

<b>Name of Unit:</b> A New Year.	<b>Time:</b> 2 weeks ( 10 hours)	
<b>Grade 7:</b> Term 1: Weeks 1&2	<b>Subject:</b> English Home Language	
<b>Summary of the unit</b>		
In this unit, the learners will be introduced to a new term and a new year with the theme of 'A New Year'. Using the CAPS curriculum as a framework, suitable activities have been drafted to develop the learners' English skills.		
<b>Curriculum reference</b>		
Curriculum Standards (CAPS) Grade 7 English Home Language Term 1 Weeks 1&2		
<b>Skill</b>	<b>CAPS requirements</b>	<b>Activities</b>
<b>Listening &amp; Speaking</b>  <b>Activity 1:</b> (1 hour 30 mins)          <b>Activity 2:</b> (30 mins)	<b>Listen to a short story</b> <ul style="list-style-type: none"> <li>• Identify main and supporting ideas from a short story</li> <li>• Take notes</li> <li>• Share ideas and experiences and show understanding of concepts</li> </ul> <b>Retell a story</b> <ul style="list-style-type: none"> <li>• Retell events in correct sequences</li> <li>• Mention characters correctly</li> <li>• Mention the timeline</li> </ul>	<b>*Activity 1:</b> Reading, Listening & Discussing - 'The Twelve Months'          <b>*Activity 2:</b> Sequencing – 'The Twelve Months'          *The above two activities may be done as one lesson or they may be split up. It might be interesting to do <b>Activity 2:</b> before <b>Activity 1</b> , to really test learners' sequencing skills.

<p><b>Reading &amp; Viewing</b></p> <p><b>Activity 3:</b></p> <p>(1 hour)</p>	<p><b>Pre-reading strategies</b></p> <ul style="list-style-type: none"> <li>• Recognise features of text such as titles, headings, illustrations</li> <li>• Recognise parts of book such as cover, title page, index, chapters, glossary, index</li> </ul> <p><b>Literary text: short stories</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme</li> </ul>	<p><b>Activity 3:</b> Pre-Reading Activity</p> <p>– ‘Introducing the Class Network’</p>
<p><b>**Own Reading:</b></p> <p>(1 hour)</p>	<p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluation)</li> </ul>	<p><b>**Teacher’s own choice – class network.</b></p>
<p><b>Activity 5:</b></p> <p>(1 hour 30 mins)</p> <p>+ (30 mins to go over)</p>	<p><b>Reading comprehension and reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skimming and Scanning</li> <li>• Intensive reading</li> <li>• Visualisation</li> <li>• Inferring meaning and conclusions</li> <li>• Fact and opinion</li> <li>• Meaning of words</li> </ul>	<p><b>Activity 5:</b> Reading Comprehension</p> <p><b>Text 1:</b> ‘How to set goals to get what you want out of the new year.’</p> <p><b>Text 2:</b> ‘Rad Randomness – New Year’s Resolutions.’</p>

**Writing**

**Activity 4:**

(1 hour)

**Paragraph conventions:**

- Topic sentence of paragraph
- Main and supporting ideas
- Use conjunctions for cohesion
- Explain requirements of text such as telling a story
- Use appropriate words and style
- Write in the past tense

**Activity 4:** Narrative Paragraph

– ‘New Year’s Resolutions.’

**Activity 6:**

(2 hours)

**Focus on process writing**

- Planning
- Drafting
- Revision
- Editing
- Proof-reading and presenting

**Activity 6:** Descriptive Essay –

‘My New Year.’

**Writes a story based on a personal experience.**

**Language Structure  
& Conventions**

**Activity 7:**

(1 hour plus  
integrated time with  
other skills)

**Word level work:** common nouns  
proper nouns, countable and  
uncountable nouns, concrete and  
abstract nouns

**Sentence level:** simple sentences,  
statements, simple present tense,  
simple  
Past tense

**Spelling and punctuation:** full stop,  
comma, colon, semi colon, capital and  
small letters

**Activity 7:** Language Exercises

### **Teacher preparation for the whole unit before starting**

- 1.) Read through the lesson plan as well as all of the supporting materials. You may wish to add to some of the lessons by downloading videos like YouTube clips or by giving other examples of the various styles of writing etc. Alternatively, you may wish to plan homework exercises for the learners based on the content. This will only serve to further enrich and reinforce their learning. The assessment rubrics are all included in the learner's work. You may wish to write marks up in the learners' books or to print off separate copies to be stuck in later or for you to keep – it's up to you.
- 2.) Make sure that all of the worksheets are printed beforehand so that you do not waste valuable teaching time performing admin tasks. Remember to separate the answers from the worksheets that the learners will receive.
- 3.) Get an idea of all of the skills that are being taught in the unit so that you are able to teach them effectively. The skills are infinitely more important than the actual theme. Make sure that you understand what you are teaching 'inside out' before attempting to teach the skills to learners. In the 'Resources' section of this lesson plan, there are some links to websites that can help you to better understand the skills being covered in this unit.
- 4.) Plan how you will manage your class during each of the lessons. Try and incorporate variety to keep things exciting. Being organised is essential to good teaching!
- 5.) Be aware of an 'end goal' or outcomes that you wish the learners to achieve by the end of the unit and have a plan of how to reinforce these skills in each lesson in order to achieve this. It would be a good idea to make your own vocabulary or spelling list beforehand in order to make the learning process more meaningful.
- 6.) Have an idea of the tasks that you wish to use for formal assessment purposes as well as how you will informally assess and chart your learners' progress throughout the unit. Remember that assessment is not there to just 'get marks' but it should be used to help the learners progress by showing them where they can improve. You may wish to include some peer assessment or even self assessment as this helps learners to understand the criteria by which they are being assessed.

## Resources

### **Breakdown of provided activities with answers and marking rubrics (where applicable):**

**Activity 1:** Reading, Listening & Discussing (no marks allocated, but discussion questions and summary could easily be assessed).

**Activity 2:** Sequencing (no marks allocated – is a good group-work activity and so assessment of social skills, participation etc... could be used from this lesson, also may be a good peer-assessment activity).

**Activity 3:** Pre-reading activity for Class Setwork (no marks allocated, dependent on specific book).

**Activity 4:** Narrative Paragraph (no marks allocated, but may be used for marks).

**Activity 5:** Reading Comprehension (20 marks).

**Activity 6:** Descriptive Essay (25 marks).

**Activity 7:** Language Exercises (30 marks).

### **Provided by teacher / learner / school:**

Class setwork book for term: 1

Homework Activities

Dictionaries

Stationery, exercise books, paper etc...

### **Nice to have but not essential:**

Other media equipment e.g. computer with Internet connection

Interactive whiteboard

Smartphones / iPad / television

### **Extra Suggested Teacher's Reading (OR to be read / given to learners for extra tips):**

For **Activity 6:**

On writing a good Descriptive Essay - (Some good tips included that students will easily understand):

<http://www.wikihow.com/Write-a-Descriptive-Essay>

For **Activity 7**

Common and Proper Nouns:

<http://grammar.yourdictionary.com/parts-of-speech/nouns/common-and-proper-noun.html>

On Concrete vs Abstract Nouns:

<http://www.gingersoftware.com/content/grammar-rules/nouns/abstract-nouns/>

Countable and Uncountable Nouns:

<http://www.gingersoftware.com/content/grammar-rules/nouns/countable-uncountable-nouns/>

## Assessment

The assessment practices in this unit are both informal and formal. As assessment is meant to inform the learning process, it is essential to use a range of assessment techniques and to be transparent with learners as to how their work is being assessed. This is why the marking rubrics have been included in the learner's worksheets in this unit. This will allow learners to actively compare their work with what was expected of them in order to improve. You will obviously need to provide them with the answers after they have completed the tasks. If you do not wish to use a task for formal assessment purposes, it is a good idea to create a culture of self and peer marking. This will help the learners to further understand the marking process and see assessment as less of a threat. At a grade 7 level, learners should be expected to be mature enough to be honest in this process in order to take control of their own learning. You as the teacher, will still need to check their 'marking'. Encourage learners' questions about assessment and do not see them as a threat. You do not need to always be correct. Children need to understand that the educator knows a lot more than them, but should not be expected to be perfect.

### Informal Assessment:

In informal assessment, the educator keeps a record of the learners' general progress in acquiring the prescribed skills. Choose your own form of informal assessment. Peer and self assessment can be included in this category.

### Formal Assessment:

Rubrics and/ answers have been provided for **Activities: 1, 2, 5, 6 & 7** along with suggested mark allocations if you should choose to use any of them for formal assessment purposes. The answers to **Activity: 3**: are dependent on your specific setwork for the term and so you will need to use your own discretion when marking this activity. Alternatively, **Activity: 3**: can be discussed and filled in as a class.

Remember the below rating scale when marking and assessing learners' work:

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

## **Further Information for the educator on each of the suggested lessons:**

### **Listening & Speaking: (2 hours)**

**Activity 1:** *Reading, Listening & Discussing: 'The Twelve Months' (1 hour 30 mins)*

#### **Preparation:**

This exercise requires quite a bit of discussion afterwards. It would be a good idea to go through it beforehand so that you can decide how you would like to facilitate this process. It might be a good idea to complete Activity 2 first as this will really require learners to utilise their thinking and reasoning skills as they would not already be familiar with the story.

#### **Completing the exercise:**

You may choose to read the story once first before the learners break off into groups or to let them read it from scratch themselves. This will depend on the ability of the children. You might also choose to keep a few learners who struggle with language / reading with you, so that you can help their group during this process. Or pair learners according to ability, so one strong reader with a weaker reader etc...

Split the learners into pairs or groups in which they can complete the exercise. You may wish to split the learners into 'group roles' – like reader, scribe, etc... or to just let them split themselves up as they wish. You must make sure though, that each learner gets a chance to read and during the reading and discussion process within the groups / pairs. You should ideally walk around and make sure that the work is being done correctly.

During the discussion, allow learners to answer the questions verbally together and then give separate time afterwards for them to fill in their answers alone. The time allocated for this lesson will allow this.

If there is time remaining, the answers can be discussed as a class. It would be very valuable if you could also add your own knowledge to what is already on the worksheet by using the following tips:

#### **Discussion Tips:**

- Highlight the imagery and symbolism within this story. (Speak about literal and figurative language).
- Remind learners about the characteristics of a folktale/narrative.
- Discuss themes. (What they are and the themes in this story).
- The fact that there are commonalities across all stories and especially narratives. These include: main characters – normally good and evil (or in more complicated stories, characters that have elements of both), a plot, a disturbance/conflict, a resolution to the conflict and a moral/conclusion.
- That a story is broken up into smaller parts – paragraphs which make for ease of reading and group ideas and actions together. (Talk about the topic sentence in each paragraph and how these link to the paragraphs that precede them.)



## **Activity 2: Sequencing** - *'The Twelve Months'* (30 mins)

This exercise is intended to be something different and fun, but also to teach the learners to use their common sense and thinking and reasoning skills when reading.

It could be a good idea to have the 'pieces of the story' pre-cut and to complete the activity in groups. You could get the different groups to race to see who has finished ordering the story first.

After the activity, use the time to talk about how the learners knew which parts of the story to put where. If this activity is done before they know the story, then it rules out using 'knowing the story' as an option and makes the learners really rely on their logic skills.

### **Discussion tips:**

- The first part of the story begins with...
- The conclusion ends with...
- Conjunctions like 'because' give clues about what came before them. One knows that something must have preceded this word as it is the beginning of a dependent clause (i.e.: the meaning of what came before a sentence starting with 'because' would be important in understanding the new sentence). You can add in a bit about compound vs complex sentences... this is a good example to help learners understand dependent clauses and this concept!
- Words like 'first' or 'second'. These are quantitative adjectives. If you are dealing with the 'second request', you know that there must have been a 'first request'.
- Words like 'also'. Also implies that someone else completed the same action before the character mentioned.
- Personal Pronouns (like she, he, they, them etc...) and Demonstrative Pronouns (this, that, those etc...). If a new piece of the story starts with one of these pronouns, the part before needs to qualify it or make the meaning clear. So for example: 'She went to meet the twelve months.' We automatically ask 'who'. The part of the story before needs to include a name to explain the 'who'.

There are many 'tools' like these that speakers of a language will make use of without realising. Try and use the discussion time to make the learners aware of what their brains are naturally doing and to express this. Keep asking them 'how' and 'why' they knew certain things and get them to tell you as opposed to you telling them.

## **Reading & Viewing: (4 hours)**

\* 1 hour of time has been allocated to reading the class setwork. The chosen book will obviously be dependent on the school's resources and so the 'Reading Skills Activity' below is a broad activity that can be applied to any 'novel' or 'short story'. If additional time for reading of the setwork is necessary in these weeks, it could be completed for homework or in other spare time / in place of the narrative paragraph or sequencing activities.

### **Activity 3: Pre-Reading Skills Activity – ‘Introducing the Class Setwork’ (1 hour)**

#### **Preparation:**

Pre-read the class setwork and look up information relating to the text so that you can enrich the learners’ background knowledge of the text before they read it. This will make for a more meaningful reading experience.

#### **Completing the Activities:**

The first worksheet is an introduction to studying books in general and includes a breakdown of a book cover’s parts. This exercise can be used as a good class discussion or alternatively you may wish to split the learners into groups where they can quickly fill out the labels. Under each label, there are small ‘boxes’ where the learners may add notes relating to each of the features of a book cover. It might be good to facilitate a class discussion where learners can make notes of various points to fill in in the boxes.

#### **So for example: 2.) ‘Title’**

- What font has been used?
- What mood / impression does this create?
- Is the title long, or short and punchy?
- What can we predict about the story from the title?

The second sheet applies directly to the relevant class setwork and involves the learners actually having a copy of the setwork on hand. They will need to fill in the relevant information like: the author, publisher, themes etc... as it relates to their setwork. This is a good exercise to let the learners do alone or in pairs. This is an investigative exercise and so it is a good exercise for you as the teacher to observe the different children in your class and to get to discover how good their comprehension, language, logic, problem solving and prediction skills are.

### **Activity 5: Reading Comprehension - ‘How to set goals to get what you want out of the New Year.’ (2 hours)**

#### **Preparation:**

Read through the activity to ascertain which skills you think your learners will require revision of before completing the task. This comprehension covers some tricky concepts and some of the learners may need the concepts explained to them. Decide beforehand how much you will explain to the learners / decide on a few terms that you can write up on the board and give definitions for if you feel it is necessary. Don’t ‘spoon-feed’ them though, the learners should still have to work some of these questions out themselves!

Since this comprehension is on ‘goals’ you may wish to use it to springboard a goal setting exercise for the school year ahead.

#### **Completing the Comprehension: (1 hr 30 mins)**

It is advised that you read through the comprehension and questions once before letting the learners complete this alone. If this exercise is treated as an assessment, the learners should be expected to complete the activity in silence and on their own.

**Revision: (30 mins)**

Although time is limited, if you are able to find a spare moment, it is a great exercise to go over the comprehension and the correct answers, language usage etc... with the learners when you have marked their work. If you do not have time in class, you could send the answers home with the children and ask them to go over their mistakes with their parents for homework. Get the parents to sign the book to say that they have seen the comprehension. This way they are involved in the process and can help reinforce the skills the child needs more help/practice with.

**Writing: (3 hours)****Activity 4: Writing a Narrative Paragraph – ‘New Year’s Resolutions’ (1 hour)****Preparation:**

As a fun activity beforehand, you may wish to prompt the learners to write by giving them fun, random sentences that they need to complete in a set number of words. This will help them to write concisely.

**For example:**

- My grandpa took a great big leap..... (3 words) ‘off the balcony’
- I knew that it was right, I had suspected all along that.... (4 words) ‘he was a vampire’
- The engines of the plane roared and spluttered until.... (2 words) ‘it exploded’

**Completing the Activity:**

This is a short exercise that should prepare learners for the descriptive essay that they will be writing. Use the time to focus on the learners honing their writing skills and making use of each word that they use (no extra words used – maybe give them a word count). Try and get them to make their paragraph short and punchy. This will be good preparation for their essay. Talk about ‘topic sentences’ again and how the first sentence in a paragraph ‘sums’ up what will follow it.

**Activity 6: Descriptive Essay – ‘My New Year’ (2 hours)****Preparation:**

Print off the article in the resources section and read through it if you need some pointers or print it off for the learners to give them a refresher on some tips for good writing. Have some topic ideas handy so that you can prompt and help those who battle to think of an idea. If you are able to create or source some example texts, it is always useful to have some available for learners to read so that they can get a better idea of what is expected of them. Have the learner’s sheets and rubrics pre-printed.

**Completing the Essay:**

The learners will need to first complete a rough version of the essay and then go through a proof-reading process after which, they will produce their neat essay. It may be a good idea in the beginning for them to first make a mind map of how their essay will look i.e.: the breakdown of the paragraphs etc. Emphasise that they need to spend a lot of time on the rough work and editing process as this will create a better finished product. Try and find some examples of rough notes online to show them. Many writers post pictures of their rough notes on social media. If the children see that professional writers need rough notes, those who are inclined to rush or think that they do not need them will hopefully be inspired to make better use of their rough. It is also a great idea to show them the way that written articles, blogs etc. are produced in a ‘real life’ situations.

You may wish to split the allocated time over two lessons. Mind map, Rough work and planning and then the neat work as a separate lesson, but this will be up to you.

After the essays have been marked and completed, it would be good to give the learners some feedback on the common errors made by the class as well as what was done well. Highlight those learners who did well and improved and read some examples to the class so that all can learn together. For the teacher... (with permission) – make copies of good work to keep as examples for the following year!

### **Language Structures & Conventions: (1 hour + time integrated with other skills)**

#### **Activity 7: Language Exercises (1 hour)**

##### **Preparation:**

Read over the Language exercises first so that you know which skills you may need to brush up on beforehand. Links on the different types of nouns have been provided in the resources section of this guide.

##### **Completing the Exercises:**

Depending on what you have already taught your learners, you may wish to do a recap of certain skills and teach other skills before they need to apply their knowledge to complete the given activities.

It would be a good idea to set the learners a time limit and to then mark the exercise together if there is time.