this as follows:

Capital letter

- Every sentence always starts with a capital letter.
- Always use capital letters to show proper nouns.
- Always use capital letters to show proper adjectives.
- A person's title is with a capital letter.

Full stop

- A full stop shows that the sentence has ended.
- We use a full stop to show some abbreviations.

Colon

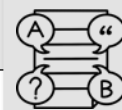
- A colon is used in direct speech to introduce the words someone is saying.
- A colon is used to indicate an explanation is following.

Question mark

- A question mark shows that the sentence is a question.



INTRODUCE THE LSC IN CONTEXT



Apostrophe

- The apostrophe shows omission (letters left out).
- The apostrophe shows possession.

Quotation mark

- Quotation marks show the words that a person says (direct speech).

Comma

- A comma is used to separate names from the rest of the sentence.
- A comma is used before direct speech.
- A comma is used to show a pause in the sentence.

3. Point out the following examples of this in the text:

- a. It was a bright spring **September** day in **Johannesburg**.

Capital letters to start the sentence and for proper nouns (names of places and months).

- b. Samuel looked nervously around the class and then started: 'My family is from Burundi. My parents moved here 10 years ago.'

Colon before direct speech.

Quotation marks for direct speech.

- c. Why did they come here?

Question mark to indicate asking a question.

- d. Principal Khuboni's office – **apostrophe to indicate possession.**

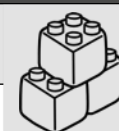
What's wrong – **apostrophe to indicate omission.**

- e. We never taught you about your Rwandan heritage, Mpumelelo, because your grandparents have passed on, and because we want you to be a success in this country.

Commas to separate a name in a sentence and to indicate a pause.

WEEK 1: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their KWL charts.



TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **punctuation**
2. Tell learners to copy the following **LSC note** in their books:

Punctuation

Capital letter

- Every sentence always starts with a capital letter.
- Always use capital letters to show proper nouns.
- Always use capital letters to show proper adjectives.
- A person's title is with a capital letter.

Full stop

- A full stop shows that the sentence has ended.
- We use a full stop to show some abbreviations.

Colon

- A colon is used in direct speech to introduce the words someone is saying.
- A colon is used to indicate an explanation is following.

Question mark

- A question mark shows that the sentence is a question.

Apostrophe

- The apostrophe shows omission (letters left out).
- The apostrophe shows possession.

Quotation mark

- Quotation marks show the words that a person says (direct speech).

Comma

- A comma is used to separate names from the rest of the sentence.
- A comma is used before direct speech.
- A comma is used to show a pause in the sentence.

Language Writing Activity:

1. Ask learners to **punctuate** the following sentences correctly: (Note there is direct speech)
 - a. where are you going she asked
im going to roodepoort he answered
why
I ve heard there re jobs there he said hopefully mr yonga said there were
well good luck im sure you ll find something she replied positively
'Where are you going,' she asked.
I'm going to Roodepoort,' he answered.
'Why?'



'I've heard there're jobs there,' he said hopefully. 'Mr Yonga said there were.'

'Well, good luck. I'm sure you'll find something,' she replied positively.

b. but wait nelissa thats not yours its Asiphos

But wait, Nelisa, that's not yours, it's Asipho's.

c. i need the following for school a pen a pencil my books and a daily planner

I need the following for school: a pen, a pencil, my books and a daily planner.

d. i love mozambican style fish, but I prefer spicy pakistani food for a special treat

I love Mozambican stye fish, but I prefer spicy Pakistani food for a special treat.

2. Correct this activity together with learners and explain the answers where necessary.

HOMEWORK



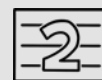
Find a suitable consolidation activity from the textbook in the Management Document.

Tell learners to complete this for homework.

WEEK 1: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	Heritage Day lessons
LEARNER BOOK	Moving Populations
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Visualisation

SECOND READ



- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - Who taught the class an isiXhosa song?
 - Where was Mrs Zwane born? Where was Mr Zwane born?
 - Why did Mrs Zwane's parents come to South Africa?
 - Give an adjective to describe how you think Mr Busakwe felt when Mpumelelo made his mean comments towards Samuel.
 - What kind of school do you think Principal Khuboni was trying to create? (What was important to her?)
 - What do you think Mpumelelo and his parents will speak about when they go home?



Text: Read	Second Read: Think Aloud
Heritage Day lessons It was a bright spring September day in Johannesburg. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, but some learners had brought traditional clothes, musical instruments and even food to show and share with the class. It was nearly break time, and already the class had learned so much.	I can infer that some learners had worked very hard to make their speeches interesting, but others had not.
Khanyiswa had explained what the different traditional isiXhosa clothes mean and had taught everyone an isiXhosa song. The clicks were hard, but fun! Nobantu had shared some pictures about her isiZulu culture: the beehive huts and woven baskets. She even shared some ujeqe that her dad had made and did a demonstration of the indlamu dance. Lebohang had brought some mokorotlo Sesotho hats and colourful blankets.	I can evaluate that the learners in the class come from many different heritages and cultures.
After break, it was Samuel's turn to present his oral. He had an interesting red cloth tied around his shoulders over his uniform and he was holding an impressive big wooden drum. Samuel looked nervously around the class and then started: 'My family is from Burundi. My parents moved here 10 years ago.'	I can visualise Samuel in his traditional cloth holding a big drum. I wonder if he will play the drum?
From the back of the class someone called out with a laugh, 'Why did they come here? What's wrong with <i>your</i> country?' Everyone turned to look. It was Mpumelelo, leaning back in his chair with an unkind expression on his face. Mr Busakwe looked away from Samuel and gave Mpumelelo a stern look. 'Mpumelelo, please remember our universal rules of respect and tolerance. Please continue, Samuel,' he said.	I wonder if Mpumelelo has broken these rules before? Mr Busakwe acts quickly to remind him of the class's values of respect and tolerance.



Text: Read	Second Read: Think Aloud
Samuel coughed and continued. 'This is a pagne,' he said holding up the colourful cloth, 'it is part of our traditional clothing. And this is a Karyenba drum. The men play them at festivals.' 'Do they eat that gross, stinking fish that you bring to school at your festivals as well?' teased Mpumelelo, making vomiting sounds. A couple of the other kids laughed.	I wonder if the other kids laughed because they actually thought it was funny, or just because Mpumelelo was a bully and they were afraid of him?
'Mpumelelo, that is enough. We have spent a lot of time discussing how we all want to be treated, and this is completely out of order. Please leave the class and go to the Principal Khuboni's office immediately!' Mr Busakwe instructed firmly. 'I will need to call your parents to an urgent meeting.' Mpumelelo glared at Samuel as he walked out with his hands in his pockets.	I can visualise Mpumelelo's mean stare as he left. I think he's angry at being shouted at and he's acting as though it's Samuel's fault.
Half an hour later, Mr Busakwe, Principal Khuboni, Mpumelelo and his parents were sitting in the office. Mr and Mrs Zwane were upset and worried. 'What's this about, Principal? We were called in urgently. Has Mpumelelo done something wrong?' They looked at their son, but he just stared at his hands in his lap and wouldn't meet their eyes. 'I'm afraid he has,' said the principal, 'something very serious. Mr Busakwe, please can you tell us what happened in your class this morning.'	I wonder what Mr and Mrs Zwane are thinking? I think they must be very upset to be called to this meeting.
Mr Busakwe told them about the Heritage Day orals and what Mpumelelo had said when Samuel was presenting his oral. As he spoke, Mr Zwane's eyes widened and he shook his head. Mrs Zwane looked like she was going to cry.	I can visualise Principal Khoboni's expression: very serious. I wonder if they have that rule because of an incident that happened before?



Text: Read	Second Read: Think Aloud
'In this school, we have no place for bullying. We take it very seriously. All learners in this school are welcomed and part of our community. We will not allow any xenophobic actions. I hope this is very clear. Mpumelelo's comments are unacceptable. In addition to his punishment, he will have to apologise sincerely to Samuel.'	
'Mpumelelo! I can't believe you've behaved this way,' Mrs Zwane looked at her husband and continued. 'My parents, your grandmother and grandfather, came to South Africa many years ago, because of the civil war in Rwanda – the same war that affected Burundi! They came to find a new home where their family could be safe. When they first arrived, it was very hard for them. People did not accept them because of the way they spoke and because they were not from here. They overcame many hardships to settle here and make a life for themselves.'	I can evaluate that it is very hard for immigrants to make a home for themselves in a new country.
Mpumelelo looked at his mother with shock. 'What are you saying? Why have you never told me this? Why do I not know about them? And what about dad? Are we Rwandan?' he whispered unbelievably. 'I came here as a young girl, and fell in love with your father, who – as you know, is an isiZulu South African! I never wanted you to feel the discrimination that your grandparents felt. We never taught you about your Rwandan heritage, Mpumelelo, because your grandparents have passed on, and because we want you to be a success in this country,' explained Mrs Zwane. 'But it is clear to us both that we made a bad decision to keep this from you,' Mr Zwane nodded sadly.	Hmm, I wonder, is a person's identity always connected with their family and history? Or can a person exist as an individual with no past?

**Text: Read**

'I can't believe this. I feel so bad about the things I said to Samuel. I don't know why I was so mean to him,' Mpumemelo said shaking his head. 'He always looks so scared. It was just easy to tease him for a laugh. I never thought how it felt for him.'

'I suppose I should also be ashamed,' said Mrs Zwane. 'It seemed easier to me to not explain your full heritage. But there are so many things about Rwanda and Rwandan culture that I would like you to know. I am sorry, my son.'

'Well today I learnt about a pagne and a Karyenba drum, so I guess I've already started learning about Rwanda's neighbours!' Mpumelelo realised.' Then his expression changed, and he looked down at the floor. 'I guess I owe Samuel an apology.'

'And, Mpumelelo? What about your teacher?' said Principal Khuboni sternly.

'Um, I am sorry for being rude, Sir,' said Mpumelelo. He took a deep breath and went on, 'And thank you Sir, for making our classroom a safe space for everyone. The way you handle us is cool.'

Second Read: Think Aloud

I wonder if his parents were ever going to tell him if this had not happened? **I think** he would have found out at some point.

I wonder how Samuel will react when Mpumelelo apologises to him and explains everything? **I wonder** if they will become friends?

Recall questions**Responses**

Who taught the class an isiXhosa song?

Khanyisa

Where was Mrs Zwane born? Where was Mr Zwane born?

Mrs Zwane – Rwanda
Mr Zwane – South Africa

Why did Mrs Zwane's parents come to South Africa?

They left to escape the civil war in Rwanda.



Critical thinking	Possible responses
Give an adjective to describe how you think Mr Busakwe felt when Mpumelelo made his mean comments towards Samuel?	disappointed / upset / angry / let down / disrespected / other suitable responses
What kind of school do you think Principal Khuboni was trying to create? (What was important to her?)	An integrated community based on mutual respect./ A safe place where everyone is treated the same. / own suitable responses
What do you think Mpumelelo and his parents will speak about when they go home?	Own answers / their heritage / Rwanda / his grandparents / their decision not to tell him / the incident at school / other responses

LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

WEEK 1: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
3. Demonstrate the phonic sounds, sound out and read the phonic words and difficult or high frequency words. (You may choose to do this only with learners who require this kind of support.)
4. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.



WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to work on any oral tasks.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

WEEK 2: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

1. Remind the learners that this cycle, we have been working on **visualising**.
 - Explain that when we visualise, we try **to imagine what is happening in the text, like a movie inside our minds**.
 - This is a key comprehension skill.
 - We try see, hear, smell, taste and feel what is happening in the text.
 - Visualisation helps learners to see how the events in the text are **connected to each other**.
 - This helps them to think about the **story as a whole**, rather than just page by page.
 - This also helps to give **meaning to the words on the page** – by turning them into a scene from a movie in our minds.
2. **Model visualising**

It was a bright spring September day in Johannesburg. The Grade 7s were very excited because they were not having their usual lessons. Tomorrow was Heritage Day, and the learners were giving presentations about their traditions and heritage. Some of the orals were quite boring, but some learners had brought traditional clothes, musical instruments and even food to show and share with the class. It was nearly break time, and already the class had learned so much.

 - a. Close your eyes and explain what you visualise is happening in this part of the story:
 - I visualise a a clear spring day with lovely, crisp weather outside.
 - I visualise a Grade 7 classroom with desks and learners and a teacher.
 - Some of the learners are sitting up, interested.
 - Some of the learners have their heads on their desks.



	• On some desks are hats and clothes and a pot of food. • The teacher is sitting at his desk with papers all over. He has his mark book open. • I visualise one learner in the front wearing traditional clothes over her uniform. She is talking to the class.
WORK WITH LEARNERS: (We do...)	1. Explain that now, we will visualise together. 2. Read: <i>'From the back of the class someone called out with a laugh, 'Why did they come here? What's wrong with your country?' Everyone turned to look. It was Mpumelelo, leaning back in his chair with an unkind expression on his face.'</i> 3. Instruct learners to close their eyes, and to visualise the scene. Ask learners: What did you visualise? 4. Listen to learners' ideas, like: a. I visualise a tall boy in the back of the class. His head is turned to the boy next to him and they are laughing in an unkind way. b. I visualise a boy leaning back in his chair. He is confident and has a mean look on his face. c. I visualise all the other learners looking behind them to see who said that.
PAIR WORK: (You do...)	1. Explain that now, learners will visualise the text on their own. 2. Read out loud while learners follow along: <i>'My parents, your grandmother and grandfather, came to South Africa many years ago, because of the civil war in Rwanda – the same war that affected Burundi! They came to find a new home where their family could be safe. When they first arrived, it was very hard for them. People did not accept them because of the way they spoke and because they were not from here. They overcame many hardships to settle here and make a life for themselves.'</i> 3. Ask learners: What do you visualise? What do you see, hear (smell, taste and feel)? 4. Explain that learners can use this frame to help them: <i>I can visualise...</i> 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 visualisations: a. <i>I can visualise two young people holding a small child looking lost in a busy, noisy crowded street. No one is helping them.</i> b. <i>I can visualise a man asking for a job and being answered in harsh, cruel way and told he must go home.</i> c. <i>I can visualise a young couple trying to ask for directions, but no one understands what they are saying.</i>



	d. <i>I can visualise a young couple sitting close together holding each other. She is crying and he is comforting her.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: <u>Visualisation</u> <i>Visualisation is to try to imagine what is happening in the text, like a movie inside our minds.</i> <u>To visualise I must:</u> • Close my eyes. • Try see, hear, smell, taste and feel what is happening in the text. • Connect the events in the text to each other. • Think about the story as a whole. 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 2: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	Heritage Day lessons
LEARNER BOOK	Moving Populations
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Visualisation

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their KWL chart.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.



POST-READ: VISUALISATION SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:
Heritage Day lessons
2. Remind learners that this week we have been visualising a text.
3. Explain that today, learners will visualise the scene when Samuel is doing his presentation. Instruct learners to close their eyes. Read the following passage aloud:
'Samuel coughed and continued. 'This is a pagne,' he said holding up the colourful cloth, 'it is part of our traditional clothing. And this is a Karyenba drum. The men play them at festivals.'
'Do they eat that gross, stinking fish that you bring to school at your festivals as well?' teased Mpumelelo, making vomiting sounds. A couple of the other kids laughed.'
4. Instruct learners to visualise what the classroom looks like. They must try picture what the weather is, what the learners look like, what Mpumelelo is doing, how Samuel looks, what the other learners are doing, what signs and posters are on the walls, what Mr Busakwe is doing.
5. Instruct learners to open their books and to draw a picture of the classroom.
6. Learners must write 3–5 sentences about their visualisation. They can use the sentence starter: I can visualise...
7. Instruct learners to turn and talk with a partner and to discuss how they visualised the classroom in the text. Encourage learners to use the vocabulary they learnt in the cycle.

WEEK 2: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Interview	Written record of an interview: A transcription (written down) of an interview conducted in order to have a record of the questions asked and the responses given.	• Give the names of the speaker on the left side of the page • Use a colon after the name of the person who is speaking • Use a new line to indicate each new speaker	• Use appropriate language for the situation (e.g. formal or more conversational depending on who is being interviewed) • Probe the interviewee by asking questions • Portray the interviewee's strong points, talents, weak points, etc



INTRODUCE THE GENRE

1. Explain that this cycle, learners will do **an interview**.
2. An interview is conducted by an **interviewer**.
3. The interviewer asks questions to an **interviewee** and the interviewee responds.
4. An interview can happen for many reasons: to hire someone for a job; to ask how a sports person feels before or after a match; to ask how a politician / community leader is responding to a situation or what they are doing in their job; to find out more about the life and job of a musician / film-maker / actor / scientist / etc; to get information from an expert on a situation; to find out about someone's experience; and so on.
5. The interviewer has to prepare before the interview to make sure she or he knows a lot about the topic / person and is asking the most pertinent questions.
6. The interviewee must answer as honestly and as best as they can.

READ THE FOLLOWING INTERVIEW

Interviewer: I am so happy to have the opportunity to speak with you today, Portia. Thank you for your time to speak to *Sports SA* magazine.

Portia: It's my pleasure!

Interviewer: You are quite the rising star! How are you feeling, just a few weeks before the big national competition?

Portia: Excited. Terrified. Ready.

Interviewer: Can you tell me how you got to this level? Someone spotted you at your school athletics event? How often does that happen?

Portia: Not very often! I was incredibly lucky! Yes, I was running at school, and someone was there to support his niece in Grade 3! He happened to be a national athletics coach. He saw me win my race and came up and spoke to me. He took me on immediately and we started training.

Interviewer: Wow! And has your life changed?

Portia: Completely! My whole focus has shifted. Just this year, I've taken part in several provincial competitions and I've won them all! I've even broken a record! I've also travelled to other provinces to compete. It's been amazing! A big part of every day is training and working out. I also have to eat properly, oh and I have to do some school work too!

Interviewer: And if you win this national championship, you'll be selected to represent South Africa at the next Olympic Games! How does that make you feel?



	Portia: Excited! Terrified! Ready! (<i>laughs</i>) I never ever thought I would be in this position. I am so grateful to my coach for everything. In addition to training me, he has raised funds for me and organised everything. My parents and family and teachers have also been incredible! I could not have done this without their support and belief in me! Interviewer: Well, all of us at <i>Sports SA</i> wish you well! We'll be watching you closely! I can't wait to interview you with your gold medal! Portia: One step at a time! Interviewer: Thanks again. It's been great chatting with you. Portia: Thank you!
DISCUSS	1. Who speaks first? 2. How does the interviewer start the interview? 3. What kinds of questions are asked? 4. How do you know the interviewer has prepared for this interview? 5. How does the interview end?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Interview</u> • An interviewer asks an interviewee questions to find out information. • The interviewee responds. • The interviewer has to prepare well before to know what questions to ask. • The interviewer has to keep the interview going. • The language and tone could be formal or conversational depending on what the topic is and who is being interviewed. • Give the names of the speakers on the left side of the page. • Use a colon after the name of the person who is speaking. • Use a new line to indicate each new speaker.

**WEEK 2: TUESDAY / DAY 2:
PLANNING (30 minutes)**

TOPIC	Interview with someone who is from another place					
GENRE	Interview					
PLANNING STRATEGY	Answering questions					
INTRODUCTION	1. Introduce the writing topic. 2. Tell learners that they are going to write an interview. 3. The interviewer will interview someone who is from another place to find out more about their experiences. 4. Explain to learners that they must do this in their exercise books.					
MODELLING: (I do...)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <i>I'm going to interview an immigrant. I need to ask a bit about who they are and some personal details, for example, their age, their family, their job, etc. I will ask why they left their country and what their experience has been like in South Africa. I will ask if there are any similarities between the two countries and what the differences are. I will ask about any struggles since they've moved and how they are overcoming these.</i> 4. Have the questions written on one side of the chalkboard. 5. Show learners how you answer the questions. 6. Do this on the other side of the chalkboard. <table><tr><th>Questions for Interview</th><th>My answers</th></tr><tr><td> 1. Tell me a bit about you – your family, your job and so on. 2. Where are you from? 3. Why did you come to South Africa? 4. What was it like when you first arrived? 5. What are the similarities and differences between this country and your home country? </td><td> 1. 28 years old, live here with my brother. We left our family in Bulawayo. Studied to be engineers. 2. Zimbabwe. 3. No jobs for us at home. Need to help the family. 4. Very hard 5. A lot is the same, but more is different. </td></tr></table>		Questions for Interview	My answers	1. Tell me a bit about you – your family, your job and so on. 2. Where are you from? 3. Why did you come to South Africa? 4. What was it like when you first arrived? 5. What are the similarities and differences between this country and your home country?	1. 28 years old, live here with my brother. We left our family in Bulawayo. Studied to be engineers. 2. Zimbabwe. 3. No jobs for us at home. Need to help the family. 4. Very hard 5. A lot is the same, but more is different.
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	6. What are the similarities or differences between your life here and your life in your home country? 7. How have you overcome your struggles since you've been here?	6. Here I am working as an Uber driver. Better than being unemployed. 7. Met other Zimbabweans. Many people been kind to us. Have to persevere, even when it's been hard and lonely. Stay hopeful and positive.
LEARNERS PLAN: (You do...)	1. Instruct learners to imagine an immigrant who has come from another country. What do they look like? What is their background? What has their experience been like in South Africa? What would you like to know about them? 2. Next, tell learners to turn and talk to with a partner about the person they are going to interview. 3. Show learners the questions and your answers on the chalkboard. 4. Hand out the exercise books. 5. Tell learners they must write their own answers to the questions – they must not use your answers. 6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.	

Hand written plan: Interview — answers to questions

1. 28 years old, live here with my brother. We left our family in Bulawayo. Studied to be engineers.

2. Bulawayo, Zimbabwe.

3. No jobs for us at home. Need to help the family.

4. Very hard

5. A lot is the same, but more is different.

6. Here I am working as an Uber driver. Better than being unemployed.

7. Met other Zimbabweans. Many people been kind to us. Have to persevere, even when it's been hard and lonely. Stay hopeful and positive.



WEEK 2: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC

Interview with someone who is from another place

Before class begins, rewrite the questions and responses on the board.

	Questions for Interview	My answers
	1. Tell me a bit about you – your family, your job and so on. 2. Where are you from? 3. Why did you come to South Africa? 4. What was it like when you first arrived? 5. What are the similarities and differences between this country and your home country? 6. What are the similarities or differences between your life here and your life in your home country? 7. How have you overcome your struggles since you've been here?	1. 28 years old, live here with my brother. We left our family in Bulawayo. Studied to be engineers. 2. Zimbabwe. 3. No jobs for us at home. Our father died last year and we need to help the family. 4. Very hard 5. A lot is the same, but more is different. 6. Here I am working as an Uber driver. Better than being unemployed. 7. Met other Zimbabweans. Many people been kind to us. Have to persevere, even when it's been hard and lonely. Stay hopeful and positive.
EXPLAIN THE DRAFTING FRAME	1. Next, tell learners they must use their answers to write their interview. 2. Remind learners that the interviewer asks a question and the interviewee responds. 3. The answers must be written out in full, as though the person is answering.	
DRAFTING	1. Follow the core methodology to help learners complete their drafts. 2. Specify the following points: • They must make their interview sound realistic with the language they use. • Give the names of the speakers on the left side of the page. • Use a colon after the name of the person who is speaking. • Use a new line to indicate each new speaker. 3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.	

**HOMEWORK**

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

Hand written draft: Interview

Interviewer: Thxs so much for agreing to anser my questions and to help me with my writing on the experience of foreners leaving in Jhb.

Mishack: No prob?

Interviewer: Can you start by telling me a bit about you. Who are you?

Mishack: He is a 28 years old. He lives here with my brother, Tawanda. They left their parents, and the rest of my family in Bulawayo. We are both qualified as engineers.

Interviewer: Where are you from? From Zim

Interviewer: Why have you come to South Africa.

Mishack: There were no jobs for us at home. Our family needs money. We get work here and sent money back home to help our parents and grandparents.



WEEK 2: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST



(Write this on the board **before** class begins)

1. Do I have 2 people: the interviewer asking questions and the interviewee responding?
2. Are the names of the speakers on the left side of the page?
3. Is there a colon after the name of the person who is speaking?
4. Have I started on a new line every time someone speaks?
5. Does the language I use sound like a real interview?
6. Did I spell all words correctly?
7. Does every sentence start with a capital letter?
8. Does every sentence end with the correct punctuation mark? (All the interviewer's questions must end with a question mark.)

HOMEWORK



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



Hand written edited draft: Interview

Interviewer: Th^{anks}~~x~~s so much for agre^eing to an^wser my questions and to help me with my writing on the exⁱperience of foreⁱgners leavⁱng in J^hb. living in Johannesburg.

Mishack: ~~No prob?~~ A pleasure. I'm happy to help.

Interviewer: Can you start by telling me a bit about you. Who are you?

Mishack: ^{I am} He ~~is~~ a 28 years old. ^I He lives here with my brother, Tawanda. ^{We} They left ^{our} their parents, and the rest of my family in Bulawayo. We are both qualified as engineers.

Interviewer: Where are you from? ~~From Zim~~

Mishack: We are from Zimbabwe

Interviewer: Why have you come to South Africa?

Mishack: There were no jobs for us at home. ^{Our father died last year and} Our family needs money. ^{can} We get work here and sent money back home to help our parents and grandparents.

Interviewer: What was it like when you first arrived?

Mishack: It was very hard because we didn't know anyone and we struggled to speak isi^zulu.

Interviewer: What are the similarities and dif^ferences between this country and your home country?

Mishack: A lot is the same, but more is dif^ferent. We now live in a busy, loud city. At home it was more pe^{ce}ful.

Interviewer: What are the similarities or dif^ferences between your life here and your life in your home country?

Mishack: Here ^{I am} he ~~was~~ working. Even though it's not in my ^{profession} right ~~job~~, I am now an Uber driver, at least I am earning some money. It's much better to get up in the morning and feel^s like I am doing something.

Interviewer: How have you overcome your ^{str}uggles since you've been here?

Mishack: We have met other Zimbabweans. ^{Zimbabweans and South Africans} That has been a great support. I have felt the kindness of many strangers, ~~Zim and SA~~. I also had to have a very positive attitude and never give up, even when it's been so hard. One of my Uber passengers thinks she can help me get an engineering job, so I am hopeful.

Interviewer: Mishack, thank you so much for your time and for sharing your experiences with me.

Interviewer: Th~~x~~s, bye

Mishack: A pleasure. And thank you for the coffee.



WEEK 2: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING



Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Read through their corrections.
2. Rewrite a copy of their Interview in their exercise books, correcting any mistakes.

PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. If there is time, you could ask learners to read their interviews out in pairs.
3. Collect learners' exercise books to mark the writing task.
4. When you are giving feedback on a learner's piece of writing:
 - Try do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.

Interview — An immigrant's experience

Interviewer: Thank you so much for agreeing to answer my questions and to help me with my research on the experiences of foreigners living in Johannesburg.

Mishack: A pleasure. I'm happy to help.

Interviewer: Can you start by telling me a bit about you. Who are you?

Mishack: I am 28 years old. I live here with my brother, Tawanda. We left our parents, and the rest of my family in Bulawayo. We are both qualified as engineers.

Interviewer: Where are you from?

Mishack: We are from Zimbabwe.

Interviewer: Why have you come to South Africa?

Mishack: There were no jobs for us at home. Our father died last year and our family needs money. We can get work here and send money back home to help our parents and grandparents.

Interviewer: What was it like when you first arrived?

Mishack: It was very hard because we didn't know anyone and we struggled to speak isiZulu.

Interviewer: What are the similarities and differences between this country and your home country?

Mishack: A lot is the same, but more is different. We now live in a busy, loud city. At home it was more peaceful.

Interviewer: What are the similarities or differences between your life here and your life in your home country?

Mishack: Here I am working. Even though it's not in my profession, I am now an Uber driver. At least I am earning some money. It's much better to get up in the morning and feel like I am doing something.

Interviewer: How have you overcome your struggles since you've been here?

Mishack: We have met other Zimbabweans. That has been a great support. I have felt the kindness of many strangers, Zimbabweans and South Africans. I also had to have a very positive attitude and never give up, even when it's been so hard. One of my Uber passengers thinks she can help me get an engineering job, so I am hopeful.

Interviewer: Mishack, thank you so much for your time and for sharing your experiences with me.

Mishack: A pleasure. And thank you for the coffee.

**WEEK 2: FRIDAY / DAY 5:
LISTENING AND SPEAKING (60 minutes)****UNPREPARED SPEECH**

Follow the core methodology to implement an Unprepared Speech.

**EXPLAIN THE
UNPREPARED
SPEECH**
10 minutes

1. Remind learners of the procedure for the Unprepared Speech presentations:
 - a. They must respond to questions and statements on the theme using what they have read and discussed this cycle.
 - b. They can agree or disagree and express their own opinions.
 - c. They will have a few minutes to think, then learners will be called up to present and the rest of the class will listen.
2. Remember, when you give your speech, you have to think carefully about **what** you say and also **how** you say it.
Content:
 - a. Your speech should be between 1.5 – 2 mins.
 - b. You need to structure your speech in a logical way: you must have an introduction; several points; and a conclusion.
 - c. You need to have at least 3 good points that you want to make. Each point should be on the topic and add to your overall opinion or argument.
 - d. Each point should have some explanation, examples or added details.
 - e. You should try to use the vocabulary we've learnt in the cycle.
 - f. Your language should be formal – do not use slang, do not greet the class or present your speech using colloquial (conversational) language.**Non-verbal skills:**
 - a. Your voice projection should allow everyone in the class to hear what you are saying.
 - b. Your pace should be even and allow the audience to take in what you're saying, while still keeping your speech flowing.
 - c. You should maintain eye contact with your audience.
 - d. Your posture should be formal and upright.
 - e. You can use gestures if they add to the content of your speech.

**BRAINSTORM AND
WRITE**
5 minutes

1. Explain that today, everyone must think about an unprepared speech on the theme and ideas we've covered this cycle. You will probably only get through 15 speeches every cycle. Ensure that every learner gets a chance throughout the term.



	2. Read through the following and make sure everyone understands each one. The topics we will be focusing on today are: Sometimes there is no other choice but to leave your home and start somewhere new. Our heritage and ancestry are part of who we are. What is the responsibility of the host country to refugees and asylum seekers? If I had to leave South Africa, I would like to go to... A diverse population is... People under pressure who face hardships often do better than those who don't.
PREPARE FOR UNPREPARED SPEECH 10 minutes	- Give learners 5 minutes to choose which one they would like to respond to and brainstorm some ideas for their speeches. - Each learners should have at least 3 points they would like to talk about, relating to their statement or question. - Once they have at least 3 points they would like to talk about, they must turn to their partner and share their topic and their points. - Now they can start thinking how to structure their speech. - Call the class back together.
UNPREPARED SPEECHES 25 minutes	- Remind the class that while learners are delivering their speeches they must: - Listen respectfully when someone is presenting. - Do not interrupt when someone is presenting. - Applaud when the speaker is finished. - Be open-minded and tolerant of ideas that are different to your own. - Give feedback that is thoughtful and positive. - Write on the board: - Something I learnt or found interesting... - What I liked about the speech... - While the learners are speaking, the rest of class should be listening and making one or two comments for each speaker. - Call on individuals to present their speeches. Each speech should be between 1.5 and 2 minutes.
FEEDBACK 5 minutes	After the speeches for the lesson have been presented, call on several learners to give feedback on the speeches they enjoyed, what they have learnt/ found interesting and why they liked the speech.



CONCLUSION

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

SUMMARISE

Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a **discussion** task). For example:

This cycle we:

- Learnt new vocabulary words about moving populations
- Listened to a dialogue about the immigrants' experience and how to achieve success
- Learnt about punctuation
- Read different texts about why people move countries and what the experience is like for them
- Spoke about the texts
- Answered questions about the texts
- Learnt about how to write an interview
- Wrote an interview
- Delivered unprepared speeches, listened to others and gave feedback on others' speeches.

REFLECT

1. Ask learners to think about something they think they did well during the cycle.
2. Call on a few learners to share.
3. Ask learners to think about something they could have done better during the cycle.
4. Call on a few learners to share. Praise learners for their honesty and self-reflection.
5. Ask learners if they have any last questions to ask. Address these as well as possible.
6. **Ask learners to think about the connections between this theme and what they have been learning about in Social Science (Geography). Ask learners to share any connections that they can think of.** (You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)

ACKNOWLEDGE AND CELEBRATE

- Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle.
- Celebrate the achievements of those learners, and also of the whole class!

THEME

Finding out more about Poetry

**Creative Writing
Research Project**

Term 3

Weeks 3 & 4 | Cycle 2



TERM 3: WEEK 3

OVERVIEW



THEME	Finding out more about Poetry
THEME VOCABULARY	genre, chant, praise poetry, stanza, rhythm, rhyme, express, lyrics, imagery, gestures, protest or struggle poetry, verse
LSC	Metaphors, Similes, Personification
COMPREHENSION STRATEGY	Research
WRITING GENRE	Research Project
WRITING TOPIC	Complete a research project to find out more about poetry
GRAPHIC ORGANISER	Mind Maps and Venn Diagrams
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. This project provides standard reading material for learners to use as their research source materials. 3. However, if your school and community has access to other source materials, please ensure that these are used – do not limit learners to using only what is provided.



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

1. **Introduce learners to the research part of the project. Tell them the following:**
 - a. We are going to be doing a project for the next 6 weeks.
 - b. This project will be focusing on a **literary genre**.
 - A literary genre is a type or category of literature (writing).
 - You have studied and read many of these already, for example: novels; short stories; myths; legends; fables; poems; dramas; and even songs.
 - c. You will work **with a partner** to find out more about the literary genre of **poetry**.
 - d. You have already read poems and learnt about a poet and different kinds of poetry in Term 1. You can use the information and resources from Term 1 to help you with your research project.
 - e. For the first part of this project, you will **research the topic of poetry** by answering different questions.
 - Before we can find out anything about a topic, we need to ask questions about the topic.
 - These are sometimes called 'driving questions', because they drive the research.
 - To help you get started, we have designed three tasks, or sets of driving questions for you to answer.
 - This will get you thinking and learning more about the genre of poetry.
 - f. Next, together with your partner, you will **make up your own driving questions** and **find the answer** through more research.
 - g. You will document your notes and findings using **graphic organisers**.
 - h. You will **work with a partner** to do your research, but you will **each submit a written copy** of your project.
2. **Next, arrange your learners in pairs.**
 - a. If you have limited time, you may want to pre-select the pairs, and tell learners who they will be working with.
 - b. **Or, if you have the time, play a game to help learners select new partners as follows:**
 - Tell learners that poetry is often about emotions.
 - Give every learner an emotion written on a piece of paper, for example: happy, excited, sad, angry, afraid, admiration, anxious, bored, surprised, relieved and so on.
 - Take learners to an open area and tell them to walk around and act out their emotion.
 - When they see someone acting out the same emotion as them, they must check to see if their papers match. If they do, they have found their partner, and must come and tell you.
 - If not, they must continue to walk around, acting out their emotion, until they match with a partner.



- Ensure that every learner has a partner.

3. **Finally, settle your learners at their desks with their partners, and help them establish a 'Partnership Agreement'.**

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

Partnership Agreement between _____ and _____

I would like to be treated as follows:

I will treat my partner as follows:

If we have a disagreement, we will:

I am good at:

I will be responsible for:

Partner 1 signature:

Partner 2 signature:

HOMework

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



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

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

TASK 1: What is poetry? (Mind Map)

- a. What is the definition of poetry?
- b. What was the purpose of the earliest poetry?
- c. Why was early African poetry written and how was it performed?
- d. How is poetry different to other writing genres?
- e. What are three different kinds of poems?
- f. What is the structure of a haiku, a free verse and a rhyming couplet?
- g. List some different examples of figurative language that many poets use.
- h. Why do many poets use figurative language?

TASK 2: Looking closely at an example of a poem and a song Poem – Rejection (Mind Map)

- a. What do you think the poem is about?
- b. In the first and second lines, what is *rejection* compared to?
- c. One kind of figurative language used in many poems is: personification. Explain personification in your own words.
- d. Find an example of personification in the poem.
- e. Why do you think the poet used personification here?
- f. In the second stanza, find an example of alliteration.



- g. Why do you think the poet used alliteration here? (What is the effect of repeating the sound? Why is this suitable for what the speaker in the poem is feeling?)
- h. Have you ever felt rejection?
- i. What colour is rejection?
- j. What is the opposite of rejection?
- k. What colour would that emotion be?

Song – *Their hip-hop young love* (Mind Map)

- a. What do you think this hip-hop song is about?
- b. Read line 3: '*Got each other's back*' is not a literal expression, but a figurative expression. What does it mean?
- c. Read line 8: '*Their love is a colourful, fragile butterfly*'. What figure of speech is this?
- d. What do you think the poet is saying about their love by comparing their love to a butterfly?
- e. Look at the bridge. What is the effect of the rhyme? Why do you think the songwriter used rhyme so much?
*'They don't care what the old ones say
No more halfway doomsday dismay
For them it's slay stay okay fair play
The two together home and away
Star-crossed lovers in the milky way'*
- f. Read line 24: '*They're each other's world*'. What figure of speech is this? Why do you think the poet compares the two teenagers to the world?
- g. Do you think teenagers know and understand real love or are they too young?
- h. Do you think parents or older family members should say who teenagers can date?
- i. Do you think this hip-hop song could be read as a poem?
- j. Why or why not?

Same or different? (Venn Diagram)

- a. What **similarities** do you see between the poem and the song?
- b. What **differences** do you see between the poem and the song?

TASK 3 – Interview (Mind Map and Venn Diagram)

Interview to find out how people of different ages feel about poems and songs

Ask a peer (someone in Grade 7) and an older person (a family member or neighbour) the following questions and take notes of their answers.

- a. Do you like poetry?
 - If you answered no, please explain why.
 - If you answered yes, please explain why, and say what kinds of poems you enjoy.
- b. Listening to poetry and songs
 - When have you listened to or read poetry?



- What kind of songs do you like to listen to?
- When you listen to songs, do you listen to the lyrics?
- Why or why not?
- Do you remember the lyrics of songs you listen to?
- Do you ever learn lyrics off by heart?

c. Writing songs and poetry

- Have you ever written your own poem or song?
- If yes, what was that experience like? What did you write about?
- If no, would you like to write your own poem or song?
- What would your song or poem be about?

Same or different?

- a. What **similarities** do you see between your peer and the older person's answers?
- b. What **differences** do you see between your peer and the older person's answers?

8. Explain to learners that **Task 4** will be their **own driving question**.
9. Ask learners if there are any questions or comments. Clarify any issues.



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

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

Activity 1

- a. With your partner, **think of a question that you could ask to find out more about poetry**. Think about **where you would you go** to find out that information.
- b. Write the following prompts on the board to help learners:
 - I want to find out more about a famous poet.
 - What was the poet's life like and how did that influence their writing?
 - What are modern forms of poetry?
 - Who are South Africa's famous poets and what did they write about?
- c. Give learners a few minutes to think of their questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they could find the answers.
- e. Write their answers on the board.
- f. The learners should understand that they can find out information in the traditional way: go to libraries; look on the internet; read articles or other documents, etc.

Activity 2

- a. With your partner, **think of a question that you could ask to find out how people feel or what people think about poetry**. Think about **how you would find out** that information.
- b. Write the following prompts on the writing board to help learners:
 - Which songs do young people enjoy listening to?
 - What do the older generation think about the music that young people listen to?
 - Do people think song lyrics are the same as poetry?
 - Do people think songs should be censored? Why? Why not?
 - Do people think poetry is an effective form of protest?



- c. Give learners a few minutes to think about their questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they would find the answers.
- e. Write their answers on the board.
- f. Learners should understand that that can find out this information from doing interviews and surveys with people at school or their families, neighbours, and so on (people they know). They could also go online to see what lots of different people think about their question.

Activity 3

- a. With your partner, think of a question **about what you think or feel about poetry or songs**.
- b. Write the following prompts on the writing board to help learners:
 - Do I prefer poems or songs? Why?
 - What would I write a poem or song about?
 - Which is my favourite kind of poem or song and why?
 - If I were to write a protest poem, what would it be about? (politics / women's rights / gender-based violence/ environmental issues/ abuse / addiction / etc.)
- c. Give learners a few minutes to think about their questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they would find the answers.
- e. Write their answers on the board.
- f. Learners should understand that that can find out this information from thinking about how they feel about something. They could do some research by reading or finding out more through books or online source to get more facts, but this would be mostly about their own responses.

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

- a. Tell your learners that with their partners, they must now **come up with their own driving question related to poetry**.
- b. Explain that they can use other learners' ideas on the board if they would like to.
- c. Tell the learners that each pair must give you their question/s and must explain how they will find the answer/s to their question.
- d. Also remind learners that they can use the resources provided in the **Learner Book**. (There is information on: Poetry; Forms of poetry; Why people write poetry; Slam poetry; Protest poetry; and Song Writing vs Poetry.) Teachers can encourage learners to use these if other sources of information are difficult to access.
- e. Learners can use a **library or the internet** if they have access to these.
- f. If learners want to ask opinion questions, they must plan **what their questions are and whom they will approach to interview**.
- g. Set the deadline for pairs to submit their question – this should be done by the following day.



- h. Then, check that each driving question is appropriate and that learners can access information to answer their question.

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

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

Assessment criteria

- a. **Development of own research question/s:** this is the question that is the centre of all your research. It is very important that you have established your question clearly and that have a good understanding of what the question is asking and where you can go to find out your answers.
- b. **Organisational skills and use of graphic organiser:** graphic means to do things in a visual manner. So, this is a way of presenting information visually so that it helps the researcher and the reader understand it.
In this project you will use a Mind Map and Venn Diagram as graphic organisers to show all the information you have found. We will look at examples and go over this in more detail in the next lesson.
- c. **Relevance of information:** Is all your research actually answering the research questions and your driving question/s? There is no point in just going through information and writing things down if you're not finding out answers to your questions.
- d. **Note-making skills:** While you are reading and researching, you need to make good notes. You must use key words and not write down everything you read. We will have a lesson on note-making, so make sure you follow that carefully as you will be assessed on this aspect of your research.
- e. **Bibliography:** A bibliography is to show where you got all the information for your research. A bibliography is a list of all books, articles, videos, interviews and any other sources of information you used. There is a very specific way of setting out a bibliography giving information about the source. You should have more than one resource when researching. We will learn more about this in another lesson. Make sure you pay careful attention as this is part of your research and you will be marked on this.
- f. **Editing and presentation:** All the research you do and submit needs to be edited for mistakes and presented neatly and in a visually appealing way.
- g. **Independent work in class:** Learners need to work in their pairs in class. Learners need to get straight to work, focus on their tasks, work well together in pairs, not bother those around them and show self-discipline.



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

WEEK 3 TUESDAY / DAY 3: NOTE-MAKING USING KEY WORDS (30 minutes)

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



Step 1 in Note Making: Reading with Purpose

1. Tell learners to turn to the short text on Oswald Mtshali in their Learner Books.
2. Tell learners that they should imagine that their research questions are as follows:
Topic: Famous South African Poets (write these questions on the board)
 - a. I want to find out more about a famous South African poet.
 - b. I want to find out what their life was like.
 - c. I want to find out what their poems were about.
 - d. I want to find out why they wrote their poems.
3. Read the text on Oswald Mtshali aloud. Read through the whole text once, asking learners to listen and follow carefully, whilst keeping the research questions in mind.

SA Protest Poet – Oswald Mtshali

Oswald Mbuyiseni Mtshali is one of South Africa's greatest struggle poets. Mtshali was born on the 17th January 1940, in Vryheid, Kwa-Zulu Natal, South Africa. Once he finished secondary school, he went to Soweto, hoping to study social work. The apartheid laws prevented him from following that career. He studied via correspondence and achieved a diploma from the Premier School of Journalism and Authorship. He worked as a messenger in Soweto. While he was working, he observed life in apartheid Johannesburg. He used these observations of the city to write his poems that became his first collection and award-winning book, *Sounds of a Cowhide Drum* (published in 1971). His poems present the struggle against apartheid. This collection was one of the first books of poems by a black South African to be popular.

4. Next, ask learners to think of the research questions, and if they noticed any answers as you read.
5. Call on individual learners to state a research question, and to then find and read the section of text that contains the answer. For example:
 - a. Research question: **I want to find out more about a famous South African poet.**
 - I can start by finding out their name, their date of birth and death, and where they were born.
 - I can find the answers in this part of the text: **Oswald Mbuyiseni Mtshali** is one of South Africa's greatest struggle poets. Mtshali was born on the 17th January 1940, in Vryheid, Kwa-Zulu Natal, South Africa. (This source does not say when he died – I can try to find out.)
 - b. Research question: **I want to find out what their life was like.**
 - I can find the answers in this part of the text: Once he finished secondary school, he went to Soweto, hoping to study social work. The apartheid laws prevented him from following that career. He studied via correspondence and achieved a diploma from the Premier School of Journalism and Authorship. He worked as a messenger in Soweto. (I wonder who he lived with - research.)



- c. Research question: **I want to find out what their poems were about.**
 - I can find the answers in this part of the text: *While he was working, he observed life in apartheid Johannesburg. He used these observations of the city to write his poems that became his first collection and award-winning book, Sounds of a Cowhide Drum (published in 1971). His poems present the struggle against apartheid. (This tells me what his poems were about.)*
- d. Research question: **I want to find out why he wrote his poems.**
 - *It doesn't specifically say why he wrote his poems, but I can infer that he wanted to show what life was like for black people during apartheid, and how people struggled against apartheid. It says he was a struggle poet and a protest poet, so I can infer that he wanted to try and change the system of apartheid through his poetry.*

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

1. Show learners how to create a structure for their notes using headings, sub-headings and examples.
2. Start by identifying the main heading and writing this down – this must link to the research topic. Write down and underline the main heading:
A famous South African Poet: Oswald Mtshali
3. Next, decide on sub-headings that will be listed beneath the main heading, write the first sub-heading down and underline it.
4. Your sub-headings could be:
 - Full name of poet, birth and death details
 - Early life
 - Topics of poems
 - Reasons for writing poems
5. **Then, use key-words to document the answers to the research questions.**
6. Tell learners that key words hold the meaning of a sentence together. This means we do not have to write down every single word, just the words that are key for us to remember the important information that we read.

Document key words for sub-headings: I do

1. Write the key words beneath the sub-heading.
2. Use bullet points for each new point.
3. If there is an example - add it.
4. If there is missing information – make a note.
5. Explain that commas are used to separate pieces of information.
6. Point out that if extra research is needed this must be written in brackets.



Full name of poet, birth and death details

- Oswald Mbuyiseni Mtshali
- Born: 17 Jan 1940, Vryheid, KZN
- Death, unknown (need to research)

Early life

- After school, went to Soweto
- Studied via correspondence
- Detail: at the Premier School of Journalism and Authorship
- Achieved Diploma in Journalism and Authorship
- Worked as messenger in Johannesburg

Document key words for sub-headings: We do

1. Now, call on learners to provide the key words for the next sub-heading.
2. Listen to learners, correct any errors they make, and write down the key words.

Topic of poems

- Observations of the city (Johannesburg)
- Struggle against Apartheid
- Example: *Sounds of a Cowhide Drum*, published 1971

Document key words for sub-headings: You do

1. Tell learners to now work with a partner to document the key words for the last sub-heading.
2. Once they are done, call on learners to share their answers and correct them.

Reasons for writing his poems

- To show what life was like for black people in the city under Apartheid
- To show the injustices of Apartheid
- To fight against (struggle) against the system
- (We should add more examples of poems here – research.)

7. Check to see if learners are comfortable with the note-making process.
8. Give them a few minutes to make notes that will help them to remember this process.



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

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

GRAPHIC ORGANISER: MIND MAP

1. A Mind Map will be used to document your notes for Tasks 1-3.
1. A Mind Map is a tool used by someone who needs to organise and present their thoughts, ideas or information.
2. While we all learn differently, many of us can take in the information when it is presented visually.
3. A Mind Map is an illustration with the heading in the middle in a circle.
4. There are lines going outwards from this heading connecting the central word/idea to other linking ideas – sub-headings.
5. Then, there are often more lines from these sub-headings to examples or more details.
6. Tell learners to turn to the example of a Mind Map in their Learner Books.
7. Go over this example with the learners, pointing out:

Features of a Mind Map

- a. Heading/ Main topic
- b. Sub-headings
- c. Details and notes under the sub-headings
- d. Examples to illustrate the notes (where possible)
- e. The spacing and layout of the Mind Map
- f. The difference in size, font and even colour between the different levels: main heading; sub-headings; examples.

8. Make sure that the learners understand the links between the heading, sub-headings, and examples.
9. Ensure that learners all understand that the information in the Mind Map is relevant and connected to the main heading.



GRAPHIC ORGANISER: VENN DIAGRAM

1. A Venn Diagram will be used to document your notes for Tasks 2-3.
2. Explain to learners that a Venn Diagram is an illustration that uses circles to show the similarities and differences between two things.
3. The parts of the circles that overlap in the middle show what the things have in common – how they are the same, or, how they compare.
4. The parts that are separate show how they are different, or, how they contrast.
5. With a Venn Diagram, we should always be able to make conclusions and be able to answer questions from how the information is presented.
6. Tell learners to turn to the example Venn Diagram in their Learner Books.
7. Go over this example with the learners, pointing out:

Features of a Venn Diagram

- a. The headings – what are the two things that are being analysed?
 - b. What are the different things about each one?
 - c. What do they have in common?
 - d. How is the Venn Diagram laid out and presented?
 - e. What conclusions can you make from this graphic organiser?
8. Remind learners that in both Tasks 2 and 3, there are similarities and differences questions.
 9. This means that for both those tasks, they have to create a Mind Map and a Venn Diagram.
 10. Make sure they understand this clearly.

HOMEWORK

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



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

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

Features of a bibliography used for books and articles

- **Author/s** (Surname first, then first name as your bibliography must always be in **alphabetical order from the surnames**)
- **Title** of the book or article - this must be underlined
- **Year** it was published
- **Publisher**
- **Place** of Publication
- We use commas in between all these pieces of information.
E.g. **Mtshali, Oswald, Sounds of a Cowhide Drum, 1971, Oxford University Press, London**

Features of a bibliography used for online sources

- **Name of website**
- **URL link:** http/...
- **Date** accessed/views
E.g. **South African History Online, <https://www.sahistory.org.za/people/gladys-thomas> Accessed on the 30 July 2023**

Features of a bibliography used for interviews

- Surname and name of person interviewed
- Date of interview
- Place of interview
E.g.: **Interview with Ngubane, Cebisa, 10 August 2023, Katlehong**



Completing a Bibliography

1. Show learners how to reference a book for their bibliography with an example from a book in the class. Go through it with them step by step. e.g.
 - **Lutrin, Beryl and Pincus, Marcelle, The English handbook and study guide, 2004, Berlut Books cc, Johannesburg**
 - **Lutrin, Beryl and Pincus, Marcelle** - authors' names with the surnames first then the first names
 - **The English handbook and study guide** – the name of the book (underlined)
 - **2004** – date published
 - **Berlut Books cc** – publisher
 - **Johannesburg** – place of publication
2. Now ask learners to work in pairs. They must find a book in the class and write the information as though they were writing this book as a reference in their bibliography.
3. Go around the class and check they the learners are setting out the information in the correct way.

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

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

VOCABULARY DEFINITION

genre

A type of literature, for example: novels; short stories; myths; poetry; dramas; and so on.

Or within poetry a special form, for example: haiku; free verse; sonnet; and so on.

Or a type or category of music, for example: hip-hop; r&b; kwaito; jazz; reggae; and so on.



chant	A line or lines, could be from a slogan or a song or poem, that are shouted or sung repeatedly in a rhythmic style.
praise poetry	A praise poem is a poem of thanks and gratitude. To praise means to express admiration or to say all the positive things about a person. The genre of praise poetry is a political art form found in southern African societies like the Nguni-, Sotho- and Tswana- speaking peoples. Praise poets often perform at political events to praise leaders.
stanza	A set of lines that are grouped together in a poem. Sometimes these have a particular rhythm or rhyme scheme, but not always.
rhythm	A strong regular pattern of sound or beats
rhyme	A repetition of similar sounds, often, used for a musical effect in the final sounds in the lines of poems or songs.
express	To communicate or show what you think or feel through speaking, writing or in some other way, for example painting, dancing and so on.
lyrics	The words to a song.
imagery	The creative use of words and language to describe ideas, feelings or situations in a way that the reader can almost see a picture, creating an image by using words. Often metaphors or other figurative language are used to create imagery.
gestures	A movement with the hand or the head, to express an idea or to give more meaning to words.
protest or struggle poetry	Poems written to protest or oppose something in society. These poets feel strongly about something and use poetry to protest and bring people's attention to this issue.
verse	A section of a song. This often has a particular rhythm and or rhyme scheme.

HOMEWORK

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

**WEEK 3 FRIDAY / DAY 5: LSC (30 minutes)**

1. Remind the learners that many writers use special language structures and devices to create effects in their writing. Poets use many of these.
2. Some of the language structures include **comparisons**, for example **metaphors, similes and personification**.
3. They also use **sound devices** as words are chosen very carefully in poems for their sounds and the feelings they bring up for the reader or listener. These include **alliteration, onomatopoeia, assonance and rhyme**.
4. Tell learners that you will now revise some of these devices, so that they can recognise them in poems and songs.

Revising Metaphors, Similes and Personification

1. **A metaphor is a figure of speech that makes a comparison between two unlike things, without using the words 'like' or 'as'.**
 - It is a way to describe something by saying **it is** something else, in order to create a deeper or more imaginative understanding of the thing being described.
e.g. Her laughter was a melody that filled the room.
 - This **metaphor** compares **someone's laughter** to a **pleasant and musical tune** that spreads joy and happiness in the room.
 - It suggests that her laughter is lovely and pleasing to hear, just like a beautiful melody that lifts people's spirits.
 - This metaphor helps to create a vivid image in the reader's mind and emphasises the positive impact of the person's laughter on those around her.
e.g. Siyanda is a shining star on the soccer field.
 - This **metaphor** compares **Siyanda's skills and talent in soccer** to the **brightness and brilliance of a shining star**.
 - Just as a star stands out in the sky, Siyanda stands out on the soccer field with his exceptional abilities.
 - This metaphor helps to create a vivid image in the reader's mind and emphasizes the excellence and uniqueness of Siyanda's soccer skills.
2. **A simile is a figure of speech that compares two things using the words 'like' or 'as'.**
 - It is a way to create a clearer understanding and image of something by saying it is like something else.
e.g. The wind howled like a pack of wolves.
 - This **simile** compares the **sound of the wind** to the **howling of wolves**, which is a haunting and strange sound.
 - The simile makes the wind sounds dangerous like a predator.
 - It emphasises the intensity and wildness of the wind, creating a vivid image in the reader's mind.
e.g. The new student was as tall as a giraffe.



- This **simile** compares the **height of new student** to **the height of the giraffe**.
- This is obviously an exaggeration - the student cannot really be as tall as a giraffe!
- But the simile emphasises the student's height and shows that the student is very tall and possibly is taller than all the others in the class.

3. **Personification is when a non-human thing is given human qualities or characteristics.**

e.g. **The leaves jumped down off the trees and rested on the ground.**

- This **personification** gives **the leaves** the ability to choose to **jump off the tree and then rest**.
- In reality some leaves fall off trees in Autumn and then are just on the ground.
- This figure of speech gives them personality and allows them to choose and do things that humans do.
- e.g. **While they were having a difficult conversation, silence came in and sat between the two of them.**
- **Silence** is given human ability to choose **where to go** and **where to stay**.
- This figure of speech makes 'silence' a person in the room with these two people and shows how these two people stop talking because it's almost as though there is someone else in the room now as well.
- But, actually they have just stopped talking.

4. **When analysing these comparative figures of speech, we need to be aware of three things:**

- a. What figure of speech is being used?
- b. What 2 things are being compared?
- c. How does this comparison deepen our understanding or emotional response or make it easier to picture of what is being described?

Revising sound devices

1. **Alliteration** is a figure of speech that involves the repetition of the initial sound of words in a sentence or phrase. It is used to create a musical or rhythmic effect, to draw attention to certain words, or to add emphasis to a particular point. The repeated sound often relates to the meaning of the word too.

e.g. **The bustling bees buzzed busily among the blooming flowers.**

- The repeated hard 'b' sound makes us imagine a buzzing bee moving about in a hurry.
- e.g. **The majestic mountains stood mightily at the edge of the city.**
- The repeated 'm' sound emphasises the still, solid, huge presence of the mountain

Looking at a poem: Rejection

1. **Ask learners to open their Learner Books to the poem: Rejection**
2. Explain the meaning of the title – rejection means to push someone away, to say or show you are not interested in that person.



3. Read the poem once through, fluently and with expression.
4. Next, read the poem a second time, this time briefly explaining the meaning.

Rejection

Rejection, a sharp and venomous sting,
A snake in the heart, hissing, hurting
Rejection's touch, a cold caress,
A frozen hand, taking all happiness

Rejection is like a storm that rages
A tempest that tears and tatters pages
It's a piercing arrow, to the heart
A poisoned dart, that tears all apart

It whispers softly, in your ear,
And fills your mind, with endless fear.
It's a silent scream, a deafening roar,
A broken heart, forevermore.

Looking at Metaphors

1. Read the first line aloud to learners: **Rejection, a sharp and venomous sting**
2. Explain that this is a comparison between two things that are not similar: the feeling of being rejected is compared to the venomous sting of a dangerous animal. This is a metaphor. The one thing is the other.
3. This comparison makes the reader aware of how hurtful and even dangerous the feeling of rejection is.

looking at Personification

1. Now ask learners to look at the line 9: **It whispers softly in your ear.**
2. Ask the learners: What whispers softly? *Rejection*
3. Can rejection whisper? Why has the poet made it whisper? *Feelings can't speak, but the poet has given rejection the ability to speak to show that the person feels so sad and hurt, it's as though this unkind person is speaking to her and constantly reminding her how she's feeling.*
4. Ask the learners: What figure of speech is this? *Personification*

Looking at Alliteration

1. Read line 3 aloud to the learners: **Rejection's touch, a cold caress**
2. Explain how this is also personification as a feeling cannot touch you.
3. Repeat the words 'a cold caress' a few times.



4. Now look at the words chosen: 'a cold caress'. The repeated 'c' sound is hard and cutting. Rejection's touch is not soft and loving, but hard and cold and unkind. The poet has chosen these words and the sound they make together to emphasise the hurt and cruelty of how rejection makes the speaker feel.
5. Ask the learners: What figure of speech is this? *Alliteration*
6. Now ask the learners to read line 6: **A tempest that tears and tatters pages**
7. Ask the learners, to say the line out loud 2 or 3 times. Ask them what sounds they hear. *The repeated 't' sound.*
8. Ask them what they think the poet chose to use words with this 't' sound? What effect does it create? *The 't' sound is hard and almost sounds like paper and things being torn and things being broken. The alliteration is carefully chosen to create the effect of tearing, just like the speaker in the poem feels her life or heart is being torn apart.*
9. Ask the learners: What figure of speech is this? *Alliteration*

Closure

1. Remind learners that it is not enough just to be able to identify the figure of speech. **They need to understand and explain why this comparison or sound device or image has been chosen and what effect it is creating.**

WEEK 3 FRIDAY / DAY 5 and WEEK 4 MONDAY / DAY 1: FIRST READ OF TEXTS (2 x 30 minutes)

1. Explain to the learners that they are now going to start their research.
2. Explain that they will be reading texts to get the information they need for Tasks 1 and 2.
3. **To prepare for their reading, write the Task 1 questions on the board:**
 - a. What is poetry?
 - b. How is poetry different from other literature (written works) for example: novels, short stories and dramas?
 - c. What are some different kinds/forms of poetry?
 - d. What language structures do poets often use in their poems?
 - e. Why do people write poetry?
 - f. What is slam poetry or spoken word poetry?
 - g. What is protest poetry?
4. Tell the learners to work with their partners to answer the questions as best they can. Give them 5-8 minutes to do this. If they do not know the answers, tell them that is fine as that's what their research will lead them to find out.
5. Ask the learners to open their Learner Books to the theme: **Finding out more about poetry.**
6. Ask them to look at the texts and scan the titles, layout, pictures, heading, sub-headings, captions etc of the different texts. Ask them what they think they will be reading about. Give them a few minutes to do this.



7. **Ask learners to turn and talk to their partner and answer the following questions:**

- What do these features tell us about the text we are about to read?
- Do you think these are fiction or non-fiction texts? Why?
- What kind of fiction or non-fiction texts do you think they are? Why?

Explaining the titles and genre of texts

1. Read and explain the meaning of the titles:

a. **What is poetry?**

This text is a non-fiction information text looking at what poetry is and how it's different to other genres of writing. It defines what poetry is and explains different kinds and forms of poetry. There are several examples of different forms of poems. The text tells us the language we use to talk about poetry. It also gives us information on the language structures that poets use and why they use these.

b. **Why do people write poetry?**

This text looks at different reasons why people write poems.

c. **Slam Poetry**

This is an information text explaining slam poetry or spoken word poetry.

d. **Protest poetry in South Africa**

This is also a non-fiction information text focusing on the poets in SA who spoke out against apartheid. There is a list of protest poets.

e. **Song Writing vs Poetry: same or different?**

This is a text that compares and contrasts these two artistic forms. It shows what they have in common (compare) and also shows how they are different (contrast).

Important words and words that are not understood

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

Poetry texts	
Words I don't understand	Important words



First readings

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



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

Lesson 1 of 8

Independent Work

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

Mini-Conferences

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

Closure

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



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

Lesson 2 of 8

Independent Work

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

Mini-Conferences

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

Closure

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

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

Lesson 3 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must read the research questions for Task 2
 - b. They must read the poem: **Rejection**.
 - c. They must read the song lyrics: **Their hip-hop young love**.



- d. They must find the answers to the Task 2 questions and made notes under relevant headings using key words.
2. Monitor the learners as they work to ensure that all pairs stay focussed.

Mini-Conferences

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

Closure

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



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

Lesson 4 of 8

Independent Work

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

Mini-Conferences

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

Closure

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

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

Lesson 5 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:



- a. They must interview one of their peers to find the answers to the research questions for Task 3.
 - b. They must interview one older person to find the answers to the research questions for Task 3. (This must be done as homework.)
 - c. They should have structured their answers as a Mind Map.
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

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

Closure

1. In the last 2 minutes of the lesson, tell learners to complete their Task 3 interviews and Mind Maps for Homework in order to keep up the pace of the project.

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

Lesson 6 of 8

Independent Work

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

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.



2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to write the questions that you will ask your parents before you interview them.

Closure

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

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

Lesson 7 of 8

Independent Work

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

Mini-Conferences

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



Closure

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

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

Lesson 8 of 8

Independent Work

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

Mini-Conferences

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

Closure

1. In the last 2 minutes of the lesson, remind learners to complete a bibliography for Task 4.
2. Also tell learners that this was the final research lesson for this project.
3. **If they have any unfinished notes, graphic organisers or bibliographies or tasks they need to complete these for HOMEWORK.**
4. Explain that in the next lesson they will have some time to edit and work on the presentation of their project.



- Remind them to bring any illustrations, pictures, poster board, etc that they may want to utilise, but that it is perfectly acceptable for them to present their projects in their exercise books.

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

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

Editing Checklist

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

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



Bibliography	Have I set out my bibliography alphabetically from the surnames? Have I included all the details needed in the correct order? Have I used more than one source to find out my answers?	
Editing and presentation	Have I checked everything I am submitting and made sure there are no mistakes? Is everything clear and presented in a visually appealing way? Is all the research put together neatly, with a cover page and properly labelled with my name clearly on it?	
Independent work in class	Have we worked well together and showed self-discipline and kept to our agreement we signed?	

Reflection

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

Reflection Questions: Research Project

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

THEME

Writing about Poetry

Creative Writing
Research Project

Term 3

Weeks 5 & 6 | Cycle 3



TERM 3: WEEK 5

OVERVIEW



THEME	Writing about Poetry
THEME VOCABULARY	happy, sad, excited, angry, scared, loving, horrible, nervous, calm, confused, delighted, miserable, enthusiastic, relaxed, disgusting, blissful, fuming, affectionate, heartbroken, worried, tranquil, vile, frightened, muddled up, mystified, terrified, terrible, anxious, gloomy, cheerful, thrilled, timid, furious, peaceful, outraged, puzzled, caring, motivated, tense, adoring
LSC	Metaphors, Similes, Personification
WRITING TOPIC	Write a poem or song to feature in a movie Create a poster for the movie
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. This project provides standard reading material for learners to use as their research source materials. 3. However, if your school and community has access to other source materials, please ensure that these are used – do not limit learners to using only what is provided.



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

1. **Introduce learners to Stage 2, the WRITING part of the project. Tell them the following:**
 - a. They are now moving on from the research stage to the writing stage where they will produce their own writing.
 - b. They have to use everything they have learnt and researched to help them complete this part of the project.
 - c. They also have to use their own imagination, thoughts and lots of creativity!
 - d. They will have two weeks to complete the writing tasks: Task 5 and Task 6.
 - e. These tasks will be done individually.
 - f. Both tasks will be assessed.
2. Ask the learners to turn to the person next to them. They are to answer the following questions. This will remind them what they have researched and discussed already. Let the pairs discuss these questions.
3. Write the following questions on the board:
 - a. How is poetry different from other literary genres, e.g. short stories, fables, myths and dramas?
 - b. What are 3 different kinds of poems?
 - c. What are some figurative language devices that poets and song writers use?
 - d. Why do poets and song writers use figurative language?
 - e. What is spoken word poetry?
 - f. What is protest poetry?
 - g. How are poems the same as songs?
 - h. How are poems different to songs?
 - i. From your interviews, what kind of poems and songs did the Grade 7 learners like to read or listen to?
 - j. From your interviews, what kind of poems and songs did the older person like to read or listen to?
4. Once the pairs have had time to discuss, ask some learners for their answers.
5. Ask if there are any questions at this stage. Clarify where needed.

WEEK 5 MONDAY / DAY 1: EXPLAINING THE TASKS (30 MINUTES)

1. Tell the learners that you will now be going over the structure of the writing tasks.
2. Remind them that both Task 5 and Task 6 will be done individually, not with a partner.
3. Tell the learners that there will be some lessons explaining more about the project and giving them guidelines to help them do their tasks. They must listen carefully in those lessons, as those explanations are very important.
4. Go through Task 5 and Task 6 with the learners:



Task 5: Write your own poem/song (Individual task)

You are going to write a poem or a song that will feature in a movie. To plan your poem or song, you will think about:

- a. What will the movie be about?
- b. What is your song/poem going to be about?
- c. What message do you want to share?
- d. What emotions will you express in your poem/song?
- e. What are some emotion words that you will use in your poem/song?
- f. Think of some examples of figurative language that you could use in your poem/song.
 - a. A simile I could use is:
 - b. A metaphor I could use is:
 - c. Personification I could use is:
- g. How will you use punctuation to best get your ideas and emotions across to the reader?
- h. If you are writing a poem, think how you will plan your stanzas.
- i. If you are writing a song, think about your verses and your chorus.

Task 6: Create a poster for a movie

For this task, you will create a poster to advertise the movie that features your song/poem.

- a. The poster's pictures and colours must portray the emotions and feelings from your song or poem.
- b. Your poster must be visually appealing: the writing must be clear, the colours must be carefully chosen, it must be eye-catching and creative.
- c. Ask learners if there are any questions or concerns. Clarify where needed.



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

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

Assessment Criteria

- a. **Following the writing process:** For both the poem/song and poster, the learners must show evidence of all the stages of the writing process:
 - Planning
 - Drafting
 - Editing
 - Publishing and presenting
- b. **Good use of vocabulary, LSCs and punctuation:** Learners must choose the words in their poem/song very thoughtfully. Each word is important for both its meaning and sound. Learners will be expected to use the specific LSCs studied – metaphors, similes, personification and alliteration. The punctuation of poetry affects the meaning and the sound of the lines. So, punctuation must be carefully chosen for its effect.
- c. **Creative end product – poem/song:** The learner understands the genre and has created an original and creative piece of writing. The poem/song shows that the learner can use the LSCs effectively. The learner has made the reader feel emotion or has put across a message through the poem/ song.
- d. **Poster links to poem/song:** The poster has visually captured the emotion or message of the poem/song. The use of colour, font, images and layout is thoughtful and appropriate for the poem/song written.
- e. **Poster is visually appealing:** The poster is creative and effective. The words are easy to read. The title of the movie is clear. The colour, font, images and layout give the reader a good sense of what kind of movie this will be.
- f. **Editing and presentation:** Both the poem/song and the poster have been checked and edited. There are no errors. The work is neat and much effort has gone into the presentation.

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

1. Tell the learners that one of the things that makes poems and songs different from other literary genres is that **every word has to be chosen with great care.**



2. Because these ways of expressing ourselves are shorter (for example than a novel) we have to choose each word, not only for its **meaning, but for the sound and the feeling** it has.
3. Poetry and songs are often about feelings and emotions and personal experiences.
4. Remind learners that in English, there are many **synonyms** – words that have similar meanings.
5. Even though the meanings are similar, their sound and feeling might be different.
6. **Write the following words on the board:**

**HAPPY SAD EXCITED ANGRY SCARED LOVING HORRIBLE NERVOUS
CALM CONFUSED**

delighted, miserable, enthusiastic, relaxed, disgusting, blissful, fuming, affectionate, heartbroken, worried, tranquil, vile, frightened, muddled up, mystified, terrified, terrible, anxious, gloomy, cheerful, thrilled, timid, furious, caring, peaceful, outraged, puzzled, caring, motivated, tense, adoring

7. Ask the learners to work in pairs.
8. Each pair needs to find three synonyms for 2 words. (e.g. Pair 1 gets 'happy' and 'sad', Pair 2 gets 'excited' and 'angry' and so on)
9. Give pairs time to find all 3 synonyms for their word. Go around the room and give help where needed.
10. Once everyone is finished, get learners' attention.
11. Ask pairs for their answers.
12. Make 10 columns on the board and write the synonyms under each word.
e.g. HAPPY
delighted
blissful
cheerful
13. Go over all the words in the column and encourage learners to say the words out loud so they can hear what they sound like. Explain specific meanings and connotations where necessary.
14. Learners must write all the words down in their dictionaries with their own explanations.
15. Remind learners that the selection of each word is important for their task.

Answers:

Happy - delighted, blissful, cheerful

Sad - miserable, gloomy, heartbroken

Excited - enthusiastic, thrilled, motivated,

Angry - furious, outraged, fuming

Scared - frightened, terrified, timid

Loving - affectionate, caring, adoring

Horrible - disgusting, terrible, vile

Nervous - worried, tense, anxious

Calm - peaceful, tranquil, relaxed

Confused - mystified, puzzled, muddled up



WEEK 5 WEDNESDAY / DAY 3: LSC (2 x 30 MINUTES)

1. Remind learners that poets and song writers use special language in their writing.
2. They use figures of speech like: metaphors, similes and personification.

Figure of speech 1: Metaphors

1. Remind learners what a **metaphor** is:
2. Two things that are not alike that are compared to each other. The writer does this to highlight something or to focus on a particular aspect of the person or the thing being described.
3. Remind learners that a metaphor does not use the words 'like' or 'as' to compare the two things.

Metaphors: I do...

1. You will now go over some metaphors with the learners.
2. Write the metaphors and questions that follow on the board.
3. Read each metaphor aloud, and then go through the questions, explaining each answer to the learners.

She had a heart of stone.

- a. Explain to the learners that her heart is compared to a stone. However, no one can literally (really) have a heart made from stone.
 - b. Why are we **comparing her heart to a stone**?
 - c. To say this about someone means that they are not warm, loving, or compassionate. This is a great way to describe someone who might have hardened emotions or who might not be aware of or care about other people's emotions.
4. **Explain to learners that as we look at the metaphor we need to:**
 - a. Think of what is being compared to what? (*heart to a stone*)
 - b. What does that mean? (*She is not a caring person.*)
 - c. Why has the writer used this? (*To emphasise this part of her personality.*)

You are my sun!

- a. Explain that a person is compared to the sun. This is completely unrealistic as a person cannot be a sun.
 - b. Why would we say someone is your sun?
 - c. To describe someone like this is saying that this person is really important to you. We need the sun to live! Without the sun, all life on earth would end. Therefore, describing someone as the sun is a way to show that they are important for you to live and you cannot live without them.
5. **Explain to learners that as we look at the metaphor we need to:**
 - a. Think what is being compared to what? (*the person to the sun.*)
 - b. What does that mean? (*The person is very important to you and you need that person to survive.*)
 - c. Why has the writer used this? (*To show how important the person is.*)

**Metaphors: We do...**

1. Write the metaphors and questions that follow on the board.
2. Read each metaphor aloud, and then go through the questions with learners, asking a different learner for each answer.
3. If learners answer incorrectly or the answer is incomplete, ask further probing questions, or ask a different learner.

Her teacher was a volcano, always ready to explode!

- a. What is being compared to what? (Answer: The teacher to a volcano about to explode)
- b. What does that tell us about the teacher? Answer: (She is always angry and could become furious and scream loudly at the class.)
- c. Why has the writer described the teacher like this? (Answer: To focus on how hot-tempered and unpredictable she is. It also gives an idea that the learners in this class are scared of her.)

Your words cut deeper than a knife.

- a. What is being compared to what? (Answer: The way your words hurt me is even more hurtful than a knife cutting me.)
- b. What does this tell us about the words that were said? (Answer: The words were cruel and unkind. The person feels really upset by what was said.)
- c. Why has the writer described the words that way? (Answer: To show that words can sometimes be more painful than an actual injury. Emotional pain can be agonising and terrible.)

Metaphors: You do...

1. Ask each pair of learners to come up with their own metaphor. They must think carefully what they are trying to say and what they are emphasising.
2. Write the following on the board:
 - a. The soccer team is a
 - b. Technology is a ...
 - c. My mother/father/sister/brother is a....
 - d. After our fight, my head was a ...
3. Learners can complete one of these sentence starters using a metaphor, or they can create their own unique sentence that includes a metaphor.
4. Remind learners to think of something to compare something to. They must not write adjectives.
5. Give pairs a chance to create a metaphor. Go around the class and give help where needed.
6. Listen to some of the pairs' answers and make sure everyone understands and can create their own metaphor.

Figure of speech 2: Similes

1. Remind learners that a **simile** is very close to a metaphor. It also compares two things that are not alike. It does this to highlight something or to focus on a particular aspect of the person or the thing being described.
2. But a simile uses the words '**like**' or '**as**'.



Similes: I do...

1. You will now go over some similes with the learners.
2. Write the similes and questions that follow on the board.
3. Read each simile aloud, and then go through the questions, explaining each answer to the learners.

Azile's mind wandered during class like a balloon floating up in the air.

- a. Explain to the learners that her mind (her thoughts, her concentration) are compared to a balloon being taken on all directions by the wind.
 - b. Why are we **comparing her mind to a balloon**?
 - c. This shows that she is not focused in class. Her mind is wandering all over.
4. **Explain to learners that when we look at the simile we need to:**
 - a. Think what is being compared to what? (*mind to balloon*)
 - b. What does that mean? (*She is not focused or concentrating on the lesson.*)
 - c. Why has the writer used this? (*To emphasise that she is not following the lesson. Her thoughts are on all sorts of other thing.*)

Similes: We do...

1. Write the similes and questions that follow on the board.
2. Read each simile aloud, and then go through the questions with learners, asking a different learner for each answer.
3. If learners answer incorrectly or the answer is incomplete, ask further probing questions, or ask a different learner.

Her eyes shone like diamonds.

- a. What is being compared to what? (*Answer: Her eyes are compared to diamonds.*)
- b. What does that tell us about her eyes? (*Answer: Her eyes are sparkling and shining. They stand out.*)
- c. Why has the writer described her eyes like this? (*Answer: To focus on they shine. Also, to emphasise how precious and special they are (and she is) – like valuable diamonds.*)

Similes: You do...

1. Ask each pair of learners to come up with their own simile. They must think carefully what they are trying to say and what they are emphasising.
2. Write the following on the board:
 - a. It was as scary as...
 - b. She runs like a ...
 - c. It was as comfortable as ...
 - d. He moved across the room like a ...
3. Learners can complete one of these sentence starters using a simile, or they can create their own unique sentence that includes a simile.
4. Give pairs a chance to create a simile. Go around the class and give help where needed.
5. Listen to some of the pairs' answers and make sure everyone understands and can create their own simile.



Figure of speech 3: Personification

1. Remind learners that personification is when non-living things are given human characteristics.
2. This allows writers to add more description and make the reader better picture what they are talking about.

Personification: I do...

1. You will now go over some personification with the learners.
2. Write the personifications and questions that follow on the board.
3. Read each personification aloud, and then go through the questions, explaining each answer to the learners.

The trees tapped on the windows in the night.

- a. Explain to the learners that the trees are given the human ability to reach out and touch the windows. Really it is the wind moving them. They do not have the ability to choose to tap the windows.
 - b. What is the effect of giving these **non-living things human characteristics**?
 - c. It makes the trees dangerous and frightening. It seems like they have a mind and are coming to get us!
4. **Explain to learners that when we look at the personification we need to:**
 - a. Think what is being given human characteristics? (*the trees*)
 - b. What are they doing? (*They are reaching out and tapping the windows.*)
 - c. Why has the writer used this figure of speech? (*To make the trees have a mind and abilities. This makes them seem scary like they want to come in!*)

Personification: We do...

1. Write the personifications and questions that follow on the board.
2. Read each personification aloud, and then go through the questions with learners, asking a different learner for each answer.
3. If learners answer incorrectly or the answer is incomplete, ask further probing questions, or ask a different learner.

The waves danced on the sea.

- a. What is being given human characteristics? (*Answer: The waves*)
- b. What are the waves doing? (*Answer: They are dancing.*)
- c. Why has the writer used this figure of speech? (*Answer: It makes the waves seem happy – not just being blown by the wind. That also makes the whole feeling and mood seem happy and cheerful.*)

Personification: You do...

1. Ask each pair to come up with their own example of personification. They must think carefully what they are trying to say and what they are emphasising.



2. Write the following on the board, and ask learners to think about how they can personify:
 - a. The sun
 - b. The traffic lights
 - c. An old shoe
 - d. A broken bicycle
3. Learners can complete one of these using personification.
4. If learners want to create their own examples of personification, they can.
5. Give pairs a chance to create their examples of personification. Go around the class and give help where needed.
6. Listen to some of the pairs' answers and make sure everyone understands and can create their own examples of personification.

Closure

1. Remind learners that they must use these figures of speech in their poem/song.
2. Remind learners they have also learnt some sound devices: **alliteration, assonance, and rhyme**. They can also use these to help create effects and meaning in their writing.
3. Ask if there are any questions. Clarify where necessary.



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

Lessons 1 of 7

Independent Work

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

Plan: Guiding Questions

Write a poem or a song that will feature in a movie.

1. What will the movie be about?
2. What is your song/poem going to be about?
 - a. Will you write a protest poem or a spoken word poem about an issue in society?
 - b. Will it be about an emotion you felt?
 - c. Will it be about an experience you had?
3. What kind of poem/song will you write? [Please note, you may NOT choose a haiku for this task.]
4. What message do you want to share?
5. What emotions will you express in your poem/song?
6. What are some emotion words that you will use in your poem/song?
7. Will your poem/song be from your point of view (first person) or will you tell someone else's story/experience?
8. Think of some examples of figurative language and sound devices that you could use in your poem/song.
 - a. A simile I could use is:
 - b. A metaphor I could use is:
 - c. Personification I could use is:
 - d. Alliteration I could use:
 - e. Rhyme I could use:
9. How will you use punctuation to best get your ideas and emotions across to the reader? If you are writing a poem, think how you will plan your stanzas.



10. If you are writing a song, think about your verses and your chorus.

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

Mini-Conferences

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

Closure

1. In the last 2 minutes of the lesson, remind learners they have another lesson for planning.
2. Learners can think more about their poem/song for homework.

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

Lessons 2 of 7

Independent Work

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

Mini-Conferences

1. At the start of each of these seven lessons, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.



-
- b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about your figures of speech. / I think you need to think of some more good emotion words to help the meaning in your poem/song.

Closure

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



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

Lessons 3 of 7

Independent Work

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

Drafting guidelines

My poem or a song

1. Your poem/song will feature in a movie. It must link to the story and emotions of the movie.
 2. Your poem/song must be about something a feeling, or an experience. OR your poem/song needs to express a message about a problem in society.
 3. You need to include at least 2 different figures of speech. (You can have more, but you must include two different examples of the figures of speech that were revised.)
 4. You need to use emotion words.
 5. Your poem/song needs to use punctuation and language that will help get the feeling or message across.
 6. Your stanzas or verses and choruses need to be well-planned and follow a logical flow.
 7. You can use rhyme and other sound devices, e.g. alliteration, assonance to help emphasise your meaning.
5. Learners must use the guidelines to help them plan.
 6. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of each of these seven lessons, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.



3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about what is in each of your stanzas/verses. / I think you could use stronger words to get your message across.

Closure

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

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

Lessons 4 of 7

Independent Work

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

Mini-Conferences

1. At the start of each of these seven lessons, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about how you can use figures of speech to highlight this emotion/ this moment. / I think you could consider using rhyme in your chorus.



Closure

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



WEEK 6 MONDAY / DAY 1: DRAFTING THE POEM/SONG (30 MINUTES)

Lessons 5 of 7

Independent Work

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

Mini-Conferences

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

Closure

1. In the last 2 minutes of the lesson, remind learners they should have completed their drafts and in the next lesson they will be editing their work.



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

Lessons 6 of 7

Independent Work

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

Editing guidelines

My poem or a song

1. Does my poem have stanzas? / Does my song have verses and a chorus?
 2. Are my stanzas/verses well-structured?
 3. Have I expressed my feelings about an emotion or an experience? / Have I expressed a message about a problem in society and how I feel about it or what its effect is on me?
 4. Have I used at least two figures of speech that help express what I am saying?
 5. Have I used the punctuation that I wanted to express myself effectively?
 6. Have I spelt all my words correctly?
 7. Have I read my poem/song out loud, and does it make sense?
5. If they answered 'no' to any of these questions, or if they are unsure about anything, they must go back to their poem/song, or ask the teacher for help.
 6. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of each of these seven lessons, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.



- d. The teacher must try to give guidance without giving answers, i.e.: Are you sure you've checked all your spelling? / I think you need to redo this figure of speech to make it more effective.

Closure

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

WEEK 6 TUESDAY / DAY 2: EDITING THE POEM/SONG (30 MINUTES)

Lessons 7 of 7

Independent Work

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

Mini-Conferences

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

Closure

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



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

Lessons 1 of 5

Independent Work

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

Planning Guidelines:

- **Create a poster for a movie.**
- **Your poem/song will feature in this movie.**
- **Your poster must have the same feeling and mood as your poem/song.**
- **Think carefully how you will visually communicate those emotions in your poster.**
- **Remember, a poster must attract attention and get your message across clearly and quickly.**

1. What is the title of your movie?
2. What are the emotions you expressed in your poem/song?
3. What colours could help you show those emotions in your poster?
4. What images and pictures can you use to help you express those emotions.
5. How can you show the experience that you wrote about in your poem/song, in your poster?
6. How will you set out the images and the words in your poster? (Where will the different things go on your poster?)

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



Mini-Conferences

1. You will book 4-6 mini-conferences with different learners while they are working on their posters.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about how much information you can have on your poster. / I think your title needs to be more connected to the emotion or experience in your poem/song.

Closure

1. In the last 2 minutes of the lesson, remind learners they must complete their planning by the next lesson.
2. If they are not finished, they must finish their planning for Homework.



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

Lessons 2 of 5

Independent Work

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

Drafting guidelines

My poster

1. Your poster needs to have the same feelings and emotions as your poem/song.
 2. Choose your colours carefully as colours can affect people's moods and feelings.
 3. Your movie must have a title that is clearly visible on your poster.
 4. Your poster must have images that connect to your poem/song.
 5. Think carefully how you will set out all the words and images in your poster.
 6. Your poster must attract attention and get your message across clearly and quickly.
5. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

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



Closure

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

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

Lessons 3 of 5

Independent Work

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

Mini-Conferences

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

Closure

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



WEEK 6 THURSDAY / DAY 4: DRAFTING THE POSTER (30 MINUTES)

Lessons 4 of 5

Independent Work

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

Mini-Conferences

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

Closure

1. In the last 2 minutes of the lesson, tell learners they will start editing their poster in the next lesson.



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

Lessons 5 of 5

Independent Work

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

Editing guidelines

My poster

1. Does my poster have the same feelings and emotions in my poem/song?
 2. Do the colours in my poster match with or suggest the mood and feeling in your poem/song?
 3. Is my title clearly visible on my poster?
 4. Does my poster have images that connect to your poem/song?
 5. Are my words and images on my poster carefully set out so they are all easy to see and read?
 6. Does my poster attract attention and get my message across clearly and quickly?
 7. Is my poster visually appealing and creative?
 8. Is all the spelling and punctuation on my poster correct?
5. If they answered 'no' to any of these questions, or if they are unsure about anything, they must go back to their poster or ask the teacher for help.
 6. Learners must use the guidelines to help them edit.
 7. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of each of these five lessons, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.



3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: Are you sure you've checked all your spelling? / I think you need to rethink where you put this image.

Closure

1. In the last 2 minutes of the lesson, remind learners they should now have completed editing their poster.
2. If they haven't, they must finish for Homework.



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

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

Assessment Rubric:

1. **Follow process Poem/Song and Poster:** This is for BOTH the poem/song AND the poster. Evidence of all the stages is required.
 2. **LSCs, vocabulary and Punctuation Poem/Song:** This is looking at the figures of speech, vocabulary and punctuation used.
 3. **Creative end-product Poem/Song:** This assesses the final poem/song and its creativity and originality. Does it express strong feelings or a message?
 4. **Poster links to poem/song:** This assesses how well the poster connects to the song/poem. It looks at use of colour, images, etc.
 5. **Poster – visually appealing:** This assesses the poster and how visually appealing and eye-catching it is. All wording and images must be clear and legible. The design and layout must be carefully planned.
 6. **Editing and proof of editing:** This is for BOTH the poem/song AND the poster. Everything must be checked and all errors must be corrected.
3. Make sure all learners understand the rubric and are using the time to complete or do the final touches on their poem/song and poster.
 4. Walk around and check that all learners are working to finish their submitting their research individually.
 5. Encourage learners to show each other their poems/songs and posters and enjoy what others have created.
 6. Collect all projects at the end of the lesson.

THEME

Rewilding The Earth

**Creative Writing Research
Project: Preparation of Oral
Presentation**

Term 3

Weeks 7 & 8 | Cycle 4



TERM 3: WEEK 7

OVERVIEW



THEME	Rewilding the Earth
THEME VOCABULARY	crisis, generates, renewable solar power, affordable, marine life, restricted, solutions, connected, impact, tragedy, nutrients, predator, overcame, used up
LSC	Persuasive and emotive language
COMPREHENSION STRATEGY	Making evaluations
WRITING GENRE	Newspaper article
WRITING TOPIC	Write a newspaper article about someone who is helping to save the Earth
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: articles on environmental problems; articles and stories on people and organisations who are doing things to save the planet; slogans about saving the planet; etc. 3. Try to find some pictures and visuals, for example: graphs and tables showing how human population is destroying the world; pictures of the natural unspoilt wild places; pictures of how humans have destroyed the forests, polar regions, grasslands, oceans; posters for saving the Earth; pictures of climate activists; maps showing information of wild spaces and protected areas; etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.

Note: The preparation for the Oral Presentation of the Creative Writing Research Project will also be done in this cycle.



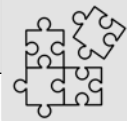
WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 4: **Rewilding the Earth**
2. **Introduce the theme as follows:**
 - Explain to learners that in Social Science (Geography) this term, they will look at Population Growth and Change. In Life Orientation, they will focus on Environmental Health, and individuals and communities who are taking action to deal with these problems.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand how these aspects of our growing population are impacting on the environment.
 - In this theme there is information on communities who are doing things to try and save their environment and make better choices for the planet.

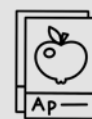
ACTIVATE BACKGROUND KNOWLEDGE



1. Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
 - a. **What are humans doing that is damaging the natural world?**
 - b. **How do our lives and our choices affect our environment?**
 - c. **What does a big, growing human population mean for the rest of the animals and the plants?**
 - d. **Why are healthy oceans important?**
 - e. **Why are healthy forests important?**
 - f. **Why is it important to have wild spaces on the planet that are not inhabited or affected by humans?**
 - g. **How might your choices and actions impact on the environment?**

Follow the core methodologies to:

2. Teach learners new vocabulary using PATS (and add to personal dictionaries).
3. Ask learners to answer the question of the day, the follow up and extension questions.

**LSC: DEVELOP THEME VOCABULARY**

crisis	Tell learners that a crisis is a serious and often dangerous thing where you aren't sure what is going to happen.
	Say: The COVID-19 pandemic was a crisis! So many people were in danger and no-one knew what was going to happen next.
generates	Tell learners that generate means to make something.
	Say: Exam-time generates so much stress for our learners.
renewable solar power	Point to a picture of solar panels.
	Tell learners that renewable solar power is when energy from the sun is used to make the power we need (like electricity). Using energy from the sun is renewable because using it does not harm the sun or take away the sun's power.
affordable	Tell learners that affordable means when something is cheap enough to buy with the money you have.
	Say: This coat is so affordable – I can pay for it with the money I earned from washing my aunt's car.
marine life	Point to a picture of fish, dolphins, whales, turtles, sea weed, kelp, jelly fish (or any life you find in the sea).
	Tell learners that marine life is all the living things you find in the sea. This could be fish, dolphins, sharks, seals, whales and the sea plants.
restricted	Point to a 'Restricted Area: No Entry' sign.
	Tell learners that restricted means to have set limits or rules that stopped people doing something or going somewhere.

QUESTION OF THE DAY

QUESTION	What is the most important issue to focus on in this environmental crisis?
GRAPH	3 COLUMN GRAPH
OPTIONS	The most important environmental issue to focus on is _____. <i>renewable solar energy / a healthy marine life / indigenous forests</i>



FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

1. **What do most learners think is the most important environmental issue to focus on?**
Most learners think the most important environmental issue to focus on is _____.
2. **What do you think is the most important environmental issue to focus on?**
I think the most important environmental issue to focus on is _____.

EXTENSION QUESTIONS

1. **Do you think the way you live your life can make a difference to the environment to have both good and bad effects?**
I think _____.
2. **Do you think it is important to know what your government's environmental policies are? Why / Why not?**
I think _____ because, _____.

HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

WEEK 7: MONDAY / DAY 1: LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using a magazine article:

How some countries are helping to save the planet

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The bad news is: our planet is facing a crisis! The good news is, there are governments who are doing amazing work to put things right and to bring back biodiversity.	Wow! I knew things were bad, but a crisis sounds serious! I wonder what these governments are doing?	What is the bad news? (<i>earth is facing a crisis / in serious trouble</i>) What is the good news? (<i>some governments are taking action</i>)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The living world is solar powered. All life on Earth gets its energy from the Sun. The Earth's plants capture 3 trillion kilo-watt hours of solar energy each day. That is almost three times the energy we need – just from sunshine. So why are humans using oil and gas for our needs?	Why <i>do</i> humans use gas and oil to make energy? Aren't these the things that make dangerous carbon emissions? Is it expensive to use solar energy? I wonder why people don't just use the sun's energy?	Where does all life on Earth get energy from? (the sun)
In the year 2000, Morocco used to buy oil and gas for almost all its energy needs. Today it generates 40% of its energy from renewable solar power. Morocco is partially in the Saharan Desert, so there is more than enough sunshine! Morocco is hoping to be able to export their energy directly into Southern Europe by 2050. Renewable energy is full of benefits: it's more affordable; cities are cleaner, quieter and the energy will never run out. Imagine, a world powered by sunlight, wind and water.	Wow, not only is Morocco using its location to generate solar energy, it can even make money selling the energy! I think cleaner, quieter and healthier cities sounds like an excellent plan! I wonder if we are doing that in SA?	These days, how much of Morocco's energy is generated by the sun? (40%)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
The natural world cannot survive without a healthy ocean, and neither can we! The ocean is critical to reduce carbon in the atmosphere. The more diversity of marine life, the better it can do that job. The ocean is also an important source of food. But our fishing methods are so successful that we are catching too many fish and killing the whole ecosystem.	I can evaluate that because of our advanced technology trying to catch more fish, we've actually made things worse!	What 2 things does the ocean do for us? (reduces carbon in the atmosphere and provides food)
In Palau, a Pacific-island nation, they rely on the coral reefs for fishing and tourism. When too much fishing reduced all fish and life in the ocean, the government restricted fishing and banned it in many areas. In just a few years, these protected areas soon became so healthy that the marine life was thriving again. If we fish the right way, everyone wins. The healthier the marine habitat, the more fish there will be to catch.	Wow, I can evaluate that the government realised how serious the problem was. Nature is incredible that it can fix itself so quickly!	How did the government of Palau solve the problem of the over-fished seas? (they restricted fishing and even banned it in many areas and created protected areas)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Forests are essential to the Earth's recovery. We need these to be strong and healthy. The wilder and more diverse, the better! However, half of the fertile land on Earth is now used as farmland. A century ago, more than $\frac{3}{4}$ of Costa Rica, a Central American country, was covered with forests. By the 1980s, this was reduced to $\frac{1}{4}$. The government acted. They offered grants to landowners to replant indigenous trees. In just 25 years the forest has returned to cover half the land once again.	Again, in making sure we have our food through farming, humans have done so much damage to the wild spaces on Earth! I can evaluate that humans are selfish! I can visualise farms being left alone and the indigenous, natural plants and trees growing back.	How much of fertile land on Earth is farmland? (half) How did the government in Costa Rica solve the problem of deforestation? (they gave money to farmers to replant indigenous trees)
Do you know what our government is doing to save the Earth? Find out and demand that we do our part to protect the planet. 'We do not inherit the Earth from our parents, we borrow it from our children.'	I think if every generation, even the youth, treated the Earth as something they have to pass on, we would start to protect our planet.	Finish the sentence: 'We do not inherit the Earth from our parents, we borrow it...' (from our children)

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 7: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



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

WEEK 7: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	Rewilding the Earth
LEARNER BOOK	Rewilding the Earth
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making evaluations

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Rewilding the Earth. 2. This text seems to be learning about our planet. I wonder what rewilding means? I wonder how we must rewild the planet? I wonder why we must rewild the planet? I think there are too many humans and too many buildings and roads. I think we have changed all the wild places so that humans can live, and now the animals can't live there anymore. 3. Follow the core methodology to instruct learners to scan the text.



	4. Suggestions of important words and how they connect to this text: • energetic – to do things with lots of energy and excitement and to do things in a very lively, active way. This young woman must be very excited to be there and full of energy and passion for the event. • locally and globally – locally is about things in the areas near you: your neighbourhood, your community, your province. Globally is about things that affect the globe, the whole planet. So this conference and these speakers are going to talk about environmental things happening in Soweto, Johannesburg and things affecting the whole world. • tricky – something that is complicated and problematic. Lungelo is realising that everything is connected and what we do affects the planet. This is tricky, or could cause problems, because that means we have to think about how we live and what that means for the Earth. 5. Help learners to work out the meanings of words they did not understand. Demonstrate how you ‘think aloud’ when trying to work out the meaning. For example: ‘There is no planet B.’ <i>This sounds like something I have heard before. I’ve heard people talk about having a ‘plan B’. That means if your first idea or plan (plan A) doesn’t work, you should have a back-up plan, another plan – plan B. Lungelo is making a pun (play on words) with the word plan – planet. He is saying, if we mess up and destroy this planet, there is no other planet for us to live on, no plan(et) B.</i>
ASK PREDICTIVE QUESTIONS	1. Ask learners predictive questions: • What do you think this text will be about? • Why do you think that? • What does the picture on the first page help you understand? • What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?

HOMEWORK

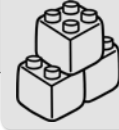


1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



WEEK 7: WEDNESDAY / DAY 3: LSC (30 minutes)

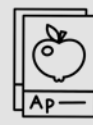
BUILD AND MONITOR BACKGROUND KNOWLEDGE



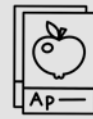
Follow the core methodologies to:

- Help learners add to their KWL chart.
- Teach learners new vocabulary using PATS (and add to personal dictionaries).
- Answer the question of the day, and follow up and extension questions.

LSC: DEVELOP THEME VOCABULARY



solutions	Tell learners that solutions are the answers to a problem.
	Say: I thought there was no way that I could fix my bike, but I actually found three solutions and now it is fixed.
connected	Point to dots on the board, and draw lines connecting them together.
	Tell learners that connected means to have joined or linked things together.
impact	Tell learners that to impact means to have a strong or powerful effect on something or someone.
	Say: My teachers impact the way I think about things. They make me excited to know more!
tragedy	Tell learners that a tragedy is when a very sad or bad thing happens. Often in a tragedy, people are hurt.
	Say: Any war is a tragedy, because people are hurt.
nutrients	Tell learners that nutrients are the things in food that help people, animals and plants live and grow.
	Say: Ice-cream has no nutrients! Even though it is yummy, it doesn't have anything in it that helps you grow.
predator	Point to pictures of predators (lions, cats, humans, sharks).
	Tell learners that predators are animals that hunt other animals for food.

**LSC: DEVELOP THEME VOCABULARY****overcame**

Tell learners that to have overcome something is to have won something, or to have got over or past something difficult.

Say: I overcame the fear I had about my exams. I passed them all!

used up

Tell learners that when something is 'used up', it means that it is finished and there is nothing left.

Say: I used up all my energy playing soccer! Now I have none left and I'm so tired.

QUESTION OF THE DAY**QUESTION**

I think it is a good thing that there is nothing that threatens the growth of human population.

GRAPH

2 COLUMN GRAPH

OPTIONS

I think it is a good thing that there is nothing that threatens the growth of human population.

I agree / I disagree

FOLLOW UP AND EXTENSION QUESTIONS**FOLLOW UP QUESTIONS**

1. **Most learners think it is / is not a good thing that there is nothing that threatens the growth of the human population.**
2. **I think it is / is not a good thing that there is nothing that threatens the growth of the human population.**

EXTENSION QUESTIONS

1. **I think it is / is not a good thing that there is nothing that threatens the growth of human population. **Why?**
I think _____ because _____.**
2. **What is the solution for the environmental crisis?**
The solution for the crisis is _____.

HOMEWORK

Learners must add any new words and explanations to their personal dictionaries.



WEEK 7: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Rewilding the Earth
LEARNER BOOK	Rewilding the Earth
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making evaluations

FIRST READ



Follow the core methodology to complete the first read of the text.

Text: Read	First Read: Think Aloud
Rewilding the Earth A young, energetic woman walks onto the stage in the community hall in Orlando. Across her t-shirt are the words: 'The climate is changing. Why aren't we?' 'Good morning, everyone. My name is Nkuli Mbatha. Welcome to the Youth Climate Warriors' Conference! We have learners and students from all over Gauteng. The presentations will be looking at various environmental challenges we're facing locally and globally, and hopefully some solutions. I'm looking forward to an inspiring two days. Our first speaker today is a very active Climate Warrior from Soweto. Please come up, Lungelo Ndebele!'	Oh, I can make a connection to Vanessa Nakate, from Uganda. She is also a young climate warrior! I wonder if these presenters in Soweto have heard of her?
'Thank you, Nkuli. Good morning, fellow climate activists. I am <i>not</i> happy to be with you here today. I wish I didn't have to share my message. However, it is necessary. It is necessary for us, and for the future generations. It is necessary if we want to have future generations!'	Hmm, usually speakers say they are happy to be there. Lungelo has a good way of getting the audience's attention by starting like this.



Text: Read	First Read: Think Aloud
So, the tricky thing I'm realising about life on this planet, is that everything is connected. We might think we can just live our lives the way we want and make decisions that work for us, and that everything will be fine. But everything we do and all the decisions we make, affect the natural environment. Everything – from what we choose to eat, to how we move around, how we cook our food and even how we throw away our rubbish – has an effect on our world! All our good and bad choices impact on the natural world. And we might not realise it, but we rely on the natural world around us to keep us alive.	Wow, I can evaluate that everything we do, even the things that seem meaningless, have an effect. This makes me think of what food I eat and how much plastic everything is always wrapped in.
There have been several environmental disasters over the decades that made everyone sit up and worry. However, those were just separate incidents. The true tragedy of our time is happening, every day, right across the globe, and we don't even notice it. I'm talking about the loss of our planet's wild places, the loss of its biodiversity. These wild spaces contain complicated ecosystems that are all connected.	This reminds me of the story of the frog in the pot. If you put a frog in boiling water, it will jump out. But if the frog is put in lukewarm water which is then brought to a boil slowly, it won't realise the danger and it will be cooked to death! We are like the frog not realising the danger we're in!
For example, in the ocean, currents force important nutrients to the surface. Smaller fish eat these nutrients. Large predator fish then eat these smaller fish and take in the essential nutrients. The predator fish recycle the nutrients back into ocean and keep the system going. But powerful fishing companies are catching too many predator fish. This ends the natural cycle of the nutrients, and our oceans are beginning to die.	Hmm, we've come up with better fishing techniques, but we haven't come up with ways to sustain the balance of the ocean.



Text: Read	First Read: Think Aloud
We need the oceans to stay alive to provide fish for us to eat. But more importantly, we need oceans to keep absorbing greenhouse gasses that get trapped in our atmosphere, and heat up the planet. We need our oceans to be healthy and alive. But greedy fisheries are killing our oceans for profit. And we are not helping by throwing away single-use plastic bags and bottles that land up in the ocean killing marine life.	I can evaluate that the fishing companies do not care about keeping our oceans healthy. I think it is shameful that they only care about making money!
It seems unbelievable that humans can have such a real impact on the planet. And we have only one planet. There is no planet B!	Wow! I think this really is the point! There is no other planet we can live on!
There was a time, not so long ago, when the human population was smaller. The world was full of wild, natural spaces: sparkling seas, vast forests, immense grasslands. But then technology grew, our societies advanced, and unlike the rest of the animals, we overcame the things that threatened us. We have no predators. There are very few life-threatening diseases. We have worked out how to produce food. There is nothing left to restrict us. Nothing to stop us. Our populations will keep growing.	I can visualise these beautiful natural wild places. I would love to see the Serengeti one day.
It is our growing population that will keep consuming the earth until we have used it up. It is disgraceful and inconceivable that we humans, a single species, could one day threaten the very existence of the earth and all the wild spaces.	When I hear the word 'consume' it's often about eating... so it's like we're eating the Earth!

**Text: Read**

What can we do? It's been staring us in the face all along. We need to restore the world's biodiversity. We need to rewild the world! There are some countries and organisations doing incredible work and we need to follow their lead. Every individual needs to be responsible for the choices they make.

Not too long ago, people lived a sustainable life. Once again, it's our only option. We need to learn how to be sustainable. We need to be a part of nature, not apart from nature.

I am certain of one thing: this is not about saving the planet but saving ourselves. If we take care of nature, nature will take care of us. We can create a safe home for ourselves and restore the rich, healthy, wonderful world we inherited. Just imagine that.'

First Read: Think Aloud

Okay, so everyone needs to do something. **We** can all help.

I wonder if this is possible, to lead sustainable lives? Can humans really give up so much of what we've become used to?

Recall questions

What is this conference about? Where is it being held?

Why is the speaker, Lungelo, not happy to be there?

Responses

The conference is about the challenges facing the planet and the solutions. It's happening in Orlando, Soweto.

He is not happy to be there, because the information he has is terrible and affects us all. He wishes it were different.

Critical thinking

Why do you think plastic bags and bottles kill the animals and plants in the sea?

Do you consider yourself an animal in the animal kingdom? Why or why not?

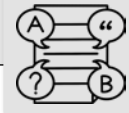
Possible responses

Plastic can't be broken down. / Tiny particles get swallowed by the animals and kill them. / Birds, fish and all sea life get tangled in bags and die. / Other suitable responses

Own response with reason



INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **persuasive and emotive language**
2. Explain this as follows:

Persuasive and Emotive Language

People use persuasive language to make others agree with them and share their values and ways of thinking. Persuasive language is used to convince people of a certain idea or to follow a certain action. Those who are trying to persuade others choose the way they use language very carefully. Persuasive language is planned to bring about an emotional response.

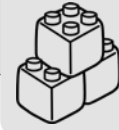
Some Persuasive Language Techniques

 - Repetition – to emphasise key words, phrases and ideas.
 - Pronouns – using ‘we’ and ‘us’ and ‘our’ to show a close relationship between the speaker / writer and the audience, and to show who is involved and affected.
 - Short sentences – to grab attention.
 - Questions – rhetorical questions to involve the audience and make them think about how they feel / what they can do.
 - Choice of words – specific nouns, adjectives and adverbs are used because they have feelings associated with them (connotations).
3. Point out the following examples of these in the text:
 - a. Repetition to emphasise the point: **‘However, it is necessary. It is necessary for us, and for the future generations. It is necessary if we want to have future generations!’**
 - b. Short sentences to grab attention: **‘Nothing to stop us.’ ‘There is no planet B.’ ‘Just imagine that.’**
 - c. Pronouns to show how we are involved and affected: **‘We need the oceans to stay alive to provide fish for us to eat. But more importantly, we need oceans to keep absorbing greenhouse gasses that get trapped in our atmosphere, and heat up the planet. We need our oceans to be healthy and alive...’**
 - d. Rhetorical questions makes the audience feel involved and responsible: **‘What can we do?’**
 - e. Choice of words for an emotive response: **‘The world was full of wild, natural spaces: sparkling seas, vast forests, immense grasslands.’**



WEEK 7: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their KWL charts.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **persuasive and emotive language**
2. Tell learners to copy the following **LSC note** in their books:

Persuasive and Emotive Language

People use persuasive language to make others agree with them and share their values and ways of thinking. Persuasive language is used to convince people of a certain idea or to follow a certain action. Those who are trying to persuade others choose the way they use language very carefully. Persuasive language is planned to bring about an emotional response.

Some Persuasive Language Techniques

- Repetition – to emphasise key words, phrases and ideas.
- Pronouns – using ‘we’ and ‘us’ and ‘our’ to show a close relationship between the speaker / writer and the audience; to show who is involved and affected.
- Short sentences – to grab attention.
- Questions – rhetorical questions to involve the audience and make them think about how they feel / what they can do.
- Choice of words – specific nouns, adjectives and adverbs are used because they have feelings associated with them (connotations).

3. Remind learners of the examples in the text that you pointed out in Wednesday’s lesson.

Language Writing Activity:

1. Choose the word that you think has a more **emotive** (would cause an emotional reaction) effect:
 - a. After the long week, everyone was **exhausted** / **tired**. (*exhausted*)
 - b. We will not stop until we **find** / **bring to light** the truth! (*bring to light*)
 - c. I couldn’t live without you. You are my **soul mate** / **friend**. (*soul mate*)
 - d. ‘You need to support me,’ she **begged** / **said**. (*begged*)
 - e. The situation made us feel **sad** / **depressed**. (*depressed*)



- f. When we heard what was happening we were **upset / terrified**. (*terrified*)
- g. He **moved fast / bolted** through the crowds. (*bolted*)
2. Rearrange the following to create rhetorical sentences:
- think that true could you How is? (*How could you think that is true?*)
 - a future to have want your you Don't children? (*Don't you want your children to have a future?*)
 - problem of the you Are part? (*Are you part of the problem?*)
 - do to going to What you are change? (*What are you going to do to change?*)
 - you realise will When? (*When will you realise?*)
3. Add a pronoun to make people feel connected and motivated.
- This is the time where _____ all need to be involved! (I / you / he) – *you*
 - I need _____ support. (your / our / her) – *your*
 - My fellow South Africans, _____ are all in this together. (they / you / we) – *we*
 - _____ can be part of the solution! (she / they / you) – *you*
4. Correct this activity together with learners and explain the answers where necessary.

HOMEWORK

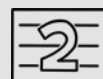


Find a suitable consolidation activity from the textbook in the Management Document.
Tell learners to complete this for homework.

WEEK 7: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	Rewilding the Earth
LEARNER BOOK	Rewilding the Earth
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making evaluations

SECOND READ



- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - What kinds of decisions that we make affect the planet?
 - Which does the presenter think is worse: big environmental disasters or the everyday destruction of the Earth's wild places?



- c. How does the fishing companies' greed affect the natural balance of marine life (all life in the sea)?
- d. How has our advanced technology become a threat to ourselves? (Why was a smaller, less advanced human population better for the planet?)
- e. Do you think that the actions of humans (over-fishing the oceans, over-farming the land, pollution, etc) will actually destroy the planet?
- f. If you were giving a speech about the dangers facing the planet, what would you say in your introduction to get your audience's attention?

Text: Read	Second Read: Think Aloud
Rewilding the Earth A young, energetic woman walks onto the stage in the community hall in Orlando. Across her t-shirt are the words: 'The climate is changing. Why aren't we?' 'Good morning, everyone. My name is Nkuli Mbatha. Welcome to the Youth Climate Warriors' Conference! We have learners and students from all over Gauteng. The presentations will be looking at various environmental challenges we're facing locally and globally, and hopefully some solutions. I'm looking forward to an inspiring two days. Our first speaker today is a very active Climate Warrior from Soweto. Please come up, Lungelo Ndebele!'	I wonder how old you have to be to be a climate warrior? I wonder what Lungelo does to help the environment?
'Thank you, Nkuli. Good morning, fellow climate activists. I am not happy to be with you here today. I wish I didn't have to share my message. However, it is necessary. It is necessary for us, and for the future generations. It is necessary if we want to have future generations!'	I can see that he uses language to make us see how important this is! He is saying that if we don't do something there won't be future generations!



Text: Read	Second Read: Think Aloud
So, the tricky thing I'm realising about life on this planet, is that everything is connected. We might think we can just live our lives the way we want and make decisions that work for us, and that everything will be fine. But everything we do and all the decisions we make, affect the natural environment. Everything – from what we choose to eat, to how we move around, how we cook our food and even how we throw away our rubbish – has an effect on our world! All our good and bad choices impact on the natural world. And we might not realise it, but we rely on the natural world around us to keep us alive.	I don't like to think that I might be part of the problem. But if individuals don't take responsibility, I can infer we will all suffer.
There have been several environmental disasters over the decades that made everyone sit up and worry. However, those were just separate incidents. The true tragedy of our time is happening, every day, right across the globe, and we don't even notice it. I'm talking about the loss of our planet's wild places, the loss of its biodiversity. These wild spaces contain complicated ecosystems that are all connected.	
For example, in the ocean, currents force important nutrients to the surface. Smaller fish eat these nutrients. Large predator fish then eat these smaller fish and take in the essential nutrients. The predator fish recycle the nutrients back into ocean and keep the system going. But powerful fishing companies are catching too many predator fish. This ends the natural cycle of the nutrients, and our oceans are beginning to die.	I can make a connection to the Food Chains we learnt about in Natural Science. Each part of the chain is important and can't be removed.

**Text: Read**

We need the oceans to stay alive to provide fish for us to eat. But more importantly, we need oceans to keep absorbing greenhouse gasses that get trapped in our atmosphere, and heat up the planet. We need our oceans to be healthy and alive. But greedy fisheries are killing our oceans for profit. And we are not helping by throwing away single-use plastic bags and bottles that land up in the ocean killing marine life.

It seems unbelievable that humans can have such a real impact on the planet. And we have only one planet. There is no planet B!

There was a time, not so long ago, when the human population was smaller. The world was full of wild, natural spaces: sparkling seas, vast forests, immense grasslands. But then technology grew, our societies advanced, and unlike the rest of the animals, we overcame the things that threatened us. We have no predators. There are very few life-threatening diseases. We have worked out how to produce food. There is nothing left to restrict us. Nothing to stop us. Our populations will keep growing.

It is our growing population that will keep consuming the earth until we have used it up. It is disgraceful and inconceivable that we humans, a single species, could one day threaten the very existence of the earth and all the wild spaces.

What can we do? It's been staring us in the face all along. We need to restore the world's biodiversity. We need to rewild the world! There are some countries and organisations doing incredible work and we need to follow their lead. Every individual needs to be responsible for the choices they make.

Second Read: Think Aloud

I realise that I buy plastic cooldrink bottles.

I think I need to buy a non-disposable water bottle instead.

I thought it was good that we had nothing to threaten us, but maybe it is not?

So, this is confusing: we got rid of everything that threatened our lives, but by doing that, we became so powerful, we are destroying the planet we live on and therefore threatening our lives!

I can make a connection to the magazine article we listened to – the countries that banned fishing and farming to help the natural world grow back.



Text: Read	Second Read: Think Aloud
Not too long ago, people lived a sustainable life. Once again, it's our only option. We need to learn how to be sustainable. We need to be a part of nature, not apart from nature. I am certain of one thing: this is not about saving the planet but saving ourselves. If we take care of nature, nature will take care of us. We can create a safe home for ourselves and restore the rich, healthy, wonderful world we inherited. Just imagine that.'	I think we need to see ourselves differently, not <i>outside</i> of the natural world, but <i>part</i> of it! Maybe that's a start!

Recall questions	Responses
What kinds of decisions that we make affect the planet?	All decisions: what we eat, how we travel, what we buy, how we get rid of our waste, etc.
Which does the presenter think is worse: big environmental disasters or the everyday destruction of the Earth's wild places?	Everyday destruction of the wild places.
How does the fishing companies' greed affect the natural balance of marine life (all life in the sea)?	The big companies are over-fishing and taking out the predators in the ocean. Valuable nutrients are being taken out and not replaced.

Critical thinking	Possible responses
How has our advanced technology become a threat to ourselves? (Why was a smaller, less advanced human population better for the planet?)	Our technology is so effective, we are destroying forests and oceans. This in turn will mean life on Earth cannot be sustained and our lives will be in danger.
Do you think that the actions of humans (over-fishing the oceans, over-farming the land, pollution, etc) will actually destroy the planet? Why / Why not?	Own responses with reasons
If you were giving a speech about the dangers facing the planet, what would you say in your introduction to get your audience's attention?	Own responses (Passionate, attention-grabbing, asking the audience a rhetorical question, etc)



LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.

WEEK 7: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Demonstrate the phonic sounds, sound out and read the phonic words and difficult or high frequency words aloud. (You may choose to do this only with learners who require this kind of support.)
3. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to work on any oral tasks.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.



WEEK 8: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)	1. Remind the learners that this cycle, we have been working on making evaluations. 2. Explain that this week, we have been working on making evaluations. • Explain that when we make an evaluation, we make a judgement. • This is a key comprehension skill. • This can be about the characters, or the events in the text. • We can also evaluate the text itself: is it interesting, did you like it and so on? • When we make an evaluation, we always need to have a reason or evidence to justify our judgement. 3. Model making an evaluation. Characters: <i>Nkuli Mbatha is the organiser of the Youth Climate Warriors' Conference and Lungelo Ndebele is the opening speaker. I can make the evaluation that both Nkuli and Lungelo are knowledgeable and passionate about saving the planet. Nkuli has organised a whole conference to educate people and find solutions to the problems. At the start, her introductory words are enthusiastic and sincere. Lungelo's presentation shows he knows a lot about the reasons why and how humans are destroying the planet. He has a lot of examples and uses scientific evidence to make his points. He makes people see how they are responsible and also how they can be part of the solution.</i>
WORK WITH LEARNERS: (We do...)	1. Explain that now, we will make a character evaluation together! 2. Say: Do you think the fishing companies are greedy? Why or why not? 3. Explain that we can use this frame to help us: Yes, I think they are greedy because... No, I think they are not greedy because... 4. Listen to learners' ideas, like: a. Yes, I think they are greedy because they just want to make money. Their actions have a huge impact of the health and balance of the ocean life, but they do not stop fishing. They do not care about the consequences of their actions. They continue to use technology to help them and the result is over-fishing and the destruction of life in the ocean.



	b. No, I think they are not greedy because this is their job. It is not their fault that their work has these consequences. They need to do their jobs to earn a living and provide for their families. People want to eat fish and the companies can provide fish. They are just responding to people's need and the economic demand.
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: <i>Not too long ago, people lived a sustainable life. Once again, it's our only option. We need to learn how to be sustainable. We need to be a part of nature, not apart from nature.</i> <i>I am certain of one thing: this is not about saving the planet but saving ourselves. If we take care of nature, nature will take care of us. We can create a safe home for ourselves and restore the rich, healthy, wonderful world we inherited. Just imagine that.</i> 3. Ask learners: Make an evaluation about the effectiveness of Lungelo's speech. Are you convinced by the arguments and information he presents? Will you change your actions and choices because of his speech? Has he used language effectively to get you to share his concerns and opinions and to take action? Give a reason for your evaluation. 4. Explain that learners can use this frame to help them: <i>I think Lungelo's speech is / is not convincing because ...</i> 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, like: a. <i>I think the speech is convincing. Lungelo's facts and the way he presented them made me aware of the urgency of the crisis. He also made me realise that all of us, even me, are responsible for our choices and that our choices affect the planet.</i>
NOTES	1. Make sure the learners write the following note in their exercise books: Strategy: Making evaluations <i>Making evaluations is about making judgements and forming opinions based on what is happening in the text.</i> <u>To make an evaluation I must:</u> • Think about what a character does or says. • Think about the purpose of the text. • Decide what I think about this and form my own opinion. • Think about the text as I read and look for evidence that my judgement is correct or incorrect.

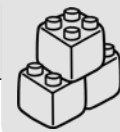


2. If your learners have copied down the notes, then ask them to write down their own response to the pair work (You do...).

WEEK 8: MONDAY / DAY 1: POST-READING (30 minutes)

TITLE	Rewilding the Earth
LEARNER BOOK	Rewilding the Earth
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making evaluations

BUILD AND MONITOR BACKGROUND KNOWLEDGE



1. Follow the core methodology to help learners add to their KWL chart.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: MAKING EVALUATIONS SUMMARY



1. Follow the core methodology to help learners complete a summary of the text:
Rewilding the Earth
Remind learners that this week we have been making evaluations about a text.
2. Use the following summary frame:
This text is about...
I think the author wrote the text so that...
In the text I learnt...
I liked... because...
Overall, I think the text is...
From this text, I can evaluate...



3. Once you have completed the activity, come up with a class summary, for example:

Rewilding the Earth

This text is about the dangers facing the planet and what needs to be done to start saving it. **I think the author wrote the text so that** the reader can learn about why things are the way they are and the urgency of these dangers. I also think the author wanted the reader to see how everyone is responsible and that there are solutions to the problems.

In the text I learnt that because humans have nothing that threaten us, our actions are devastating to the planet. / the ocean is very important. / about rewilding the planet. **I liked** the solutions presented **because** it's reassuring to know we can start changing things and saving the planet. / the descriptions of the wild spaces. **Overall, I think the text is** necessary for people to hear / informative / scary! **From this text, I can evaluate** that people need to be told this information so they can make better choices in their lives.

**WEEK 8: TUESDAY / DAY 2:
TEACH THE GENRE (30 minutes)**

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Newspaper article	To inform, educate, enlighten and entertain the public	• State facts briefly but accurately. • Strive to communicate the essence without losing the reader. • Summarise accurately, without slanting the truth. • Give a succinct headline and add a clear sub-title. • Start with the most important facts: the who, what, how, when, where, why, and to what degree.	• Clear and concise language • Written in 3rd person. • Can use an active or passive voice, depending on the focus and which is more engaging for the reader. • Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.



	Khwezi Matabile, the organiser of the event, commented, 'The impact Nurturer is having is really changing lives. They are working locally to develop youth, and globally, to help our planet. We hope they go from strength to strength.' Nurturer's products include beauty products, kids' products, home cleaning, business cleaning and water saving products. Everything is locally-sourced and plant-based. 'Our brand and our ideas are growing and the more we grow, the better for everyone!' smiles Nyobole. If you want to purchase any Nuturer products, they are all available on Takealot or you can find out more on their website: nurturer.co.za
DISCUSS	1. What is the headline of the article? 2. What is the byline? (Who wrote the article?) 3. What event (and company) does this article give us information about? 4. Where do you find out who the article is about? 5. Where do you find out what this person did? 6. Where do you find out where this happened? 7. How do we know that this is a newspaper article?
NOTES	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Newspaper Article</u> 1. Write about who, what, when, where, why, and how in the first paragraph. 2. Must have these features: a. Headline: A short statement that grabs the reader's attention. Does not need to be a full sentence. b. Sub-title: Also known as a blurb. Tells the reader what the article is about and appears directly below the headline. Does not need to be a full sentence. c. Byline: 'By....' (the name of the writer of the article). 3. Includes some quotations. 4. Written in clear, concise language. 5. Written in the 3rd person.



WEEK 8: TUESDAY / DAY 2: PLANNING (30 minutes)

TOPIC	Write a newspaper article about someone who is helping to save the Earth	
GENRE	Newspaper article	
PLANNING STRATEGY	Write a list of questions	
INTRODUCTION	1. Introduce the writing topic. 2. Tell learners that they are going to write a newspaper article. 3. The article must be about someone in their community who is helping to save the planet. (If they know of a real person they can write about that person; or they can research someone doing environmental work; or they can make up a person.) 4. Explain to learners that they must do this in their exercise books.	
MODELLING: (I do...)	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <i>I'm going to write an article about someone who is doing something to save the planet. I'm going to write about Gloria in my neighbourhood who cleans up litter and educates others to do the same. I will write about her as though I don't know her. I will give details about her work and put in some quotes from her.</i> 4. Have the questions written on one side of the chalkboard. 5. Show learners how you answer the questions. 6. Do this on the other side of the chalkboard.	
	Questions for Newspaper Article	My answers
	1. Who is the person you will be writing about? 2. What does this person do that is making a difference / helping to save the planet? 3. Where does this person do her / his work? 4. When do the activities take place?	1. Gloria Nontshizala 2. She cleans up the neighbourhood and educates others, especially the youth, why this is so important. 3. Gloria lives in Sakhile and works in and around the community.



	5. What does the person say about his / her work? (a quote) 6. What do others say about this person and their work? 7. Are there any other interesting or important details? For example, events that the public should know about or how to contact the person to help and get involved.	4. She is always 'working'! But she organises monthly community clean-ups. 5. 'Pollution goes much further than just our roads and neighbourhood. This is the waste poisoning our rivers and this is the plastic killing our sea! Everyone has to do their bit.' 6. Community member: 'Gloria never gets tired on her mission. Always a friendly smile, a black bag and a biscuit.' 7. Big community event for all primary schools planned in spring.
LEARNERS PLAN: (You do...)	1. Instruct learners to think about this person and their work. Why do they stand out and make a difference? 2. Next, tell learners to turn and talk to with a partner about the person and their work and share their idea. 3. Show learners the questions and your answers on the chalkboard. 4. Hand out the exercise books. 5. Tell learners they must write their own answers to the questions – they must not use your answers. 6. As learners work, walk around the room and hold mini-conferences, as per the core methodology.	



Hand written plan: Newspaper article - answers to questions

1. Gloria Nontshizala

2. She cleans up the neighbourhood and educates others, especially the youth, why this is so important.

3. Gloria lives in Sakhile and works in and around the community.

4. She is always 'working!' But she organises monthly community clean ups.

5. 'Pollution goes much further than just our roads and neighbourhood. This is the waste poisoning our rivers and this is the plastic killing our sea! Everyone has to do their bit.'

6. Community member: 'Gloria never gets tired on her mission. Always a friendly smile, a black bag and a biscuit.'

7. Big community event for all primary schools planned in spring.

**WEEK 8: WEDNESDAY / DAY 3:
DRAFTING (60 minutes)**

TOPIC

Write a newspaper article about someone who is helping to save the Earth

Before class begins, rewrite the questions and responses on the board.

	Questions for Newspaper Article	My answers
	1. Who is the person you will be writing about? 2. What does this person do that is making a difference / helping to save the planet? 3. Where does this person do her/his work? 4. When do the activities take place? 5. What does the person say about his/her work? (a quote) 6. What do others say about this person and their work? 7. Are there any other interesting or important details? For example, events that the public should know about or how to contact the person to help and get involved.	1. Gloria Nontshizala 2. She cleans up the neighbourhood and educates others, especially the youth, why this is so important. 3. Gloria lives in Sakhile and works in and around the community. 4. She is always 'working'! But she organises monthly community clean-ups. 5. 'Pollution goes much further than just our roads and neighbourhood. This is the waste poisoning our rivers and this is the plastic killing our sea! Everyone has to do their bit.' 6. Community member: 'Gloria never gets tired on her mission. Always a friendly smile, a black bag and a biscuit.' 7. Big community event for all primary schools planned in spring.



EXPLAIN THE DRAFTING FRAME

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

My newspaper article**Paragraph 1**

This paragraph gives us the basic introduction and summary. It helps us understand what we will read about.

Points 1–4

Paragraph 2

This paragraph goes more in depth about the person and her / his work. There are quotes from the person and others.

Points 5–6

Paragraph 3

This paragraph tells us any other interesting points, details of events or contact details of the person or organisation.

Point 7

4. Next, tell learners they must use their answers to write their article.

DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - **Remind learners that the article is about someone who is working hard to save the planet and make a difference.**
 - **They must have a headline, sub-title and byline.**
 - **The language should be clear and concise and in the 3rd person.**
 - **Their article must have quotes.**
3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMEWORK

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



Hand written draft: Newspaper Article

Cleaning the Hood

Community member tirelessly cleans up and encourages others to do the same.

By Siphokazi Matsolo

In the busy, dusty streets of Sakhile, Gloria Nontshizala is a well-known figure. Glora is out almost everyday, with her gloves and her black bags picking up the litter left behind. She is mostly in the busy shopping district and at the taxi ranks, she also goes further afield to the residential streets. Ms Nontshizala always welcomes helpers, and often contcts the local scools to encourage the learners to get involved too. When she gets a group, she makes sure she educates everyone on why they are doing this and the importance of keeping the community clean.

'All this pollution doesn't just stay on our roads and in our neighborhood. This bottle of detergent is the waste poisoning our rivers and this is the plastic killing our sea!' she says, holding up a botel. Everyone has to do their bit. I think it is so important to inform the yoth so we can try end this problem, says Gloria.

A community member says, Gloria never gets tired on her mission. She always has a friendly smile, a black bag and a biscuit for anyone wanting to help. She is one of the heros in our community. And thanks to her hard work, we are seeing a diference and the streets are cleaner. People are also using the recycling bins more.

Gloria is planning a Big Spring Clean-Up at the beginning of September. She is hoping for many of the local schools to get involved. If anyone wants to help Gloria, contact her on 071 966 5020.

**WEEK 8: THURSDAY / DAY 4:
EDITING (30 minutes)**

Follow the core methodology to help learners to edit their draft texts.

EDITING CHECKLIST

*(Write this on the board
before class begins)*

1. Do I have a headline, a sub-title and a byline?
2. Does my newspaper article answer who, what, when, where and why?
3. Does my article give information about someone who is doing something to save the planet?
4. Does my newspaper article have at least one quotation?
5. Did I spell all words correctly?
6. Does each sentence begin with a capital letter?
7. Does each sentence end with proper punctuation?

HOMEWORK

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



Hand written edited draft: Newspaper Article

Cleaning the Hood

Community member tirelessly cleans up and encourages others to do the same.

By Siphokazi Matsolo

In the busy, dusty streets of Sakhile, Gloria Nontshizala is a well-known figure. Gloria is out almost everyday, with her gloves and her black bags picking up the litter left behind. She is mostly in the busy shopping district and at the taxi ranks, ^{but} she also goes further afield to the residential streets. Ms Nontshizala always [^]welcomes helpers, and often ^acontacts the local schools to encourage the learners to get involved too. When she gets a group, she makes sure she educates everyone on why they are doing this and the importance of keeping the community clean.

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WEEK 8: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING



Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Instruct learners to read through their corrections.
2. Rewrite a copy of their newspaper article in their exercise books, correcting any mistakes.

PRESENTING



1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills. So always have something positive to say about a piece of writing.



Cleaning the 'Hood'

Community member tirelessly clean
up and encourages others to do the same.

By Siphokazi Matsolo

In the busy, dusty streets of Sakhile, Gloria Nontshizala is a well-known figure. Gloria is out almost everyday, with her gloves and her black bags picking up the litter left behind. She is mostly in the busy shopping district and at the taxi ranks, but she also goes further afield to the residential streets. Ms Nontshizala always welcomes helpers, and often contacts the local schools to encourage the learners to get involved too. When she gets a group, she makes sure she educates everyone on why they are doing this and the importance of keeping the community clean.

'All this pollution doesn't just stay on our roads and in our neighbourhood. This bottle of detergent is the waste poisoning our rivers and this is the plastic killing our sea!' she says, holding up a bottle.

'Everyone has to do their bit. I think it is so important to inform the youth so we can try end this problem,' says Gloria. A community member says, 'Gloria never gets tired on her mission. She always has a friendly smile, a black bag and a biscuit for anyone wanting to help. She is one of the heroes in our community. And thanks to her hard work, we are seeing a difference and the streets are cleaner. People are also using the recycling bins more.'

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WEEK 8 FRIDAY / DAY 5: LISTENING AND SPEAKING (2 x 60 minutes)

ORAL PRESENTATION

1. Tell the learners that they will now start preparing for their Oral Presentation of their Creative Writing Research Project.
2. Give learners an overview of this assessment as follows:
 - a. Learners will use their research and their writing tasks in their oral.
 - b. This oral presentation will be done individually.
 - c. They will start their oral presentations in term 3 and these will continue into term 4.
 - d. Their oral is out of 20 marks.

Explain the Assessment Criteria

1. Use this lesson to explain to the learners how they will be assessed on this task and what criteria will be used to assess them.
2. Write a copy of the assessment criteria headings on the board:
 - a. **Structure: introduction of topic, research, poem/song and conclusion**
 - b. **Delivery: pronunciation, articulation, and expression**
 - c. **Appropriate body language**
 - d. **Use of resources, visual cues and props**
3. Explain the rubric as follows:

Assessment Criteria

a. **Structure: introduction of topic, research and poem/song and conclusion**

- **Introduction:** You need to greet the audience and introduce your presentation and say what you will be speaking about.
- **Body.**
 - You can mention what you found interesting when you were researching poetry.
 - You must explain, (using your research and the planning for your writing), what kind of poem/song you will be reciting, e.g. free verse, rhyming couplets, protest, spoken word, love song, hip hop, etc.
 - You must then give a reason for choosing this form of poetry or song.
 - Next, you must explain how your poem/song fits into your movie.
 - Finally, you must present your poem or song to the class.
- **Conclusion:** Reflect on the experience of writing a poem or song. You must end your oral presentation with an appropriate closing.



b. **Delivery: pronunciation, articulation, and expression**

- You need to ensure that all your words are pronounced properly.
- You must ensure that you express yourself clearly.
- You must vary your pace (slow and fast) so as to keep their audience interested. Think about using pauses for effects and emphasis.
- Your voice projection should allow everyone in the class to hear what you are saying. Your volume should be fitting for what you are saying. i.e. use loud and soft to create effects when you speak.
- You should speak with expression and emotion.

c. **Appropriate body language**

- You must be calm and avoid any distracting behaviour.
- You should maintain eye contact with the audience.
- Your posture should be formal and upright.
- You can use gestures if they add to the content of your speech. These might be especially effective when reciting your poem or song. Move your body or act out the words where appropriate when you are reciting your poem/song.
- Have an expressive face and be engaged.

d. **Use of resources, visual cues and props**

- Cue cards can help you with your presentation.
- You should have your movie poster that you designed as part of your presentation. Show it to the class and explain it.
- Think of using an object or prop that may help your presentation, e.g. a hat, special clothing, a cup, a pot, a phone, a candle, etc. It must be something that helps explain your poem or song.
- If you have access to any technology, and you would like to create digital visuals or sound, you may use this.

Give learners prompts to start planning their oral presentations.

1. Now tell the learners they are going to start planning their oral presentations.
2. Write the following points on the board to help the learners think of what they are going to say:
 - a. *How will I greet the class to start my presentation?*
 - b. *How will I introduce my research?*
 - c. *What did I find interesting in the research?*
 - d. *What kind of poem/song did I write? Why?*
 - e. *How does my poem/song fit into my movie?*
 - f. *How will I recite my poem/song? What gestures and movements will I use? When must I speak fast or slow? When should I be loud or soft? Where should I pause?*



- g. *What props can I bring that will add to my presentation and make it more entertaining for the audience?*
- h. *How will I conclude my oral?*

Get learners started and provide additional scaffolding for those who need it.

1. Give the learners time to start planning their orals.
2. Ensure that learners know and understand how to structure of their presentations.
3. Remind learners they will also be assessed on their delivery and body language, so as they're planning what they will say, they must also think how they will say it.
4. If any learners struggle to get started, you may want to write these sentence starters on the board to help them.

Introduction:

Today I will talk about...

The research I did was on...

My speech today is about...

Body:

When I was researching poetry...

What I found interesting was...

I chose to focus on the ... form, because...

My poem/song is a ...

My movie is about...

In my poster you can see...

In the movie, my poem/song is...

I will now recite my poem/song, entitled...

I hope you will enjoy my poem/song. It's called...

Conclusion:

In conclusion...

To sum up...

Now that I've done this project, I can say that...

After doing this project, I feel...

5. Go around the room as the learners are planning and give help and guidance where necessary.
6. Tell the learners that they will have more time to plan in the next cycle before they have to present.



HOMEWORK



Learners are to keep working on their Oral Presentations. In their planning, they must also think of props that they can bring from home to make their presentations more effective.

CONCLUSION

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

SUMMARISE

Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a **discussion** task). For example:

This cycle we:

- Learnt new vocabulary words about the effect the growing human population is having on the planet.
- Listened to an article about some countries' actions to save the Earth.
- Learnt about persuasive and emotive language
- Read different texts about how humans are destroying the Earth and solutions to try save it.
- Spoke about the texts.
- Answered questions about the texts.
- Learnt about how to write a newspaper article.
- Wrote a newspaper article.
- Started preparing the oral presentation component of our Creative Writing Research Project.



REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible. 6. Ask learners to think about the connections between this theme and what they have been learning about in Social Science (Geography) and Life Orientation. Ask learners to share any connections that they can think of. <i>(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</i>
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!



THEME

Addiction and Abuse



Term 3

Weeks 9 & 10 | Cycle 5



TERM 3: WEEK 9

OVERVIEW



THEME	Addiction and Abuse
THEME VOCABULARY	advice, lose it, peer pressure, gut instinct, eye on you, stand up, despondent, anxious, inevitable, disgust, clench, shove, heartbreak
LSC	Subject and predicate
COMPREHENSION STRATEGY	Making inferences
WRITING GENRE	Infographics
WRITING TOPIC	Design an infographic to share information, data or knowledge related to one aspect of addiction or abuse.
GRAPHIC ORGANISER	KWL CHART
CLASSROOM PREPARATION	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. Try to find some reading material for your theme table, for example: articles about drug use and abuse; stories about addiction; interviews with addicts; stories about families of addicts; stories and information about recovery from addiction; information about rehabilitation; information about types and symptoms of substance abuse; stories, poems about peer pressure and why people start taking drugs and alcohol; etc. 3. Try to find some pictures and visuals, for example: pamphlets and posters about abuse and addiction; graphs and tables showing how and why people start taking drugs; photos and visuals of addicts and their symptoms; etc. 4. Look at the additional textbook activities listed in the Management Document. Decide which activities are suitable for your learners.



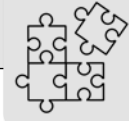
WEEK 9: MONDAY / DAY 1: INTRODUCE THE THEME & LSC (30 minutes)

INTRODUCE THE THEME



1. Use the Learner Book cover page for Theme 5: **Addiction and Abuse**
2. **Introduce the theme as follows:**
 - Explain to learners that in Life Orientation they will focus on Substance Abuse.
 - Explain that this theme will equip them with some relevant vocabulary and background knowledge to understand peer pressure and the both physical and emotional effects of abuse.

ACTIVATE BACKGROUND KNOWLEDGE

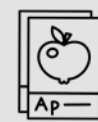


1. Follow the core methodology to set up a KWL chart. Ask prompting questions to activate background knowledge:
 - a. **What are some reasons why people start taking drugs and abusing alcohol?**
 - b. **Why do some teenagers start taking drugs?**
 - c. **What is peer pressure?**
 - d. **How does addiction and abuse affect a person – physically, mentally and emotionally?**
 - e. **How can living with an addict affect a family?**
 - f. **What is rehabilitation?**

Follow the core methodologies to:

1. Teach learners new vocabulary using PATS (and add to personal dictionaries).
2. Ask learners to answer the question of the day, the follow up and extension questions.

LSC: DEVELOP THEME VOCABULARY



advice

Tell learners that advice is the help or ideas you give someone who is needing to make a difficult choice.

Say: Mom, my friends are being mean to be and I don't know what to do. Please give me advice?

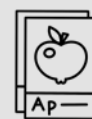
lose it

Act out 'losing it' – pretend to shout, get mad, shake your hands, and pull an angry expression.

Tell learners that to 'lose it' means to lose your cool and your calm, and to get really angry.



LSC: DEVELOP THEME VOCABULARY



peer pressure	Act out peer pressure – pretend to pressure someone to drink something, or do something they don't want to do.
	Tell learners that peer pressure is when a peer (someone your age) tries to make you do something you aren't comfortable doing.
gut instinct	Tell learners that a gut instinct is you just know or understand something, without needing to think more about it.
	Say: My gut instinct is to trust you!
eye on you	Act out having your eye on someone – pretend to watch them, point to your eye and then to them.
	Tell learners that 'eye on you' means to watch someone closely.
stand up	Tell learners that to stand up to someone means to be brave and tell them that you don't agree with what they are doing.
	Say: Mzonke, you must stand up to those bullies! Tell them that what they are doing is wrong.

QUESTION OF THE DAY



QUESTION	Why do some teenagers experiment with drugs and alcohol?
GRAPH	4 COLUMN GRAPH
OPTIONS	Some teenagers experiment with drugs and alcohol because of _____. <i>peer pressure / curiosity / depression and stress / genetics</i>

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS	1. Why do most learners think some teenagers experiment with drugs and alcohol? Most learners think some teenagers experiment with drugs and alcohol because of _____.
	2. Why do you think some teenagers experiment with drugs and alcohol? I think some teenagers experiment with drugs and alcohol because of _____.

EXTENSION
QUESTIONS

1. **Are teenagers more affected by peer pressure than adults?**
Why or why not?
I think _____.
2. **What would you do if you thought your friend was experimenting with drugs?**
I would _____.

HOMEWORK



1. Learners must complete their dictionary entries.
2. Learners must learn the theme vocabulary.
3. If possible, learners must try to find out more about the theme from their families or own research.

WEEK 9: MONDAY / DAY 1:
LISTENING (30 minutes)

LISTEN TO...



Follow the core methodology to conduct the listening lesson using a dialogue:

Some helpful advice

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Some helpful advice Tendani: Hi Shandu. Always good to hear from you, Cuz. Is everything okay? You hardly ever call me. How're things in Polokwane? Is everyone alright? Shandukani: Hi Tendani, everyone's fine. Well, sort of. Sorry I never call. I needed to talk to my older cousin. I need some advice.	I can infer that she has a good relationship with her cousin, even if they don't speak all the time. I wonder what she needs advice about?	Why has Shandukani called Tendani? (she needs advice)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Tendani: I'm not that old! Shandukani: Sorry! But you know what I mean! I need to talk to someone I can trust, but not my parents...they would lose it if I spoke to them about this.		
Tendani: Wow, sounds serious. Okay, so what's up? Shadukani: Well, it's my friends at school. Since we've started high school, things have changed a lot. Our old group was very chilled and everyone kind of did their own thing. Now that we're in high school, Dembe keeps telling us what we should wear and how we should act. She says that's the only way to get a boyfriend. And if anyone is having a party, even older kids, she makes sure we get invited...	Oh, that sounds really hard for her. When you're in Grade 8 your friends and their opinions are really important.	Who is Dembe? (one of Shandu's friends) What does Dembe do with the group? (she tells them what to wear and how to act and gets them invited to parties)
Tendani: Go on, Shandu, I'm listening... Shandukani: So, some of my friends have started drinking and smoking weed when we are at parties. I don't want to lose my friends, but I'm really not into those things. Dembe is putting so much pressure on me – she says I must grow up or move on. I am really stressed – what do you think I must do?	Oh, that's a really tough situation. I wonder what advice her cousin will give her? I wonder if he also has had expereinces like this?	What are Shandu's friends doing at parties? (drinking and smoking weed) How does she feel about this? (stressed, pressured to do things she doesn't want to)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Tendani: Oh Cuz, this is awful. I'm sorry this is happening to you. I've been through high school – I know all about peer pressure, so I do have some advice for you. Firstly, well done for not doing anything you don't feel comfortable doing and for following your gut instinct. Always do that.	Oh, I can infer this is exactly why she called him for advice! This is good advice – to follow your gut – what you feel and know is right for you.	Is Tendani still in high school? (no, he's older and has finished school)
Then, it's probably best to give them a reason for not drinking or smoking. Are you still such a great netball player? Maybe you could say the first team coach spoke to you, and said she has her eye on you, so you don't want to mess up your chances? Or, you could blame your parents. Explain that they are super strict. Tell your friends that your parents said if they ever smell booze or smoke on you, they will phone everyone's parents! Say that you can't risk getting everyone into trouble.	Hmm, I wonder if these ideas would work? I don't think Dembe would like it if her parents knew what she was doing, so that threat might work.	What were Tendani's two reasons to tell her friends she doesn't want to experiment? (focusing on netball and her parents would know and tell the other parents)
Shandukani: Oh wow, those are pretty good ideas – thanks Cuz. I really don't want my friends to think I am lame, so one of these excuses could help me.	I think it really is so hard to stand up to your peers. I feel for Shandu, this is a tough situation and she might have to be okay with leaving this group and finding new friends.	What is Tendani's other advice? (to find new friends, people who she feels more comfortable with)



Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
Tendani: Yea well, you can use those excuses for now, Cousin, but you need to think carefully about staying friends with these girls. Maybe they will grow out of it, but maybe not? Does anyone else in the group want to stand up to Dembe? Maybe you should make some new friends, who are more like you?		
Shandukani: Yeah, I guess you're right Tendani. I think for now I'm going to use the excuse about my parents, but I think that maybe Sharon feels the same as me. Maybe we have to just talk to Dembe and the others... Tendani: You can call me anytime. I don't want you getting into trouble.	I wonder what she will do? The social dynamics at school can be so hard. I think everyone needs a cousin like Tendani!	Who does Shandu think might feel the same as she does? (Sharon)

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 9: TUESDAY / DAY 2: SPEAKING (30 minutes)

DISCUSS...



1. Follow the core methodology to guide learners to discuss the listening text:

Some helpful advice

2. Use the following discussion frame:

Some helpful advice

- a. This text was about...
- b. In this text I learnt that...
- c. I think this text is... because...
- d. I think this text was written to help me think about...

WEEK 9: TUESDAY / DAY 2: PRE-READING (30 minutes)

TITLE	Neo's heartbreak
LEARNER BOOK	Addiction and Abuse
ACTIVITY	Pre-Read
COMPREHENSION STRATEGY	Making inferences

PRE-READING ACTIVITY



TEXT FEATURES	Follow the core methodology to get learners to think about text features.
SCANNING THE TEXT	1. Read and explain the meaning of the title: Neo's heartbreak. 2. This text seems to be a story about heartbreak and sadness. If you say someone is heartbroken, it means they are more than just sad. It means you are without hope and completely miserable. I wonder who Neo is and why he is so sad? I wonder what happened to him? Maybe it was his friends who hurt him, or maybe something happened at home with his family? I wonder how this story will end – is the heartbreak at the beginning or at the end of the story? 3. Follow the core methodology to instruct learners to scan the text.



PRE-READING ACTIVITY



4. Suggestions of important words and how they connect to this text:
 - **concentrate** – to think about or focus on something. We need to concentrate on our work at school if we want to pass and do well. Something was distracting Neo and making him not focus on his schoolwork.
 - **confrontation** – is a fight or an argument with someone. To confront often means you have to face someone that you don't want to face or deal with something you don't want to deal with. Neo has to confront his father but this is a hard and unpleasant thing.
5. Help learners to work out the meanings of words they did not understand. Demonstrate how you 'think aloud' when trying to work out the meaning. For example:
'His body tightened at the thought...'
All the muscles in Neo's body are getting tense and pulling: the muscles in his neck, his face, his stomach, his back. This happens when someone feels tense, worried and anxious about something. Neo does not want to go in and talk to his father. His body is responding to his emotions. I think Neo and his dad do not have a good relationship. Whenever they talk it is horrible. Neo's body is getting ready to have another difficult conversation.

ASK PREDICTIVE QUESTIONS

1. Ask learners predictive questions:
 - What do you think this text will be about?
 - Why do you think that?
 - What does the picture on the first page help you understand?
 - What else gives you some ideas and clues about what the text is about (e.g. the heading and layout)?

HOMEWORK



1. Learners must add any new words and explanations to their personal dictionaries.
2. Learners must read the text on their own if possible.



WEEK 9: WEDNESDAY / DAY 3: LSC (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodologies to:

- Help learners add to their KWL chart.
- Teach learners new vocabulary using PATS (and add to personal dictionaries).
- Answer the question of the day, and follow up and extension questions.

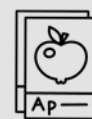
LSC: DEVELOP THEME VOCABULARY



despondent	Act out feeling despondent – pretend to be sad, unhappy and without energy.
	Tell learners that despondent means to be sad, unhappy, to not have energy, and not believe that anything will come right.
anxious	Act out being anxious – pretend to be worried, afraid, and say, 'I'm afraid that something bad is going to happen!'
	Tell learners that being anxious means when you are worried or afraid of something that might happen in the future.
inevitable	Tell learners that inevitable means when something will definitely happen.
	Say: It is inevitable that I will grow up and have to leave this amazing school.
disgust	Act out being disgusted – wrinkle your nose, scrunch up your face, and cover your mouth. You can say, 'Oh gross!'
	Tell learners that disgust is a strong dislike for something, often so much so that it makes you feel sick.
clench	Act out clench – pretend to clench your hand into a fist and clench your jaw. Point to your jaw and fist to show the learners this action clearly.
	Tell learners that clench means to close and hold something shut very tightly.
shove	Act out 'shove' – pretend to push someone.
	Tell learners that shove is when you push something without caring how hard, or without caring if you hurt someone.



LSC: DEVELOP THEME VOCABULARY

**heartbreak**

Point to a picture of a broken heart (a heart shape with jagged lines through the middle).

Tell learners that heartbreak is a very sad feeling. You feel so sad that it feels like your heart is breaking into pieces.

relief

Act out relief – pretend to sigh out, wipe your forehead, and say 'Ah, it is all going to be okay now'.

Tell learners that relief is the feeling of your stress, worry or pain going away.

QUESTION OF THE DAY



QUESTION

What happens when a child grows up with a parent who is an addict?

GRAPH

4 COLUMN GRAPH

OPTIONS

When a child grows up with a parent who is an addict, she/he _____.
protects the parent / struggles at school / takes on more responsibilities / becomes depressed and withdrawn

FOLLOW UP AND EXTENSION QUESTIONS



FOLLOW UP QUESTIONS

- Most learners think when a child grows up with a parent who is an addict, the child** _____.
- I think when a child grows up with a parent who is an addict, the child** _____.

EXTENSION QUESTIONS

- Did you know, 80% of male youth deaths in South Africa are alcohol-related? Why do you think this is?**
 I think this is because _____.
- Why do some people smoke weed and become addicted and others don't?**
 I think _____ because _____.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 9: WEDNESDAY / DAY 3: FIRST READ (30 minutes)

TITLE	Neo's heartbreak
LEARNER BOOK	Addiction and Abuse
ACTIVITY	First Read
COMPREHENSION STRATEGY	Making inferences

FIRST READ



Follow the core methodology to complete the first read of the text.

Text: Read	First Read: Think Aloud
Neo's heartbreak Neo felt despondent. Earlier today, his teacher had called him aside and told him that he was failing Maths and English. She explained that she was worried about his marks and worried about him. Neo was worried about himself. He hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.	I wonder if this is what his heartbreak is about? Is he upset about his bad marks at school?
Neo arrived home and felt anxious as he entered through the backdoor. As he stepped into the kitchen, he heard his father coughing from his bedroom. His father was constantly sick, and constantly drunk. Neo hated it when his father was home. His body tightened at the thought of the inevitable confrontation. He sighed in disgust as he heard his father clearing the phlegm from his throat.	Oh, Neo's father is an addict and a drunk. I think it must be so hard for Neo. I wonder where his mom is and if he has any siblings?



Text: Read	First Read: Think Aloud
'Neo! Is that you? Get in here!' Neo dragged his feet as he walked towards his father's bedroom. He took a deep breath before opening the door. His dad lay on an unmade bed, in the same clothes that he had been wearing the night before. He stank of alcohol and cigarettes. Neo had heard his father partying all night last night. His father partied and drank most nights.	I can visualise what the room looked and smelt like. It must be awful! I understand why Neo did not want to go in.
'Where have you been?' 'At school, dad.' 'At school, hey? I don't believe you! I'm sure you've been out with your friends. That's all you ever do! Messing around with your friends! When are you going to start doing schoolwork? Or clean the house? Or get a job?' Neo looked at his father, wanting to ask him the same questions. Instead, he clenched his jaw and held his fists behind his back.	Neo's father is very aggressive and accusing. I wonder if all drunks are like this? I think drinking does make people violent and argumentative.
'You're useless, Neo! Pathetic! I'm sure you're the reason that your mother left this house. She doesn't want to come home because she doesn't want to see you.' Neo's heart broke with those words. He knew he was not the reason his mother had left, but his dad could always make him feel terrible. Neo's dad stopped yelling to cough.	Oh, so Neo's mom left. I wonder if she was also an addict or if she couldn't live with Neo's father? I wonder when he last saw her?
As Neo looked at his father, he promised himself that when he is older, he will be nothing like his dad. He also promised himself he will never treat his own children the way that his dad treats him.	I can infer that Neo is very mature and does not want to become his dad.



Text: Read	First Read: Think Aloud
Neo's father stood up slowly, stumbling as he moved. He reached Neo and put his large hands on his son's chest. He shoved Neo with force. Neo fell to the floor and looked up at his father with fear. Usually his father kicked him, but thankfully his dad was too drunk and out of it. He looked down at his son with disgust and shook his head, 'Get out of my house, Neo. I'm sick of looking at your face.'	I can see why Neo's body tightened at the beginning. He knows what his father is like.
Neo hurriedly left his father's room before his dad could hurt him badly. Last week he couldn't go to school because of the bruises and swelling on his face. Neo left the house, slamming the front door behind him. He ran down the street to his best friend, Kgotsi's house. He banged on Kgotsi's front door. Kgotsi's mother answered, 'Hello, Neo. Are you okay? You are shaking! Come in, my boy,' she looked worriedly up and down the road. Before Neo could say anything, he burst into tears. Kgotsi's mother has seen his bruises before – she knew that his father hit him.	His dad really doesn't care what he does to Neo if he's hurt him that badly in the past. I wonder why Neo hasn't reported this abuse?
Kgotsi's mother pulled Neo into a hug, 'Please tell me what happened, Neo? Did your dad hurt you again? You can tell me.' Neo didn't have the energy to lie for his father anymore. He slowly nodded his head.	I can evaluate that Kgotsi's mother is a very kind person. She realises how hard this is for Neo and she is prepared to get involved and help.



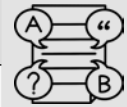
Text: Read	First Read: Think Aloud
Kgotsi's mother gently rubbed his back, 'I think that you need to come and stay with us for a while, Neo... and I think we need to finally tell the police about your dad.' Neo felt sick to his stomach. He had never wanted to be the reason that his dad went to jail. But Neo also knew that his father was a bad parent, and a bad person.	
He cried as he nodded his head, 'Okay' Kgoti's mother sighed with relief, 'You are doing the right thing, Neo. We are going to help you through this, I promise.' Neo felt a mixture of heartbreak and relief. He was sad that he wouldn't have a father in his life, but he was relieved that he wouldn't have his father in his life.	I can visualise Neo's shoulders finally dropping and relaxing with relief and exhaustion. He has been carrying so much by himself. He finally knows he is safe.

Recall questions	Responses
What school subjects was Neo failing?	Maths and English
Where was Neo's mother?	She left the family. We don't know where she is.

Critical thinking	Possible responses
Why do you think Neo's father said such hurtful things to Neo?	He is drunk and acting violently and aggressively. / Wants to start a fight. / Wants to make Neo feel bad. / Wants to blame someone else for his failings.
Was Neo right to lie and protect his father for so long? Why / why not?	Own response with reason.



INTRODUCE THE LSC IN CONTEXT



1. Explain to learners that in this cycle, they will learn about: **subject and predicate**
(This is not a complete explanation. For a detailed explanation and examples, please refer to the LSC Notes in the Learner Book.)
2. Explain this as follows:
Every sentence has a **subject and a predicate**.
The **subject** is the person, animal or thing that is doing the action.
The **predicate** usually (but not always) begins with a verb (action word) and is the rest of the sentence. To find the subject, look for the **verb** and then ask who or what is doing the action.
Example: The world revolves around the sun. 'Revolves' is the verb. 'The world' is the subject (it does the action), and 'revolves around the sun' is the predicate (it starts with the verb, 'revolves').
3. Point out the following examples of these in the text:
 - a. **'Neo felt despondent.'**
Subject – Neo
Predicate – felt despondent
 - b. **'Neo was worried about himself.'**
Subject – Neo
Predicate – was worried about himself
 - c. **As he stepped into the kitchen, he heard his father coughing from his bedroom.**
Subject – he
Predicate – as he stepped into the kitchen....heard his father coughing from his bedroom

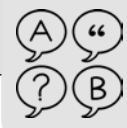
WEEK 9: THURSDAY / DAY 4: WRITING AND PRESENTING (30 minutes)

BUILD AND MONITOR BACKGROUND KNOWLEDGE



Follow the core methodology to help learners add to their KWL charts.

TEACH AND PRACTICE THE USE OF THE LSC



1. Remind learners of the LSC that you introduced on Wednesday: **subject and predicate**



TEACH AND PRACTICE THE USE OF THE LSC



2. Tell learners to copy the following **LSC note** in their books:

Subject and Predicate

Every sentence has a subject and a predicate.

The subject is the person, animal or thing that is doing the action.

The predicate usually (but not always) begins with a verb (action word) and is the rest of the sentence. To find the subject, look for the verb and then ask who or what is doing the action.

Example: The world revolves around the sun. 'Revolves' is the verb. 'The world' is the subject (it does the action), and 'revolves around the sun' is the predicate (it starts with the verb, 'revolves').

Language Writing Activity:

1. Underline the subjects in the following sentences:
 - a. Everyday, Letshe and Dineo met to do their homework (Letshe and Dineo).
 - b. Even in the holidays, they worked together. (they)
 - c. Dineo's warm loving family always felt safe for Letshe. (Dineo's warm loving family)
 - d. Her old Gogo cooked delicious food for them. (Her old Gogo)
2. Underline the predicates in the following sentences:
 - a. At home, Tumelo was quiet and tried not to get in the way. (...was quiet and tried not to get in the way.)
 - b. His teachers were worried about him. (were worried about him.)
 - c. Tumelo's violent, unpredictable dad was scary. (was scary.)
 - d. Every night, Tumelo missed his mom. (missed his mom.)
3. Learners must write 2 sentences of their own. They must ensure their sentences each have a subject and a predicate.
4. Correct this activity together with learners and explain the answers where necessary.

HOMEWORK



Find a suitable consolidation activity from the textbook in the Management Document.
Tell learners to complete this for homework.



WEEK 9: THURSDAY / DAY 4: SECOND READ (30 minutes)

TITLE	Neo's heartbreak
LEARNER BOOK	Addiction and Abuse
ACTIVITY	Second Read
COMPREHENSION STRATEGY	Making inferences

SECOND READ



- Follow the core methodology to complete the second read.
- Use these **follow-up questions**:
 - How did Neo know his father was home?**
 - Why did his body tighten?**
 - Why do you think Neo doesn't repond or fight back when his father accuses him of things he hasn't done?**
 - How do you think Neo was feeling when he was running to Kgotsi's house?**
 - What evaluation can you make about the kind of person Kgotsi's mother is?**
 - If you were the judge in the court case, what punishment would you give Neo's father?**

Text: Read	Second Read: Think Aloud
Neo's heartbreak Neo felt despondent. Earlier today, his teacher had called him aside and told him that he was failing Maths and English. She explained that she was worried about his marks and worried about him. Neo was worried about himself. He hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.	I can infer he usually works hard and does well. I wonder why he is doing badly?



Text: Read	Second Read: Think Aloud
Neo arrived home and felt anxious as he entered through the backdoor. As he stepped into the kitchen, he heard his father coughing from his bedroom. His father was constantly sick, and constantly drunk. Neo hated it when his father was home. His body tightened at the thought of the inevitable confrontation. He sighed in disgust as he heard his father clearing the phlegm from his throat.	I can infer that whenever they talk, they fight, it is unavoidable. This must be so stressful for Neo.
‘Neo! Is that you? Get in here!’ Neo dragged his feet as he walked towards his father’s bedroom. He took a deep breath before opening the door. His dad lay on an unmade bed, in the same clothes that he had been wearing the night before. He stank of alcohol and cigarettes. Neo had heard his father partying all night last night. His father partied and drank most nights.	This feels so wrong: the parent is the one out partying and the child is the responsible one. It’s the opposite of the usual situation.
‘Where have you been?’ ‘At school, dad.’ ‘At school, hey? I don’t believe you! I’m sure you’ve been out with your friends. That’s all you ever do! Messing around with your friends! When are you going to start doing schoolwork? Or clean the house? Or get a job?’ Neo looked at his father, wanting to ask him the same questions. Instead, he clenched his jaw and held his fists behind his back.	Wow, I think it must be so hard for Neo to restrain himself! I don’t know if I could. If someone accused me of something I hadn’t done, I would get mad and scream at them!



Text: Read	Second Read: Think Aloud
'You're useless, Neo! Pathetic! I'm sure you're the reason that your mother left this house. She doesn't want to come home because she doesn't want to see you.' Neo's heart broke with those words. He knew he was not the reason his mother had left, but his dad could always make him feel terrible. Neo's dad stopped yelling to cough.	I think his dad blames Neo and makes him feel bad to make excuses for himself and his choices. I think he knows the truth, but he's trying to convince himself it was Neo's fault.
As Neo looked at his father, he promised himself that when he is older, he will be nothing like his dad. He also promised himself he will never treat his own children the way that his dad treats him.	I read that often the children of addicts become addicts themselves, but Neo is determined that will not happen with him.
Neo's father stood up slowly, stumbling as he moved. He reached Neo and put his large hands on his son's chest. He shoved Neo with force. Neo fell to the floor and looked up at his father with fear. Usually his father kicked him, but thankfully his dad was too drunk and out of it. He looked down at his son with disgust and shook his head, 'Get out of my house, Neo. I'm sick of looking at your face.'	I wonder what it is like to live in fear of your own parent? I wonder if his teachers and friends knew what was happening at home?
Neo hurriedly left his father's room before his dad could hurt him badly. Last week he couldn't go to school because of the bruises and swelling on his face. Neo left the house, slamming the front door behind him. He ran down the street to his best friend, Kgotsi's house. He banged on Kgotsi's front door. Kgotsi's mother answered, 'Hello, Neo. Are you okay? You are shaking! Come in, my boy,' she looked worriedly up and down the road.	I feel so relieved he is safe at his friend's house. And I see his friend's mother does know about the abuse. I can infer that she is worried his dad is coming after him. I wonder if she will report his father's actions?



Text: Read	Second Read: Think Aloud
Before Neo could say anything, he burst into tears. Kgotsi's mother has seen his bruises before – she knew that his father hit him.	
Kgotsi's mother pulled Neo into a hug, 'Please tell me what happened, Neo? Did your dad hurt you again? You can tell me.' Neo didn't have the energy to lie for his father anymore. He slowly nodded his head. Kgotsi's mother gently rubbed his back, 'I think that you need to come and stay with us for a while, Neo... and I think we need to finally tell the police about your dad.' Neo felt sick to his stomach. He had never wanted to be the reason that his dad went to jail. But Neo also knew that his father was a bad parent, and a bad person.	I wonder why Neo has lied to protect his father in the past? Maybe he was hoping he would get well? Maybe he thought it was his fault and his responsibility to take care of him? Maybe he was worried his father would be furious with him?
He cried as he nodded his head, 'Okay.' Kgoti's mother sighed with relief, 'You are doing the right thing, Neo. We are going to help you through this, I promise.' Neo felt a mixture of heartbreak and relief. He was sad that he wouldn't have a father in his life, but he was relieved that he wouldn't have his father in his life.	Sometimes it's not your biological family who are the ones who love and care for you.



Recall questions	Responses
How did Neo know his father was home?	He could hear him coughing.
Why did his body tighten?	He became anxious and stressed knowing there would be a fight and that he would get hurt.
Why do you think Neo doesn't repond or fight back when his father accuses him of things he hasn't done?	Own responses / Not worth it as his father is drunk and can't hear logic. / He will get beaten anyway. / He's tired of trying to explain himself to a drunk.

Critical thinking	Possible responses
How do you think Neo was feeling when he was running to Kgotsi's house?	Scared / relief / desperate / sore / own answers
What evaluation can you make about the kind of person Kgotsi's mother is?	She is kind and compassionate. / She is respectful of Neo's privacy. / She wants to help. / Own responses
If you were the judge in the court case, what punishment would you give Neo's father?	Own responses

LEARNERS FORMULATE QUESTIONS



Follow the core methodology to ask learners to generate questions related to the text.

HOMEWORK



Learners must add any new words and explanations to their personal dictionaries.



WEEK 9: FRIDAY / DAY 5: INDEPENDENT READING & COMPREHENSION (60 minutes)

ORIENTATION TO INDIVIDUAL WORK



1. Follow the core methodology to orientate learners to the independent reading tasks for the theme.
2. Then, show learners the tasks in the Learner Book that they are to complete independently, and briefly explain each text.
3. Demonstrate the phonic sounds, sound out and read the phonic words and the difficult or high frequency words aloud. (You may choose to do this only with learners who require this kind of support.)
4. Remind learners that they may not write in the Learner Book – they must answer in their exercise books.

WORKING WITH INDIVIDUAL LEARNERS



1. Whilst the class is busy with the independent reading tasks, call individual learners to your desk.
2. Use this time to work on any oral tasks.
3. Also, use some of this time to listen to individual learners read aloud. Make a note of their names so that you can work with them more frequently to build decoding skills.

WEEK 10: MONDAY / DAY 1: TEACH THE COMPREHENSION STRATEGY (30 minutes)

MODELLING: (I do...)

1. Remind the learners that this cycle, we have been working on **making inferences**.
2. Explain that when we make an inference, we take what is **written in the text** + **what we already know** and we make a good guess and **work out what isn't said in the text**. This is a key comprehension skill.
3. Hand out the Learner Books. Instruct learners to look at the text, *Neo's heartbreak*.
4. Today we will make inferences about text.



	5. Model making an inference. a. <i>'He hated that he couldn't concentrate on his schoolwork and that he was failing two subjects he knew he was good at.'</i> I make an inference that Neo is a good student. He normally works hard and does well. I can also infer that he excels in Maths and English because he is worried that he is failing these subjects. He is not used to doing badly at school. I can infer that something big is distracting him and taking away his focus from his school subjects and that this is upsetting for him.
WORK WITH LEARNERS: (We do...)	1. Explain that now, we will make a character evaluation together! 2. Read: <i>'His dad lay on an unmade bed, in the same clothes that he had been wearing the night before.'</i> 3. Ask learners: What inferences can you make about Neo's dad from that sentence? If needed, you can prompt by asking: a. Why do you think he is still wearing the same clothes? b. Why do you think he is in bed in the afternoon? 4. Listen to learners' ideas, like: a. I make an inference that he was up late drinking and passed out in his clothes. b. I can infer that he is still drunk. He has been sleeping the whole day. Or maybe he has been drinking more during the day. He has not got up today to wash or change his clothes.
PAIR WORK: (You do...)	1. Explain that now, learners will make their own inference about the text. 2. Read out loud while learners follow along: <i>'Neo didn't have the energy to lie for his father anymore.'</i> 3. Ask learners: <i>Make an inference about Neo's decision.</i> 4. Explain that learners can use this frame to help them: <i>I can infer that Neo... because...</i> 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 inferences, like: a. <i>I can infer that Neo has always lied to protect his dad, but now he is going to report his dad because he can't take it anymore. He realises that nothing is going to change and he fears for his life.</i> b. <i>I can infer that Neo is no longer going to protect his dad because he has always lied for him and protected him. Now he is too tired and sees that it's not his responsibility to look after his dad and it's not his fault that his dad is an addict.</i>

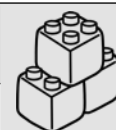


NOTES

1. Make sure the learners write the following note in their exercise books:
Strategy: *Making inferences*
To make an inference, we take:
what is written in the text
+
what we already know
and we make a good guess and work out what isn't said in 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 10: MONDAY / DAY 1:
POST-READING (30 minutes)**

TITLE	Neo's heartbreak
LEARNER BOOK	Addiction and Abuse
ACTIVITY	Post-Read
COMPREHENSION STRATEGY	Making inferences

BUILD AND MONITOR BACKGROUND KNOWLEDGE

1. Follow the core methodology to help learners add to their KWL chart.
2. Make learners aware of how they have expanded on their prior knowledge and developed their learning and understanding.

POST-READ: MAKING INFERENCES SUMMARY

1. Follow the core methodology to help learners complete a summary of the text:
Neo's heartbreak
Remind learners that this week we have been making inferences about a text.
2. Use the following summary frame:
This text is about...
I think the author wrote the text so that...
In the text I learnt...



I liked... because...

Overall, I think the text is...

From this text, I can infer that...

3. Once you have completed the activity, come up with a class summary, for example:

Neo's heartbreak

This text is about a child living with his dad who is an alcoholic. **I think the author wrote the text so that** the reader can see what it is like to live with an alcoholic and the effects this has on a child. **In the text I learnt** that children's school marks suffer because they live with fear. /...alcoholics are abusive and violent and don't care about anyone else. /...children protect their parents who are addicts. **I liked** the ending **because** finally Neo is safe and his father can no longer hurt him. **Overall, I think the text is** hard to read as this is the reality for many children. **From this text, I can evaluate** that children must not blame themselves. / ...children do not need to be the responsible ones. /...children must go for help and not suffer in silence.

WEEK 10: TUESDAY / DAY 2: TEACH THE GENRE (30 minutes)

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Infographic	Infographics are visual representations of information, data, or knowledge.	An infographic presents complex information quickly and clearly.	Infographics use many different visual strategies to present information, including graphs, charts, maps, diagrams, and pictures (and often a mixture of several of these). Words used are usually in points or short phrases – not full sentences.
INTRODUCE THE GENRE	1. Explain that in this cycle, learners will write an infographic. 2. Explain that an infographic has both a visual part and a verbal part. a. Explain that the purpose of an infographic is to share information – to provide facts, data, statistics and evidence b. This information is provided in some kind of visual form, for example: images, pictures, diagrams, graphs, etc. c. A limited number of words are also used to make the information clear.		



	d. A reader must be able to read and understand the information in an infographic quickly and easily. e. The infographic should provide an easy-to-read overview of the topic.
READ THE FOLLOWING SAMPLE TEXT	Refer to the Learner Book: Addiction and Abuse for examples of infographics.
DISCUSS	1. What is the topic in the first infographic? 2. What does the image in the centre show? 3. Why do you think this image has young people in it? (Who is the target audience?) 4. How are the smaller images and the words/information linked? 5. What is the topic of the second infographic? 6. How does this image get your attention? 7. How has this image been used to give information? 8. The words are in short phrases and not full sentences. How does this help the reader understand the information?
NOTES	Tell the learners to open their exercise books and to write down the following heading and notes: <u>Infographic</u> 1. Tells us information about a topic. 2. The information must be able to be read and understood by the reader quickly and easily. 3. Information must be communicated and explained through visuals (charts, graphs, diagrams, images) and some words. 4. The infographic should give an easy-to-read overview of the topic. 5. The visuals and the words must be linked to get the message to the reader easily.

WEEK 10: TUESDAY / DAY 2: PLANNING (30 minutes)

TOPIC	Design an infographic to share information, data or knowledge related to one aspect of addiction or abuse.
GENRE	Infographic
PLANNING STRATEGY	Answer a list of questions



INTRODUCTION	1. Introduce the writing topic. 2. Tell the learners they are going to write an infographic. 3. They are going to use visuals and words to inform the reader. 4. Explain to learners that they must do this in their exercise books.	
MODELLING: (I do...)	1. Introduce the writing topic. 2. Show learners you think before you write. 3. Orally share some of your ideas about completing the topic, like: <i>I am very concerned about drug and alcohol use and abuse by teenagers. This is a very dangerous period to be using alcohol or drugs, as your brain is still developing, and you are more likely to become addicted. There are so many things to worry about - I really don't want to see young people ruining their lives.</i> 4. Have the following questions written on one side of the chalkboard. 5. Show learners how you answer the questions. 6. Do this on the other side of the chalkboard.	
	Questions for infographic	My plan
	1. What am I informing people about? 2. What information do I want to tell them? 3. What images/visuals can I use? 4. How can I make the information easy to understand? 5. How can I design it to be eye catching?	Infographic: My plan 1. Teenage alcohol and drug abuse 2. The possible effects of alcohol or drug abuse for teens • Arrest • Birth defects • Failure at school • No job prospects • Losing friends and family • Serious illness • Injuries 3. I will use symbols or little drawings for all the things that can go wrong 4. By using key words and simple pictures or icons for each point 5. By making my words bold and clear and trying to do good drawings



LEARNERS PLAN: (You do...)

1. Instruct learners to think about a message, information, data or knowledge they would like to share about one aspect of addiction or abuse. This could be about gender-based violence, alcohol or drug abuse, or any other related topic.
2. Next, tell the learners to think carefully what their message is and what information they want to get across to their reader.
3. Now tell learners to turn and talk with a partner about their topic and their ideas.
4. Show learners the questions and your answers on the chalkboard.
5. Hand out the exercise books.
6. Tell learners they must write their **own answers** to the questions – they must not use your answers.
7. As learners work, walk around the room and hold mini-conferences, as per the core methodology.

Plan of Infographic

Infographic: My plan

1. Teenage alcohol and drug abuse
2. The possible effects of alcohol or drug abuse for teens
 - Arrest
 - Birth defects
 - Failure at school
 - No job prospects
 - Losing friends and family
 - Serious illness
 - Injuries
3. I will use symbols or little drawings for all the things that can go wrong
4. By using key words and simple pictures or icons for each point
5. By making my words bold and clear and trying to do good drawings



WEEK 10: WEDNESDAY / DAY 3: DRAFTING (60 minutes)

TOPIC

Design an infographic to share information, data or knowledge related to one aspect of addiction or abuse.

Before class begins, rewrite the planning questions and responses on the board.

	Questions for infographic	My plan
	1. What am I informing people about? 2. What information do I want to tell them? 3. What images/visuals can I use? 4. How can I make the information easy to understand? 5. How can I design it to be eye catching?	Infographic: My plan 1. Teenage alcohol and drug abuse 2. The possible effects of alcohol or drug abuse for teens • Arrest • Birth defects • Failure at school • No job prospects • Losing friends and family • Serious illness • Injuries 3. I will use symbols or little drawings for all the things that can go wrong 4. By using key words and simple pictures or icons for each point 5. By making my words bold and clear and trying to do good drawings
EXPLAIN THE DRAFTING FRAME	1. Next, tell learners that they must now take each point and start to draft their infographic. 2. They need to plan their design of the whole infographic. 3. They need to think what their central image will be. 4. They need to think where the information will go. 5. They need to think what their images/diagrams/pictures will be. 6. They need to think how they will link the words to the images. 7. Next tell the learners they must use their answers in their plan to create their infographic.	



DRAFTING

1. Follow the core methodology to help learners complete their drafts.
2. Specify the following points:
 - **Remind learners that their infographic needs to inform.**
 - **They need to use images and words to get the information across.**
 - **The words do not need to be in full sentences – short points and phrases are fine.**
 - **They need to think how they will link the words to the images.**
 - **Their design needs to make it easy for people to read and understand their information.**
3. As learners write, walk around the classroom and hold mini-conferences as per the core methodology.

HOMEWORK



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

Infographic: My Draft

Alcohol and drug abuse have many dangers for teens!

1. Arrest by law (handcuffs)
2. Pregnancy (tummy)
3. A baby with a birth defect (baby with question mark)
4. Failing at school (the word fail)
5. No job offers (like a stop sign, but with word: job)
6. Loosing friends and family (a broken chain)
7. Serious illness (maybe HIV ribbon?)
8. Injuries (bandaged head or cast on foot)

Please don't ruin your life



WEEK 10: THURSDAY / DAY 4: EDITING (30 minutes)

Follow the core methodology to help learners to edit their draft infographics.

EDITING CHECKLIST



*(Write this on the board
before class begins)*

1. Have I written a clear heading?
2. Have I got all the important information I want the reader to know?
3. Is my central image helpful to explain the topic?
4. Have I used words to tell the information?
5. Are my words in short points/phrases so that they are easy to read?
6. Have I included good visuals (pictures/diagrams/graphs) to help my explanations?
7. Are my words and my visuals linked in a way that is easy for the reader to connect the information?
8. Is my overall design eye-catching and clear?
9. Is all my spelling correct?

HOMEWORK



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

Infographic: My Edited Draft

Alcohol and Drug Abuse have many dangers for teens!

Before you know it, you can find yourself with these problems:

1. Arrest or trouble with the law (handcuffs)
2. Pregnancy (tummy)
3. A baby with a birth defect (baby with question mark)
4. Failing at school (the word fail with crosses)
5. No job prospects (like a stop sign, but with word: job)
6. Losing friends and family (a broken chain)
7. Serious illness (HIV ribbon)
8. Injuries (bandaged head)

Please don't ruin your life.



WEEK 10: THURSDAY / DAY 4: PUBLISHING AND PRESENTING (30 minutes)

PUBLISHING



Follow the core methodology to help learners publish their writing. Learners must remember to:

1. Go through their corrections.
2. Redo a final copy of their infographic in their exercise books, correcting any mistakes.

PRESENTING



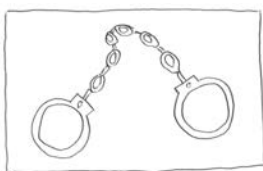
1. Follow the core methodology to allow learners to share their writing.
2. Collect learners' exercise books to mark the writing task.
3. When you are giving feedback on a learner's piece of writing:
 - Try do it in good time so the feedback is relevant to the learner.
 - Always link your feedback to the writing requirements and the editing checklist.
 - Remember, confidence is an important part of developing writing skills, so always have something positive to say about a piece of writing.

FINAL IMAGE OF INFOGRAPHIC

Alcohol and Drug Abuse have many dangers for teens!

Before you know it, you can find yourself with these problems:

Arrest



trouble with law

Pregnancy



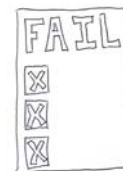
child to care for

Birth Defect



special needs

No Matric



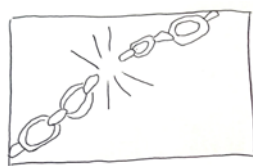
failure at school

No job



financial
struggles

No family ties



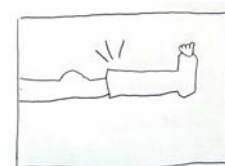
lack of support

Serious illness



shortened life

Injuries



hurting yourself

Please don't ruin your life.



WEEK 10: FRIDAY / DAY 5: LISTENING AND SPEAKING (60 minutes)

PREPARATION: ORAL COMPONENT OF RESEARCH PROJECT

Use this time to continue with the preparation of the oral component of your research project.

CONCLUSION

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

SUMMARISE	Ask learners to help you create a summary of what has been learnt this cycle. (This does not need to be written down – it is a discussion task). For example: This cycle we: • Learnt new vocabulary words about addiction and abuse of drugs and alcohol. • Listened to a dialogue about peer pressure. • Learnt about subject and predicate. • Read different texts about addiction and how it affects individuals and families. • Spoke about the texts. • Answered questions about the texts. • Learnt about how to develop infographics. • Developed an infographic about one aspect of addiction or abuse. • Worked on the oral presentations of our research project.
REFLECT	1. Ask learners to think about something they think they did well during the cycle. 2. Call on a few learners to share. 3. Ask learners to think about something they think they could have done better during the cycle. 4. Call on a few learners to share. Praise learners for their honesty and self-reflection. 5. Ask learners if they have any last questions to ask. Address these as well as possible.



Addiction and Abuse

TERM 3

WEEK 10

FRIDAY

	6. Ask learners to think about the connections between this theme and what they have been learning about in Life Orientation. Ask learners to share any connections that they can think of. <i>(You may want to allow some code-switching for this. This is an important comprehension and critical thinking skill that should be developed using any or all languages.)</i>
ACKNOWLEDGE AND CELEBRATE	• Acknowledge a few learners who worked hard, produced good work, or showed some kind of improvement during the two-week cycle. • Celebrate the achievements of those learners, and also of the whole class!