

BACK ON TRACK  
LESSON PLAN  
ENGLISH  
GRADE 4  
TERM 3-2025  
WEEKS 3-4



# 2023-2024 ANNUAL TEACHING PLAN ENGLISH (GRADE 4)

| Term 3                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Week                                  | Listening & Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reading & Viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing & Presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Language Structures & Conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3-4<br><br>CWP<br>STAGE 1<br>RESEARCH | <p><b>Listens to and participates in a brief conversation on the creative writing project based on the selected genre, e.g., poetry/ folklore/ drama/ short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Discusses the research process and timeline.</li> <li>Discusses the development of a driving question/ topic.</li> <li>Talks about the use of research sources and resources.</li> <li>Focuses on notetaking.</li> <li>Explains referencing and the importance of a bibliography.</li> <li>Explains the assessment criteria and descriptors in the rubric/ checklist.</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Divide into groups or work individually.</li> <li>Gather information for research.</li> <li>Share ideas, opinions and participate in the discussion.</li> <li>Compile a bibliography.</li> <li>Keep a record of the research process (Portfolio of Evidence)</li> </ul> | <p><b>Reads for information based on the genre selected, e.g., poetry/ folklore/ drama/ short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Provides research material.</li> <li>Encourages learners to add to research material provided.</li> <li>Reviews the text to promote understanding.</li> <li>Discusses the effects of the features/ elements of poetry/ folklore/ drama/ short story.</li> <li>Discusses the impact of visual techniques evident in literature (poetry/ folklore/ drama/ short story)</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Use reading strategies for comprehension.</li> <li>Skim for main ideas.</li> <li>Scan for supporting details.</li> <li>Making predictions</li> <li>Infer the meaning of unfamiliar words and images.</li> <li>Synthesise selected information into a graphic organiser, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Take notes in preparation for Stage 2: Writing</li> </ul> | <p><b>Uses different types of graphic organisers to collate research findings of the creative writing project</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Demonstrates appropriate frames/ tools to support the type of product to be produced, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Iterates referencing and the importance of a bibliography.</li> <li>Reiterates the assessment criteria and descriptors in the rubric/ checklist.</li> <li>Reminds learners to pay attention to responding to the driving question/ topic.</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Focus on the research process.</li> <li>Respond to the driving question/ topic of the research by selecting relevant information from the sources used during research.</li> <li>Do note-taking in own words and in preparation for Stage 2: Writing</li> <li>Follow a writing frame (if provided)</li> <li>Use suitable language conventions related to literary analysis.</li> </ul> | <p><b>Word level work</b><br/>Adverbs</p> <p><b>Sentence level work</b><br/>Complex sentences</p> <p><b>Word meaning</b><br/>One word for a phrase</p> <p><b>Strengthening of language structures and conventions that are related to research of the literary genre focused on, e.g., poetry/ folklore/ drama/ short story</b></p> <ul style="list-style-type: none"> <li>Organisation of research findings, e.g. mind map, sequence chart, Venn diagram, etc.</li> <li>Clarity of information</li> <li>Use of vocabulary related to research.</li> <li>Referencing conventions</li> </ul> |

**NOTE TO THE TEACHER**

- ✓ The research process continues over the two-week cycle.
- ✓ Evidence of activities and the process to be kept in learner workbook/ file/ portfolio of evidence.
- ✓ Demonstrate how to do research – “I do, We do, You do”
- ✓ Findings in the research should respond to the driving question/ topic.
- ✓ Pay special attention to referencing and the format of the bibliography.
- ✓ Assess Stage 1: Research, using a rubric/ checklist and providing feedback to learners.
- ✓ All activities must be done in class with the guidance of the teacher.
- ✓ Assessment for Learning should be ongoing.

**LANGUAGE SKILLS**

| <b>LISTENING AND SPEAKING (L&amp;P)</b><br><b>HL &amp; FAL: (30 MIN. X 4 = 2 HOURS)</b>                                                                                                                                                                                                                                                                                                                                                                | <b>READING AND VIEWING (R&amp;V)</b><br><b>HL &amp; FAL: (30 MIN. X 10 = 5 HOURS)</b>                                                                                                                                                                                                                                                                        | <b>WRITING AND PRESENTING (W&amp;P)</b><br><b>HL: (30 MIN. X 8 = 4 HOURS)</b><br><b>FAL: (30 MIN x 4 = 2 HOURS)</b>                                                                                                                                                                                      | <b>LANGUAGE STRUCTURES AND CONVENTIONS (LSC)</b><br><b>HL &amp; FAL: (30 MIN. X 2 = 1 HOUR)</b>                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Read text type by theme / TEXT TYPE.</li> <li>• Introducing the theme.</li> <li>• Activate background knowledge.</li> <li>• Build vocabulary.</li> <li>• Introduce text type.</li> <li>• Listening process:               <ul style="list-style-type: none"> <li>▪ Pre-Listening</li> <li>▪ During Listening</li> <li>▪ Post-Listening</li> </ul> </li> <li>• Speaking: reflect on listening texts</li> </ul> | <ul style="list-style-type: none"> <li>• Reading Process: Shared Reading:</li> <li>• Pre-Read</li> <li>• During reading – Read 1</li> <li>• During Reading – Reading 2 Teaching</li> <li>• comprehension strategies</li> <li>• Post-Read</li> <li>• Independent Reading</li> <li>• Group Guided Reading</li> <li>• Visual text</li> <li>• Summary</li> </ul> | <ul style="list-style-type: none"> <li>• Teach the writing format: TEXT TYPE</li> <li>• Writing process:               <ul style="list-style-type: none"> <li>▪ Planning</li> <li>▪ Drafting</li> <li>▪ Revising</li> <li>▪ Editing</li> <li>▪ Proofreading</li> <li>▪ Presenting</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Build and monitor knowledge.</li> <li>• Verbally introduce LSC.</li> <li>• Teaching LSC.</li> <li>• Introduce LSC in context.</li> <li>• Practice using LSC in preparation for W&amp;P.</li> <li>• Build vocabulary.</li> <li>• Methodology: Gradual Release of Responsibility:               <ul style="list-style-type: none"> <li>▪ I do</li> <li>▪ WE do</li> <li>▪ YOU do</li> </ul> </li> </ul> |

| WEEK 3 |                                                                                                                                                                                                                             |                                                                                                                                         |                                                                                                                        |                                                                                                           |                                                                                                           |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|        | DAY 1                                                                                                                                                                                                                       | DAY 2                                                                                                                                   | DAY 3                                                                                                                  | DAY 4                                                                                                     | DAY 5                                                                                                     |
| 30 min | <b>Listening &amp; Speaking</b> <ul style="list-style-type: none"> <li>• Introduction (Stage 1: Research)</li> <li>• First Read Aloud</li> <li>• Second Read Aloud</li> </ul>                                               | <b>Language Structures &amp; Conventions:</b> <ul style="list-style-type: none"> <li>• Using vocabulary related to research.</li> </ul> | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• During-reading: Skimming and scanning</li> </ul> | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• Post-reading</li> </ul>             | <b>Writing &amp; Presenting</b> <ul style="list-style-type: none"> <li>• Planning and drafting</li> </ul> |
|        | Assessment FOR Learning (AFL):                                                                                                                                                                                              | AFL                                                                                                                                     | AFL                                                                                                                    | AFL                                                                                                       | AFL                                                                                                       |
| 30 min | <b>Listening &amp; Speaking</b> <ul style="list-style-type: none"> <li>• Outline of CWP</li> <li>• Sources of Information</li> <li>• Bibliography</li> <li>• Research Checklist</li> <li>• Portfolio of Evidence</li> </ul> | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• Pre-reading: Making predictions</li> </ul>                        | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• During-reading: Text features</li> </ul>         | <b>Writing &amp; Presenting</b> <ul style="list-style-type: none"> <li>• Planning and drafting</li> </ul> | <b>Writing &amp; Presenting</b> <ul style="list-style-type: none"> <li>• Planning and drafting</li> </ul> |
|        | Assessment FOR Learning (AFL):                                                                                                                                                                                              | AFL                                                                                                                                     | AFL                                                                                                                    | AFL                                                                                                       | AFL                                                                                                       |

| WEEK 4 |                                                                                                            |                                                                                                                     |                                                                                                    |                                                                                                          |                                                                                                 |
|--------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|        | DAY 6                                                                                                      | DAY 7                                                                                                               | DAY 8                                                                                              | DAY 9                                                                                                    | DAY 10                                                                                          |
| 30 min | <b>Listening &amp; Speaking:</b> <ul style="list-style-type: none"> <li>• Gathering information</li> </ul> | <b>Language Structures &amp; Conventions:</b> <ul style="list-style-type: none"> <li>• Complex Sentences</li> </ul> | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• Stage 1: Research</li> </ul> | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• Stage 1: Research</li> </ul>       | <b>Writing &amp; Presenting</b> <ul style="list-style-type: none"> <li>• Final Draft</li> </ul> |
|        | Assessment For Learning (AFL):                                                                             | AFL                                                                                                                 | AFL                                                                                                | AFL                                                                                                      | AFL                                                                                             |
| 30 min | <b>Listening &amp; Speaking:</b> <p>Research: Group work</p>                                               | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• Stage 1: Research</li> </ul>                  | <b>Reading &amp; Viewing</b> <ul style="list-style-type: none"> <li>• Stage 1: Research</li> </ul> | <b>Writing &amp; Presenting</b> <ul style="list-style-type: none"> <li>• Revising and editing</li> </ul> | <b>Writing &amp; Presenting</b> <ul style="list-style-type: none"> <li>• Final Draft</li> </ul> |
|        | Assessment For Learning (AFL):                                                                             | AFL                                                                                                                 | AFL                                                                                                | AFL                                                                                                      | AFL                                                                                             |

### WEEK 3

#### LISTENING & SPEAKING

|                          |                      |      |   |      |  |      |            |
|--------------------------|----------------------|------|---|------|--|------|------------|
| Term                     | 3                    | Week | 3 | Day  |  | Time | 60 minutes |
| Genre                    | Folklore: Fables     |      |   | Date |  |      |            |
| Skill                    | Listening & Speaking |      |   |      |  |      |            |
| Creative Writing Project | Stage 1: Research    |      |   |      |  |      |            |

| LANGUAGE SKILLS / SUB SKILLS | SOURCES                                                          | EDUCATOR ACTIVITIES                                                                                                                                                                                                                                                                 | LEARNER ACTIVITIES                                                                                                                      | ASSESSMENT FOR LEARNING | DATE |
|------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------|
| Introduction                 | Resource pack: Image of a boy with books and a magnifying glass. | METHODOLOGY                                                                                                                                                                                                                                                                         |                                                                                                                                         |                         |      |
|                              |                                                                  | I DO/ WE DO                                                                                                                                                                                                                                                                         | I DO/ WE DO                                                                                                                             | YOU DO                  |      |
|                              |                                                                  | PRE-LISTENING                                                                                                                                                                                                                                                                       |                                                                                                                                         |                         |      |
|                              |                                                                  | 1. Introduce Stage 1 of the Creative Writing Project: Research.<br>2. Show learners a picture of a boy with a magnifying glass and books<br>                                                     | 1. Look at the picture.<br>2. Think about what the picture is 'saying'.<br>3. Provide responses.<br>4. Participate in class discussion. | Observe and discuss     |      |
|                              |                                                                  | 3. Ask learners to comment on the picture and provide reasons for their responses. Question: What could this picture be about?<br>4. Guide the class discussion.<br>5. Explain what research is. Research is the process of solving problems and finding facts in an organised way. |                                                                                                                                         |                         |      |

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| <b>First Read Aloud</b>  |                                                                                                    | <p>6. Teachers need to observe learners during the research process to gauge their level of engagement, focus and overall understanding.</p> <p>7. Take note of how learners navigate through resources, select information, and organise their findings.</p>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                          |  |
|                          | <p><b>Listening activity</b></p> <p><b>Resource Pack: Read aloud text: Curious Researchers</b></p> | <p><b>DURING LISTENING</b></p> <p>1. Read the text (<i>Curious Researchers</i>) aloud.</p> <p>2. Think aloud while reading. Use the following prompts:</p> <ul style="list-style-type: none"> <li>• <i>I wonder...</i></li> <li>• <i>I think...</i></li> <li>• <i>I guess...</i></li> <li>• <i>I have experienced this when...</i></li> <li>• <i>This reminds me of the time I...</i></li> <li>• <i>This makes me think about...</i></li> </ul> <p>3. Ask learners if the story reminded them of projects which they had done before.</p> <p>4. Pause at strategic points while reading and explain new vocabulary.</p> | <p>1. Listen to the story (<i>Curious Researchers</i>).</p> <p>2. Connect the text with their own experiences.</p> <p>3. Respond to the teacher's questions. Give an explanation in full sentences.</p> <p>4. Listen for unknown words.</p>                                                                                                              | Complete listening activities.                                                                                           |  |
| <b>Second Read Aloud</b> | <b>Resource pack: Steps to the research process</b>                                                | <p>1. Ensure learners have their Portfolio of Evidence.</p> <p>2. Ask them to prepare their heading for the day on a page.</p> <p>3. Provide learners with slips of paper which has the steps to the reading process.</p> <p>4. Explain that learners need to listen to the story and put the slips of paper in the correct order.</p> <p>5. Ask learners to discuss the steps of</p>                                                                                                                                                                                                                                   | <p>1. Take out their Portfolio of Evidence.</p> <p>2. Prepare the heading, The Research Process.</p> <p>3. Listen to the story again.</p> <p>4. Identify the steps as the teacher reads aloud.</p> <p>5. Put slips of paper in order.</p> <p>6. In pairs, they discuss the steps of the research process to ensure that they have the correct order.</p> | <p>1. Paste slips of paper in the correct order on the page.</p> <p>2. Insert the page in the Portfolio of Evidence.</p> |  |

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|  |                                                                                                                                                                       | <p>the research process in pairs.</p> <ol style="list-style-type: none"> <li>While learners are in discussion, walk around to check that the steps are in the correct order.</li> <li>Explain that learners need to paste the slips of paper in the correct order in their books under the heading, The Research Process.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |                                                                                                                                          |  |
|  | <p><b>Outline of Creative Writing Project (Task 6)</b></p> <p><b>See Exemplar Task 6: Teacher to develop a cover page and project overview with instructions.</b></p> | <ol style="list-style-type: none"> <li>Develop an instruction page for the Creative Writing Project. Make sure to include the research statement and question.</li> <li>Provide a brief overview of the entire project.</li> <li>Explain all stages with an emphasis on stage 1 which needs to be completed in Week 4.</li> <li>Share: <ul style="list-style-type: none"> <li><b><u>Research Statement:</u></b><br/><i>A writer of fables is called a fabulist. The most well-known fabulist of all time is Aesop. He inspired generations with his gifts of wit and storytelling in both good literature and short and sweet morals.</i></li> <li><b><u>Research Questions:</u></b> <ul style="list-style-type: none"> <li>❖ <i>Who was Aesop?</i></li> <li>❖ <i>What are the features of a fable?</i></li> <li>❖ <i>What was the purpose of Aesop's fables?</i></li> <li>❖ <i>What is the moral of Aesop's fable, The Fox and the Grapes?</i></li> </ul> </li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>Refer to the instructions which guides them on completing the project.</li> <li>Listen carefully and ask questions pertaining to the project and the topic.</li> </ol> | <ol style="list-style-type: none"> <li>Find information on the specific research question allocated to him/her during Week 3.</li> </ol> |  |

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|  |                                                                                            | <p>❖ <b>Compare two of Aesop's most famous fables, <i>The Lion and the Mouse</i> and <i>The Tortoise and the Hare</i>. Give the similarities and differences between the two fables.</b></p> <p>Each learner in the group needs to research one of the questions above.</p> <p>5. Place the research statement and questions in a designated spot on the classroom wall for learners to refer to.</p> <p>6. Instruct learners to find information on fables and examples of fables so that the information is brought to the classroom in Week 4.</p>           |                                                                                         |  |  |
|  | <p><b>Sources of information</b></p> <p><b>Teacher to find pictures for the poster</b></p> | <p>1. Have a clean poster with the heading: Sources of Information and the definition thereof. <i>An information source is a person, thing or place from which information comes from.</i></p> <p>2. Prepare pictures of sources of information:</p> <ul style="list-style-type: none"> <li>• Libraries</li> <li>• Newspapers/magazines/journals</li> <li>• Writers/authors/poets</li> <li>• Surveys/questionnaire</li> <li>• Internet</li> </ul> <p>3. Ask where information could be found.</p> <p>4. As learners respond, add the picture to the poster.</p> | <p>1. Think of sources of information.</p> <p>2. Respond to the teacher's question.</p> |  |  |

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|  |                                                                                                                                                                     | 5. Those that were not mentioned, the teacher reveals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                  |  |
|  | <b>Bibliography</b><br><br><b>Teacher to find books on fables.</b><br><br><b>Resource Pack: Template – Bibliography</b><br><br><b>Teacher to prepare flashcards</b> | 1. Find a book with information on fables.<br>2. Show learners the book and the information necessary for completing a bibliography:<br><ul style="list-style-type: none"> <li>author</li> <li>title</li> <li>year</li> <li>publisher</li> <li>place of publication</li> </ul> 3. Have a template for a bibliography on a chart.<br>4. Provide the template for a bibliography for each learner.<br>5. Prepare flashcards with the necessary information from the book.<br>6. Demonstrate how to complete the template for a bibliography by placing the necessary information under the correct headings.<br>7. Allow time for learners to complete their own template for a bibliography, in groups, by placing one book on each table and learners find the information.<br>8. Demonstrate finding information on fables by accessing the internet using a laptop and data projector.<br>9. Show learners where to find the website address and place it on the template for the bibliography | 1. As a group, find the necessary information from the book that was provided by the teacher to complete the template.<br>2. Observe how the teacher finds information and website address using the internet (Google, Bing, etc). | 1. Paste the template for a bibliography in their notebooks.<br>2. Fill in the author's name, title, year, publisher and place of publication on the template after discussion.<br>3. Write the website address on the template. |  |

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|                                                                                         |                                                                                  | including the date viewed.<br>10. Allow learners to write the website address and the date viewed on their template.                                                                                                                                                                                                                                                                     |                                                                                                                                                                           |  |  |
|                                                                                         | <b>Resource Pack:<br/>Research Checklist and Rubric</b>                          | <b>POST-LISTENING</b>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                           |  |  |
|                                                                                         |                                                                                  | 1. Provide the learners with their own copy of the research checklist and the rubric.<br>2. Explain each point on the checklist and how the learners can gain marks for their research on the rubric.                                                                                                                                                                                    | 1. Insert the checklist and the rubric in their Portfolio of Evidence.<br>2. Follow the points on the checklist as explained by the teacher.<br>3. Understand the rubric. |  |  |
| <b>Portfolio of Evidence</b><br><br><b>Creative Writing Project: Stage 1 - Research</b> | <b>See Exemplar Task 6:</b><br><b>Teacher to develop a cover page for Task 6</b> | 1. Explain the importance of keeping a record (Portfolio of Evidence) of the Creative Writing Project for each learner even though they will be working in groups.<br>2. Show learners an example of a pocket sleeve flip file and place the cover page in the front sleeve.<br>3. Explain how the file will be developed over the next few weeks.<br>4. Collect files for safe keeping. | 1. Take out their own pocket sleeve flip file.<br>2. Place the cover page in the front sleeve.<br>3. Hand it back to the teacher for safe keeping.                        |  |  |

| LANGUAGE STRUCTURES AND CONVENTIONS |                                     |      |   |      |  |      |            |
|-------------------------------------|-------------------------------------|------|---|------|--|------|------------|
| Term                                | 3                                   | Week | 3 | Day  |  | Time | 30 minutes |
| Genre                               | Folklore: Fables                    |      |   | Date |  |      |            |
| Skill                               | Language Structures and Conventions |      |   |      |  |      |            |
| Creative Writing Project            | Stage 1: Research                   |      |   |      |  |      |            |



**Assessment for Learning**  
Check for understanding.

| READING AND VIEWING      |                   |      |   |      |  |      |                |
|--------------------------|-------------------|------|---|------|--|------|----------------|
| Term                     | 3                 | Week | 3 | Day  |  | Time | 2 hrs<br>30min |
| Genre                    | Folklore: Fables  |      |   | Date |  |      |                |
| Skill                    | Reading & Viewing |      |   |      |  |      |                |
| Creative Writing Project | Stage 1: Research |      |   |      |  |      |                |

| LANGUAGE SKILLS/<br>SUB-SKILLS                                                                                                                                      | SOURCES                                                                          | EDUCATOR ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                              | LEARNER ACTIVITIES                                                                                                                                                                                                                                                                                                                             | ASSESSMENT FOR LEARNING                                             | DATE |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------|
| <b>Reading strategy: Making predictions</b>                                                                                                                         | <b>Teacher Resource Pack: Illustrations from the fable, Lion Meets His Match</b> | <b>METHODOLOGIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                |                                                                     |      |
|                                                                                                                                                                     |                                                                                  | <b>I DO / WE DO</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>WE DO /YOU DO</b>                                                                                                                                                                                                                                                                                                                           | <b>YOU DO</b>                                                       |      |
|                                                                                                                                                                     |                                                                                  | <b>PRE-READ</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                |                                                                     |      |
|                                                                                                                                                                     |                                                                                  | <ol style="list-style-type: none"> <li>1. Jumble the illustrations of the fable, Lion Meets His Match, on the board up and ask learners to look at each one closely.</li> <li>2. Ask learners to help you put the illustrations in order and predict what would the story be about.</li> <li>3. Place the title above the illustrations.</li> <li>4. Ask learners to share their thoughts on what they think the fable will be about.</li> </ol> | <ol style="list-style-type: none"> <li>1. Look at the illustrations presented by the teacher.</li> <li>2. Predict what would the story be about and justify why they are saying so.</li> <li>3. Read the title shown by the teacher.</li> <li>4. Comment on what the title is saying about the fable.</li> </ol>                               |                                                                     |      |
| <b>Reading Strategies: Skimming and Scanning</b><br>• <b>Skimming</b> (surface level reading and pay attention to the visuals, sub-headings and format to govern if | <b>Teacher Resource Pack: Fable: Lion Meets His Match</b>                        | <b>DURING READING</b>                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |                                                                     |      |
|                                                                                                                                                                     |                                                                                  | <ol style="list-style-type: none"> <li>1. Provide the fable, Lion Meets his Match, to the learners.</li> <li>2. Read the text aloud to the learners.</li> <li>3. Explain to the learners that they need to skim the text for the main ideas. Ensure that they understand what it means to skim.</li> <li>4. Allow the learners to share the main ideas in pairs.</li> </ol>                                                                      | <ol style="list-style-type: none"> <li>1. Paste the copy of the fable in their notebook.</li> <li>2. Follow the story as the teacher reads aloud.</li> <li>3. Skim the text for the main idea/s.</li> <li>4. Share main ideas with a partner.</li> <li>5. Scan for unknown words.</li> <li>6. Infer meaning of the unknown words as</li> </ol> | Write the words and the definitions in their personal dictionaries. |      |

|                                                                                                                                                                                   |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                          |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| the text gives the information , it needs or not)<br><br>• <b>Scanning</b><br>(quick reading of the text and look for keywords, ideas, phrases, visuals, subheadings, and format) |                                                         | <ol style="list-style-type: none"> <li>5. Ask learners to scan for words in the text which they do not know or do not understand. Have them underline the words.</li> <li>6. Ask learners to give those words to you and write them on the board.</li> <li>7. Read the sentences which has the unknown words and ask learners to infer their meaning.</li> <li>8. If learners cannot infer the meaning, demonstrate through thinking aloud how you would infer.</li> <li>9. Place the words on the Word Wall and ask learners to write the words in their personal dictionaries.</li> </ol>                                                                                                                                                                                                                                                                                                                                | teacher reads the sentences.                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                          |  |
| <b>Text Features of a Fable</b>                                                                                                                                                   | <b>Teacher Resource Pack: Text features memory game</b> | <ol style="list-style-type: none"> <li>1. Explain the text features of a fable: <ul style="list-style-type: none"> <li>• Fables are <b>fiction</b>.</li> <li>• Fables are <b>short</b> and have <b>few characters</b>.</li> <li>• <b>Characters are often (but not always) animals</b> with human attributes. They have strengths and weaknesses and are in some sort of conflict.</li> <li>• The <b>setting</b> can be anywhere.</li> <li>• A <b>lesson or moral</b> is taught and is sometimes stated at the end of the story.</li> </ul> </li> <li>2. Ask learners to write down a note on the text features of fables.</li> <li>3. Introduce, explain and demonstrate the text feature memory game to learners.</li> <li>4. Cut out the pairs of cards with text features written on one card and corresponding fable characteristics on another card. (See Text Features Memory Game in the resource pack)</li> </ol> | <ol style="list-style-type: none"> <li>1. Listen to the teacher's explanation on the text features or characteristics of fables.</li> <li>2. All learners write a note on the text features of fables in their notebooks.</li> <li>3. Follow the teacher's instructions of the game.</li> <li>4. Play the text feature memory game.</li> </ol> | <ol style="list-style-type: none"> <li>1. Write a note on the text features of fables.</li> <li>2. Remember the five text features of fables.</li> </ol> |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                |                                                                                                      |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | 5. Mix up the cards and place them face down on a table.<br>6. Learners play in pairs and take turns flipping over two cards at a time, trying to match the text feature with its corresponding fable characteristics.<br>7. The learner with the most matches at the end of the game wins.                                                                                                                         |                                                                |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>Post -Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                |                                                                |                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | 1. Assign readers to read the part of the Lion and Little Jackal.<br>2. Read the fable, Lion Meets his Match, aloud with the assigned readers.<br>3. Briefly remind learners of the text features of the fable.<br>4. Provide each learner with the comprehension questions (See teacher resources)<br>5. Explain the questions.<br>6. Allow time for the learners to construct their responses in their notebooks. | 1. Follow the story as the teacher and readers read the fable. | 1. Paste the comprehension questions in their notebooks.<br>2. Construct responses to the questions. |  |
| <b>Assessment for Learning</b><br>1. Teachers can observe learners during the research process to gauge their level of engagement, focus and overall understanding. They can take note of how learners navigate through resources, select information and organise their findings.<br>2. It's important to note that informal assessments should be ongoing and embedded throughout the research process. This approach allows teachers to gain a holistic understanding of learners' research skills and progress over time. |  |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                |                                                                                                      |  |

| WRITING AND PRESENTING   |                      |      |   |      |  |      |         |
|--------------------------|----------------------|------|---|------|--|------|---------|
| Term                     | 3                    | Week | 3 | Day  |  | Time | 2 hours |
| Genre                    | Folklore: Fables     |      |   | Date |  |      |         |
| Skill                    | Writing & Presenting |      |   |      |  |      |         |
| Creative Writing Project | Stage 1: Research    |      |   |      |  |      |         |

| LANGUAGE SKILLS/ SUB-SKILLS                                                                                                                                                                                                                                                                                                                   | SOURCE | EDUCATOR ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LEARNER ACTIVITIES                                                                                                                                     | ASSESSMENT FOR LEARNING                                                                                                                                                                                                                                   | DATE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Planning and drafting of research report                                                                                                                                                                                                                                                                                                      |        | METHODOLOGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                        |                                                                                                                                                                                                                                                           |      |
|                                                                                                                                                                                                                                                                                                                                               |        | I DO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | WE DO                                                                                                                                                  | YOU DO                                                                                                                                                                                                                                                    |      |
|                                                                                                                                                                                                                                                                                                                                               |        | PLANNING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |                                                                                                                                                                                                                                                           |      |
|                                                                                                                                                                                                                                                                                                                                               |        | 1. Remind learners of the research questions. Note that each learner in each group has their own research question.<br>2. Refer to the research checklist to emphasise the expectations.<br>3. Talk about the importance of the bibliography and refer to the template for the bibliography.<br>4. Model/demonstrate the steps for planning and drafting of a research report.<br>5. Provide each learner with the writing frame.<br>6. Use the writing frame. See teacher resources.<br>7. Include the research statement and questions.<br>8. Work together with learners to guide them in the use of a mind map for planning the research report. | 1. Refer to the research checklist and understand the expectations.<br>2. Work together with the teacher to add and complete an example of a mind map. | 1. Each learner needs to know what their own research question is as their contribution to the group.<br>2. Ensure that there is a template of the bibliography in the Portfolio of Evidence.<br>3. Keep the writing frame for the Portfolio of Evidence. |      |
|                                                                                                                                                                                                                                                                                                                                               |        | DRAFTING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |                                                                                                                                                                                                                                                           |      |
|                                                                                                                                                                                                                                                                                                                                               |        | 1. Demonstrate how learners need to use their own words.<br>2. Work together with the learners to develop an example of a rough draft of a research report.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Work together with the teacher to complete an example of a draft research report.                                                                      |                                                                                                                                                                                                                                                           |      |
| Assessment for Learning                                                                                                                                                                                                                                                                                                                       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |                                                                                                                                                                                                                                                           |      |
| Learners need to maintain CWP Portfolio of Evidence (record of project work). These can provide insights into their understanding of the research process, challenges faced, strategies used, and lessons learned. Teachers can review their files to assess learners' metacognitive skills and their ability to evaluate their own progress. |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |                                                                                                                                                                                                                                                           |      |

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## WEEK 4

### LISTENING AND SPEAKING

|                          |                      |      |   |      |  |      |            |
|--------------------------|----------------------|------|---|------|--|------|------------|
| Term                     | 3                    | Week | 4 | Day  |  | Time | 60 minutes |
| Genre                    | Folklore: Fables     |      |   | Date |  |      |            |
| Skill                    | Listening & Speaking |      |   |      |  |      |            |
| Creative Writing Project | Stage 1: Research    |      |   |      |  |      |            |

| LANGUAGE SKILLS / SUB SKILLS | SOURCES                            | EDUCATOR ACTIVITIES                                                                                                                                                                                                                                               | LEARNER ACTIVITIES                                                                                                                                                                | ASSESSMENT FOR LEARNING                                                                                                                                                                 | DATE |
|------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Gathering information        | Teacher to create a project corner | METHODOLOGY                                                                                                                                                                                                                                                       |                                                                                                                                                                                   |                                                                                                                                                                                         |      |
|                              |                                    | I DO/ WE DO                                                                                                                                                                                                                                                       | I DO/ WE DO                                                                                                                                                                       | YOU DO                                                                                                                                                                                  |      |
|                              |                                    | PRE-SPEAKING                                                                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                                                                                                         |      |
|                              |                                    | 1. Present information on Aesop and fables which he had written in your project corner, which you had found for learners, to access during research. Each group will be allowed to visit the project corner to find information.                                  | 1. In groups, decide on information needed for their research.<br>2. Share ideas, opinions and participate in discussion on research question.<br>3. Follow the research process. | Visit the project corner to access information on Aesop and the fables he had written.                                                                                                  |      |
| Groupwork                    | Resource Pack: Graphic Organiser   | DURING SPEAKING                                                                                                                                                                                                                                                   |                                                                                                                                                                                   |                                                                                                                                                                                         |      |
|                              |                                    | 1. Allow learners to discuss whether all their information which they had gathered is suitable and necessary.<br>2. In groups, learners use the graphic organiser to guide them through the research process.<br>3. Guide learners with regards to steps 1 and 2. | 1. Present own research to the group.<br>2. Use the graphic organiser to be guided through the research process.                                                                  | 1. Complete their notes on the graphic organiser for steps 1 and 2.<br>2. Complete their own bibliography.<br>3. Add graphic organiser and bibliography to their Portfolio of Evidence. |      |
|                              |                                    | POST-SPEAKING                                                                                                                                                                                                                                                     |                                                                                                                                                                                   |                                                                                                                                                                                         |      |
|                              |                                    | 1. Encourage them to share ideas and opinions.                                                                                                                                                                                                                    | 1. Talk about the information presented and decide what is relevant.                                                                                                              |                                                                                                                                                                                         |      |

|  |  |                                                                                                       |                                                       |  |  |
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|  |  | 2. Remind learners to add their graphic organisers and bibliographies to their Portfolio of Evidence. | 2. Individual learners complete their bibliographies. |  |  |
|--|--|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------|--|--|

| LANGUAGE STRUCTURES AND CONVENTIONS |                                     |      |   |      |  |      |            |
|-------------------------------------|-------------------------------------|------|---|------|--|------|------------|
| Term                                | 3                                   | Week | 4 | Day  |  | Time | 30 minutes |
| Genre                               | Folklore: Fables                    |      |   | Date |  |      |            |
| Skill                               | Language Structures and Conventions |      |   |      |  |      |            |
| Creative Writing Project            | Stage 1: Research                   |      |   |      |  |      |            |

| LANGUAGE SKILLS/ SUB-SKILLS                                                                                                                                                                                                                                      | SOURCES | EDUCATOR ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | LEARNER ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ASSESSMENT FOR LEARNING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DATE |
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| <b>Complex Sentences</b><br>Teacher's Knowledge:<br><br><i>A complex sentence is like a puzzle made up of two parts that fit together. One part is a complete sentence, and the other part is a little piece that needs the complete sentence to make sense.</i> |         | METHODOLOGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |
|                                                                                                                                                                                                                                                                  |         | I DO / WE DO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WE DO /YOU DO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | YOU DO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |
|                                                                                                                                                                                                                                                                  |         | <p>Use the following example from the fable, <i>Lion Meets his Match</i>, to explain the two parts of a complex sentence.</p> <p><b>Example of a complex sentence:</b><br/> <i>Lion started climbing but the rope broke before he got to the top.</i></p> <p><b>Main (complete) sentence:</b><br/> <i>Lion started climbing but the rope broke.</i></p> <p><b>Added (dependent) part:</b><br/> <i>...before he got to the top.</i></p> <p>Model this by saying:</p> <p>"This sentence tells us what Lion did. '<i>Lion started climbing but the rope broke</i>' makes sense on its own. But when we add '<i>before he got to the top</i>', we learn when the rope broke."</p> | <p>Use another example from the fable to work with learners' understanding of complex sentences.</p> <p><b>Example of a complex sentence:</b><br/> <i>Even though the jackal made a clever disguise, he was still caught in the end.</i></p> <p><b>Main (complete) sentence:</b><br/> <i>He was still caught in the end</i></p> <p><b>Added (dependent) part:</b><br/> <i>Even though the jackal made a clever disguise</i></p> <p>Guide the learners through this:</p> <p>"Let's find the main sentence first. What part makes sense on its own? Yes— '<i>He was still caught in the end.</i>' Now, what little part was added to explain more? Right— '<i>Even though the jackal made a clever disguise</i>'</p> | <ol style="list-style-type: none"> <li>1. Explain and instruct learners to identify two more complex sentences from the fable in groups.</li> <li>2. Instruct learners to create their own complex sentences using the fable.</li> <li>3. Ensure that learners have an explanation of what a complex sentence is in their notebooks.</li> <li>4. Remind learners that complex sentences help us add more information and make our writing more interesting. They show that we can connect different ideas and make our stories and explanations more detailed. By using complex sentences, they can make their writing more exciting and fun to read!</li> </ol> |      |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
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|  |  |  | explains why it was surprising that he was caught."                                                                                                                                                                                                                                                                                                                                                                      |  |  |
|  |  |  | <p>Learners work together with the teacher to identify the two parts of the complex sentence (second example).</p> <ol style="list-style-type: none"> <li>1. Write about complex sentences in their notebooks.</li> <li>2. In groups, identify two more complex sentences from the fable. Add to their notebooks.</li> <li>3. Create two complex sentences using the fable and write them in their notebooks.</li> </ol> |  |  |

#### Assessment for Learning

Teachers can provide learners with simple sentences and ask them to transform them into complex sentences. This activity requires learners to understand the relationships between ideas and how to combine clauses or phrases to create complex sentences. It's important to remember that informal assessments are ongoing and should be integrated into regular classroom activities. By using a variety of strategies and observing learners' performance across different contexts, teachers can gain a comprehensive understanding of their knowledge of complex sentences.

| READING AND VIEWING      |                   |      |   |      |  |      |             |
|--------------------------|-------------------|------|---|------|--|------|-------------|
| Term                     | 3                 | Week | 4 | Day  |  | Time | 2 hrs 30min |
| Genre                    | Folklore: Fables  |      |   | Date |  |      |             |
| Skill                    | Reading & Viewing |      |   |      |  |      |             |
| Creative Writing Project | Stage 1: Research |      |   |      |  |      |             |

| LANGUAGE SKILLS/ SUB-SKILLS                                                                                                                                                                                                                   | SOURCES                          | EDUCATOR ACTIVITIES                                                                                                                                                    | LEARNER ACTIVITIES                                                       | ASSESSMENT FOR LEARNING                                                                        | DATE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------|
|                                                                                                                                                                                                                                               |                                  | METHODOLOGIES                                                                                                                                                          |                                                                          |                                                                                                |      |
|                                                                                                                                                                                                                                               |                                  | I DO / WE DO                                                                                                                                                           | WE DO /YOU DO                                                            | YOU DO                                                                                         |      |
|                                                                                                                                                                                                                                               |                                  | PRE-READING                                                                                                                                                            |                                                                          |                                                                                                |      |
|                                                                                                                                                                                                                                               |                                  | 1. Ask learners to take out their research material.<br>2. Hand out the Portfolio of Evidence.<br>3. Request that the Research Process graphic organiser is taken out. | Have research information ready and show the group what they have found. | File all paperwork with regards to the project in their Portfolio of Evidence.                 |      |
|                                                                                                                                                                                                                                               | Resource Pack: Graphic Organiser | DURING READING                                                                                                                                                         |                                                                          |                                                                                                |      |
|                                                                                                                                                                                                                                               |                                  | 1. Remind learners about the research process.<br>2. Guide learners through Steps 3 and 4 on the graphic organiser.                                                    | Refer to the research process graphic organiser.                         | Complete their notes on the graphic organiser for steps 3 and 4.                               |      |
|                                                                                                                                                                                                                                               |                                  | POST -READING                                                                                                                                                          |                                                                          |                                                                                                |      |
|                                                                                                                                                                                                                                               |                                  | Guide and support learners while they read and evaluate the research information.                                                                                      |                                                                          | In groups, read and evaluate research information in preparation to write the research report. |      |
| Assessment for Learning                                                                                                                                                                                                                       |                                  |                                                                                                                                                                        |                                                                          |                                                                                                |      |
| Teachers can observe learners during the research process to gauge their level of engagement, focus and overall understanding. They can take note of how learners navigate through resources, select information and organise their findings. |                                  |                                                                                                                                                                        |                                                                          |                                                                                                |      |

| WRITING AND PRESENTING   |                      |      |   |      |  |      |                |
|--------------------------|----------------------|------|---|------|--|------|----------------|
| Term                     | 3                    | Week | 4 | Day  |  | Time | HL: 2h/FAL: 1h |
| Genre                    | Folklore: Fables     |      |   | Date |  |      |                |
| Skill                    | Writing & Presenting |      |   |      |  |      |                |
| Creative Writing Project | Stage 1: Research    |      |   |      |  |      |                |

| LANGUAGE SKILLS/<br>SUB-SKILLS | SOURCES                                                                                                                   | EDUCATOR ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | LEARNER ACTIVITIES                                                                                                                                                                                                                                               | ASSESSMENT FOR LEARNING                                                                                                                                        | DATE |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Revising and Editing of draft  | Portfolio of Evidence<br><br>Teacher Resource Pack: Graphic organiser<br><br>Teacher Resource Pack: ARMS & CUPS Checklist | METHODOLOGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                  |                                                                                                                                                                |      |
|                                |                                                                                                                           | I DO / WE DO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | WE DO /YOU DO                                                                                                                                                                                                                                                    | YOU DO                                                                                                                                                         |      |
|                                |                                                                                                                           | REVISING AND EDITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                |      |
|                                |                                                                                                                           | 1. Ask learners to take out their research notes.<br>2. Hand out the Portfolio of Evidence.<br>3. Request that the Research Process graphic organiser is taken out.<br>4. Remind learners about the research process.<br>5. Guide learners with regards to Steps 5 and 6.<br>6. Remind learners of the planning and drafting of the research report.<br>7. Use the ARMS and CUPS revising and editing checklist to show learners how to edit their own first draft.<br>8. Allow learners the opportunity to revise and edit. | 1. Refer to the research process graphic organiser.<br>2. Complete their notes on the graphic organiser for Steps 5 and 6.<br>3. Use a mind map to plan their research report.<br>4. Write the first draft.<br>5. Revise and edit using ARMS and CUPS checklist. | 1. Have research notes ready.<br>2. Refer to the research checklist.<br>3. File all paperwork with regards to the project in their Portfolio of Evidence.<br>. |      |
|                                |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                  |                                                                                                                                                                |      |
| Final draft of research report |                                                                                                                           | PRESENTING/PUBLISHING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                  |                                                                                                                                                                |      |
|                                |                                                                                                                           | Allow learners the opportunity to write their final draft of the research paper.                                                                                                                                                                                                                                                                                                                                                                                                                                             | Write the final draft of the research report.                                                                                                                                                                                                                    |                                                                                                                                                                |      |

#### Assessment for Learning

Teachers can observe learners during the research process to gauge their level of engagement, focus and overall understanding. They can take note of how learners navigate through resources, select information and organise their findings.

## This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, leaving a small margin at the top. There are no vertical lines or other markings on the page.