

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LESSON PLAN
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 5-6



2023/24 ATP: ENGLISH (GRADE 4)

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6 CWP STAGE 2 WRITING	Focuses on the relevant literature genre, e.g., poetry/ folklore/ drama/ short story Introductory activities • Iterates the driving question/ topic focused on during research • Discusses literary features and elements relevant to the genre researched • Ensures that all learners are prepared to commence with Stage 2: Writing • Discusses with learners how to plan their writing, using their research findings • Discusses the writing process • Gives instructions based on the writing activity • Discusses the format of the writing activity to be produced (essay/ report/ poster, etc.) Learners are to: • Contribute to the discussion • Understand expectations related to the driving question/ topic	Guides learners to understand the creative writing project rubric/s and assessment requirements Introductory activities • Provides clarity regarding timelines • Guides learners to read and use the research notes • Reads and discusses the rubric • Unpacks the criteria and descriptors in the rubric Learners are to: • Read the selected genre • Read and understand the rubric • Read and understand the writing frame • Identify the conventions specific to the genre being researched	Writes/ draws/ creates the written aspect of the selected topic Introductory activities • Gives the learners a frame to use when writing • Guides the learners on how to complete the writing frame • Discuss the writing process: ✓ Planning/ pre-writing ✓ Drafting ✓ Revising ✓ Editing ✓ Proofreading ✓ Presenting • Discusses the literary elements/ features specific to the selected genre Learners are to: • Use a writing frame (if required) • Edit the first draft • Proofread after editing the first draft • Write and present the final draft	Word level work Stems Sentence level work • Simple sentences, complex sentences • Verb clause Spelling and punctuation: Colon Reinforcement of language structures and conventions covered in previous weeks • Punctuation and spelling • Vocabulary in context • Correct format and features • Main and supporting ideas • Paragraph/ visual conventions • Logical progression of paragraphs/ ideas to ensure coherence • Language conventions as required by the selected topics

NOTE TO THE TEACHER

- ✓ The writing process continues over the two-week cycle
- ✓ Evidence of writing process to be kept in learner workbook/ file/ portfolio of evidence
- ✓ Manage the writing process
- ✓ Findings in the research should respond to the driving question/topic. Pay special attention to referencing and the format of the bibliography
- ✓ Assess Stage 2: Writing, using a rubric and providing feedback to learners
- ✓ All activities must be done in class with the guidance of the teacher
- ✓ Each learner to write his/ her own work that will be marked individually using a rubric

LANGUAGE SKILLS

LISTENING AND SPEAKING (L&P) HL & FAL: (30 MIN. X 4 = 2 HOURS)	READING AND VIEWING (R&V) HL & FAL: (30 MIN. X 10 = 5 HOURS)	WRITING AND PRESENTING (W&P) HL: (30 MIN. X 8 = 4 HOURS) FAL: (30 MIN x 4 = 2 HOURS)	LANGUAGE STRUCTURES AND CONVENTIONS (LSC) HL & FAL: (30 MIN. X 2 = 1 HOUR)
• Read text type by theme / TEXT TYPE. • Introducing the theme. • Activate background knowledge. • Build vocabulary. • Introduce text type. • Listening process: ▪ Pre-Listening ▪ During Listening ▪ Post-Listening • Speaking: reflect on listening texts	• Reading Process: Shared Reading: • Pre-Read • During reading – Read 1 • During Reading – Reading 2 Teaching • comprehension strategies • Post-Read • Independent Reading • Group Guided Reading • Visual text • Summary	• Teach the writing format: TEXT TYPE • Writing process: ▪ Planning ▪ Drafting ▪ Revising ▪ Editing ▪ Proofreading ▪ Presenting	• Build and monitor knowledge. • Verbally introduce LSC. • Teaching LSC. • Introduce LSC in context. • Practice using LSC in preparation for W&P. • Build vocabulary. • Methodology: Gradual Release of Responsibility: ▪ I do ▪ WE do ▪ YOU do

WEEK 5					
30 min	Day 1	Day 2	Day 3	Day 4	Day 5
	Listening & Speaking • Introduction (Stage 2: Writing) • First Read Aloud • Second Read Aloud	Language Structures & Conventions: Reinforcement of LSC	Reading & Viewing • Rubric museum	Reading & Viewing • Consolidation of Gallery Walk	Writing & Presenting Revising (Demonstration)
	Assessment FOR Learning (AFL)	AFL	AFL	AFL	AFL
	Listening & Speaking • CWP – Stage 2: Instructions for Writing • The Process of Writing a Fable • Writing Rubric	Reading & Viewing • Text: Rubric	Reading & Viewing • Rubric – Gallery Walk	Writing & Presenting • Planning Drafting (Demonstration)	Writing & Presenting Editing and proofreading (Demonstration)
	AFL	AFL	AFL	AFL	AFL

WEEK 6					
30 min	Day 6	Day 7	Day 8	Day 9	Day 10
	Listening & Speaking: • Pre-writing/ Planning	Language Structures & Conventions: • Reinforcement of LSC	Reading & Viewing • Drafting	Reading & Viewing • Editing and Proofreading	Writing & Presenting Presenting the Final Draft
	Assessment FOR Learning (AFL)	AFL	AFL	AFL	AFL
	Listening & Speaking: Presentation of Planning	Reading & Viewing • Portfolio of Evidence	Reading & Viewing • Revising	Writing & Presenting • Presenting the Final Draft	Writing & Presenting • Presenting the Final Draft
	AFL	AFL	AFL	AFL	AFL

WEEK 5

LISTENING AND SPEAKING

Term	3	Week	5	Day		Time	60 min
Genre	Folklore: Fables			Date			
Skills	Listening and speaking						
Creative Writing Project	Stage 2: Writing						

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE	
Introduction: 1.KWL Chart 2.Features of a Fable	Teacher Resource Pack: KWL Chart	METHODOLOGIES				
		I DO	WE DO	YOU DO		
		PRE-LISTENING				
		1. Provide each learner with a KWL chart. (see Teacher Resource Pack)	1. Fill in what they KNOW about writing fables.	1. Learners complete the KWL chart.		
		2. Ask each learner to complete the K column with regards to their knowledge on writing fables.	2. Participate in the discussion on the features of fables.	2. Paste the KWL chart in their notebooks.		
3. Discuss the features of fables: • Fables are <u>fiction</u>. • Fables are <u>short</u> and have few characters. • <u>Characters</u> are often animals with human attributes. They have strengths and weaknesses and are in some sort of <u>conflict</u>. • The <u>setting</u> can be anywhere. • A lesson or <u>moral</u> is taught and is sometimes at the end of the story.						

DURING LISTENING					
First Read Aloud (fable)	Teacher Resource Pack: • Fable: The Hare and the Tortoise • Fable graphic organiser	1. Provide each learner with a graphic organiser which deals with the features of fables. 2. Explain that they need to listen carefully to the fable being read aloud. 3. Read the fable, The Hare and the Tortoise, aloud with expression.	1. Paste the graphic organiser in their notebooks. 2. Listen carefully as the teacher reads the fable aloud.		
		1. Remind them of the graphic organiser which they have in front of them. 2. Ask that they listen carefully again but this time they will need to fill in the features on their graphic organiser individually. 3. Read the fable, The Hare and the Tortoise, once more. 4. Allow learners to discuss what they have written on their graphic organisers. 5. Walk around amongst the groups and guide/support their discussions. 6. Have each group report back on their discussions. 7. Consolidate the features of fables after their feedback.	1. Refer to the graphic organiser to guide what they need to listen for. 2. In groups, discuss the features of The Hare and the Tortoise. 3. Report back on the group's discussion. 4. Understand the features of fables.	Write on the graphic organiser as they listen carefully as the teacher reads aloud.	

Creative Writing Project – Stage 2: Instructions for Writing		POST LISTENING			
		1. Develop an instruction page for learners. 2. Provide the learners with instructions to write the second stage of their project. 3. Explain that they will be writing their own fables.	1. Follow on the instruction page as the teacher explains.	Add the instructions provided by the teacher to their Portfolio of Evidence.	
The Process of Writing a Fable	Teacher Resource Pack: The Writing Process	1. Show learners the Writing process. 2. Explain that these are the steps to follow in writing their own fable. 3. Revisit the features of a fable which needs to be taken into account when writing. 4. Hand out the Writing process page to the learners.	1. Learners respond to questions asked. 2. Learners ask questions for clarity.	Place the Writing Process page in their Portfolio of Evidence.	
Writing Rubric	Teacher Resource Pack: Marking tool - Rubric	1. Provide each learner with the rubric to be used for writing the fable. 2. Explain each criterion to ensure that learners understand the expectations.		Add the rubric page to the Portfolio of Evidence.	

Assessment FOR Learning:

- Teachers to check whether the correct identification and description of essential features of a fable are correctly understood. To also check and support/ guide the understanding and use of human traits to animals with examples and explanations.
- Monitor the understanding and correct use of the KWL chart and provide feedback.

LANGUAGE STRUCTURES AND CONVENTIONS							
Term	3	Week	5	Day		Time	60 min
Genre	Folklore: Fables			Date			
Skill	Language Structures and Conventions						
Creative Writing Project	Stage 2: Writing						

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
	METHODOLOGY				
Reinforcement of LSC	Teacher Resource Pack: Match Them! (Flashcards) – for the teacher	I DO	WE DO	YOU DO	
		1. Prepare flashcards with LSC and their definitions. 2. Remind learners of the following when writing their fables: • Use simple sentences (subject-verb-object). • Include dialogue between characters to make the story more engaging. Encourage the use of quotation marks to indicate when a character is speaking. • Encourage the use of adjectives and adverbs to add detail to the characters and settings. • Personification – choose animals or objects that can represent human qualities and behaviours effectively.	1. Participate in discussion led by the teacher. 2. Ask questions about LSC. 3. In groups, briefly discuss the flashcard provided by the teacher and decide which LSC it matches with. 4. Place it correctly on the classroom wall/project corner to match with LSC.	Recall knowledge of LSC mentioned by the teacher.	

		• Encourage them to check for grammar, spelling, and punctuation errors before finalising their fables. 3. After each explanation/discussion of the above points place the flashcards on the board matching the LSC with the definition. 4. Remove the flashcards from the board. 5. Place the LSC flashcards on the classroom wall/project corner. 6. Give each group one of the flashcards with the definition. 7. Instruct learners to briefly discuss, in their groups, where the definition flashcard needs to be placed. 8. Ask that one learner from each group to place the matching flashcard on the classroom wall/project corner. 9. Ensure that the LSC, on the wall, is referred to during the week.			
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Assessment for Learning:

- Identify and correct grammar, punctuation, and vocabulary errors.
- Encourage the rewriting of sentences to improve clarity and coherence.
- Check and guide the understanding and application of LSC specific to fable writing.

READING AND VIEWING

Term	3	Week	5	Day		Time	180 min
Genre	Folklore: Fables			Date			
Skill	Reading and Viewing						
Creative Writing Project	Stage 2 - Writing						

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE	
• <u>KWL</u> Chart • Rubric	Teacher Resource Pack: • KWL Chart (the same one learners used in L&S) • Rubric (for R & V, the text is the rubric which learners will engage with) – See L&S.	METHODOLOGY				
		I DO	WE DO	YOU DO		
		PRE-READING				
		1. Ensure that learners have their notebooks.	1. Complete the W column – What I WANT to know.	1. Turn to the KWL Chart in their notebooks.		
		2. Ask them to turn to their KWL chart.	2. Share what was written in the W column with the class.	2. Complete the W column – What I WANT to know.		
		3. Instruct them to complete the W column – what they WANT to know about writing a fable. They could write them in question form.	3. Look at the rubric that the teacher is displaying.	3. Pay attention to each criterion and take note of its meanings.		

		6. Display the creative writing rubric to the learners, either on a whiteboard or as handouts.			
Rubric Museum		DURING READING			
		1. Read each criterion and explain its meaning in simple terms. For example, if one criterion is "Format and Structure," explain that it means how well the writing is structured and follows a logical order (beginning-middle-end). 2. Divide the class into their project groups and provide each group with a large piece of paper or poster board. 3. Assign each group one criterion from the rubric. 4. In their groups, ask the learners to brainstorm each criterion and add the information to the poster. 5. Instruct the groups to add visual representations on their posters. They can use drawings, symbols or even cut out pictures from magazines to represent their ideas. 6. Encourage creativity and colourful visuals.	1. In groups, brainstorm the criterion which was assigned to the group. 2. Give as much information on the criterion as possible and include visuals where necessary.		

Rubric Gallery Walk		POST READING			
		1. Display the posters around the classroom, creating a "Rubric Museum." 2. Give each group a chance to do a gallery walk, observing and discussing the information on each poster. 3. Ask guiding questions, such as "What do you notice about the examples of editing?" or "Which example shows the most creativity?"	1. Give your group's poster to the teacher to place on the classroom wall. 2. Each group to participate in the gallery walk by observing and discussing each poster. 3. Be guided by the teacher's questions and noting it in their books	Note the teacher's examples.	
		1. Bring the learners back together as a whole group and facilitate a discussion about what they observed during the gallery walk. 2. Ask them to explain why they think certain examples demonstrate a specific criterion and encourage them to share their thoughts and opinions. 3. Ensure that each learner has a copy of the rubric. (Given on Day 1 of the cycle)	1. Each group needs to share what they had observed on the gallery walk. 2. Ensure that there is a copy of the rubric in their Portfolio of Evidence.	Each learner to have a copy of the rubric which was given on day 1 of the cycle.	

Assessment FOR Learning:

- Provide constructive feedback on each group`s findings and understanding.
- Highlight strengths and areas for improvement.
- Again, discuss with each group or class how they think the use of the rubric helps to guide the writing process.

WRITING AND PRESENTING

Term	3	Week	5	Day		Time	2 hours
Genre	Folklore: Fables			Date			
Skill	Writing & Presenting						
Creative Writing Project	Stage 2 - Writing						

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE	
Purpose of Planning	Teacher Resource Pack: •Example of a completed planning frame •Example of a rough draft (Sammy and the Snake) •ARMS Revising Information •CUPS Editing Information Page	METHODOLOGY				
		I DO	WE DO	YOU DO		
		PLANNING				
		1. Ask the learners if they have ever written a story.	1. Share experiences of writing a story.			
		2. Explain that writing is a process that involves several steps.	2. Think about why planning is important and share your thoughts with the class.			

		1. Discuss the benefits of planning, such as: • <i>It helps writers stay focused on their topic.</i> • <i>It helps writers develop a clear structure for their writing.</i> • <i>It helps writers generate ideas and think about what they want to say.</i> • <i>It helps writers save time by providing a roadmap for their writing.</i> 2. Ask the learners to think about a topic they would like to write about. It could be something they enjoy, a favourite hobby, or a recent experience. 3. Instruct them to take a few minutes to brainstorm and jot down their ideas for their chosen topic. 4. Encourage the learners to think about what they want to include in their writing and how they can organise their ideas. 5. Show learners a completed planning frame of a fable.			
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ROUGH DRAFT					
Drafting (demonstration)		1. Begin by referring to the writing process, asking learners for the steps in the writing process. 2. Explain the importance of the drafting stage. 3. Define drafting as the stage where writers put their ideas, from the planning frame into sentences and paragraphs, focusing on organisation, details, and structure. 4. Display the completed planning frame based on the "Sammy and the Snake" fable or write it on the board. 5. Ask the learners to identify the different sections of the planning frame: Characters, Setting, Problem, Resolution, and Moral. 6. Display the example of the rough draft (Sammy and the Snake). 7. Demonstrate how to convert the information from the planning frame into complete sentences and paragraphs.	1. Name the steps in the writing process. 2. Listen carefully as the teacher shows the planning frame. 3. Identify all the sections of the planning frame. 4. Look at the example of the rough draft (Sammy and the Snake). 5. In their project groups, discuss and answer the questions given by the teacher. 6. Report back to the class by providing the answers to the questions. 7. Note the explanation of the opening, middle and end of the rough draft.		

		8. Provide each group with the rough draft (Sammy and the Snake). 9. In groups, ask learners to answer the following questions: • Is Sammy and the Snake a fable? Why do you say so? • Does it have animals or objects as characters? • Do the characters have human qualities? Describe the human qualities. • Identify and discuss the three-part structure of the fable (beginning, middle and end) in your group. 10. Instruct learners to report back on the answers to those questions. 11. Using the draft, show them the opening, developing the conflict in the middle, and providing a resolution and moral lesson at the end.			
Revising (demonstration)	Teacher Resource Pack: ARMS checklist	REVISING			
		1. Discuss the purpose of the revising stage: <i>to make the writing clearer, more organised, and more engaging for the reader.</i>	1. Participate in the discussion on the purpose of the revising stage in the writing process.	1. Learners write down the heading as guided by the teacher.	

		2. Write the following questions on the chart paper or the board and ask learners to note them in their books: • Does the writing make sense? • Are the ideas well organised? • Is there enough detail? • Is the writing interesting? 3. Use the rough draft of the fable: Sammy and the Snake. 4. Provide learners with the ARMS information page to paste in their books, after the questions which they had noted. 5. Remind them of ARMS which will provide guidance in revising their writing. 6. Read the fable aloud, emphasising the importance of reading their writing aloud during the revising stage. 7. Think aloud and demonstrate the revising process by one example for each of the points below in the fable, Sammy and the Snake: • Adding descriptive language or interesting vocabulary to make the writing more engaging. • Removing unnecessary or	2. Write down the heading, The Writing Process: Revising, and copy the questions to consider from the board/chart. 3. In their project groups, learners discuss how they are going to revise the rough draft using ARMS. 4. Report back by reading the fable, Sammy and the Snake after it has been revised.	2. Paste the ARMS information page in their notebooks.	
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		repetitive information. • Moving sentences or paragraphs to improve organisation. • Substitute words or sentences for others. 8. Ask learners to work in their project groups to revise the rough draft. 9. Instruct learners to use a pencil crayon to show the changes they have made on the rough draft with the use of ARMS. 10. Ask learners to report back by reading the rough draft after making the changes.			
Editing and Proofreading (demonstration)	Teacher Resource Pack: CUPS checklist	EDITING			
		1. Use the rough draft of the fable: Sammy and the Snake. 2. Provide learners with the CUPS information page to paste in their books. 3. Remind them of CUPS which will provide guidance in editing their writing. 4. Think aloud and demonstrate the editing process by one example for each of the points below in the fable, Sammy and the Snake:			

		• Use capital letters correctly. • Use of nouns and verbs correctly in sentences. Use of simple sentences, adjectives, adverbs, quotation marks, etc. (refer to LSC) • Use of punctuation • Use of correct spelling. 5. Ask learners to work in their project groups to edit the rough draft. 6. Instruct learners to use a pencil crayon to show the changes they have made on the rough draft with the use of CUPS. 7. Ask learners to report back by mentioning the changes which were made. 8. Explain that the writing must be proofread. 9. Instruct learners to proofread the rough draft in their project groups.			
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Assessment FOR Learning:

- Learners' drafts should reflect their efforts in drafting, revising, and editing.
- Keep reminding learners that this is intended to help them develop and refine their creative writing skills.
- Support and encourage learners to write in full sentences.

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WEEK 6

LISTENING AND SPEAKING

Term	3	Week	6	Day		Time	180 min
Genre	Folklore: Fables Creative Writing Project - Writing			Date			
Skill	Listening and Speaking						
Creative Writing	Stage 2 - Writing						

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Pre-writing /Planning	- Planning frame - Completed planning frame (Sammy and the Snake)	METHODOLOGY			
		I DO / WE DO	WE DO /YOU DO	YOU DO	
		1. Introduce the planning frame. 2. Model how the planning frame needs to be completed on the board using one which has been done already. 3. Provide each group with a planning frame. 4. Walk around to guide and support the groups.	1. Each group complete the planning frame. 2. Look at the completed planning frame (Sammy and the Snake) 3. Participate in completing a planning frame in groups.	Listen attentively to the teacher as she/he explains how the planning frame needs to be completed.	
Presentation of Planning		1. Each group to present their planning frame. 2. Provide feedback to consolidate. 3. Provide each learner with the planning frame.	1. Report back to the class on planning that was done in the group. 2. Think about the teacher's feedback and ask questions. 3. Complete their own planning for the fable which needs to be written. 4. Place the planning of their writing in their Portfolio of Evidence.	1. Allow time for learners to complete the planning of their fables. 2. Instruct learners to place their planning in their Portfolio of Evidence.	

Assessment for Learning:

- Monitor and guide the completion of the fable planning process by groups
- Check whether each group's planning is in line with each feature on the planning frame.
- Move around and highlight key points to be completed and listen to their personal interpretation.

LANGUAGE STRUCTURES AND CONVENTIONS

Term	3	Week	6	Day		Time	180 min
Genre	Folklore: Fables			Date			
Skill	Language Structures and Conventions						
Creative Writing Project	Stage 2 - Writing						

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Reinforce- ment of LSC	• Match Them! Flash cards	METHODOLOGY			
		I DO	WE DO	YOU DO	
		1. Remove the LSC and definitions flashcards from the wall/project corner. 2. Provide each group with the Match Them activity cards. 3. Explain that they will need to match the LSC cards with the definition cards, in their groups. 4. Once they are done, place the matching flashcards back on the classroom wall/project corner while consolidating the LSC. 5. Instruct learners to write the LSC with definitions in the notebooks and this time, add examples.	1. In groups, match the flash cards. 2. Check that the cards were matched correctly while the teacher explains and puts the flashcards back on the wall.	Write the LSC, definitions and examples in their notebooks on their own.	

Assessment FOR Learning:

- Check and guide the understanding and application of LSC specific to fable writing.
- Move around each group and monitor the matching of LSC to definition cards.
- Listen to discussions to get the level of understanding of each learner in the group.

READING AND VIEWING

Term	3	Week	6	Day		Time	
Genre	Folklore: Fables			Date			
Skill	Reading & Viewing						
Creative Writing Project	Stage 2: Writing						

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Portfolio of Evidence	Portfolio of Evidence completed example of a planning frame ARMS revising strategy poster/information page CUPS editing strategy poster/information page	METHODOLOGY			
		I DO	WE DO	YOU DO	
		1. Ensure that learners each have their Portfolio of Evidence (files). 2. Ask that learners check that they have all the required pages with regards to their Creative Writing Project. 3. Call out the pages which should be in the file and write a list on the board.	1. Follow as the teacher calls out what should be in the file. 2. Check against the list on the board.	1. Each learner needs to have their Portfolio of Evidence. 2. Learners to check whether they have the required pages required for the project.	
Drafting		1. Independent writing: Provide time for learners to independently write their fables. 2. Circulate around the classroom, offering guidance and support as needed. 3. Encourage them to refer to the demonstration and the class discussion.	1. Refer to the planning frame. 2. Write the rough draft of the fable.	Learners to independently write their fables.	

Revising		1. Independent work: Ask learners to take their rough draft of their fable and use the ARMS strategy to revise their writing. 2. Place the ARMS poster up on the board. 3. Remind learners to use a pencil crayon to show their changes on the rough draft.	1. Read the rough draft. 2. Refer to the ARMS poster on the board or the information page in their notebooks.	1. Learners to take their rough draft of their fable and use the ARMS strategy to revise their writing. 2. Use a pencil crayon to indicate the changes on the rough draft.	
Editing		1. Independent work: Ask learners to take their rough draft of their fable and use the CUPS strategy to edit their writing. 2. Place the CUPS poster up on the board. 3. Remind learners to use a pencil crayon to show their changes on the rough draft.	1. Read the rough draft. 2. Refer to the CUPS poster on the board or the information page in their notebooks. 3. Use a pencil crayon to indicate the changes on the rough draft.	1. Learners take their rough draft of their fable and use the CUPS strategy to edit their writing 2. Learners to use a pencil crayon to show their changes on the rough draft.	

Assessment FOR Learning:

- Move around each group/learner and guide the use and understanding of ARMS and CUPS.
- Check the indication of changes on their drafts and guide.
- Learners' drafts should reflect their efforts in drafting, revising, and editing.
- Keep reminding learners that this is intended to help them develop and refine their creative writing skills.

WRITING AND PRESENTING

Term	3	Week	6	Day		Time	2 hours
Genre	Folklore: Fables			Date			
Skill	Writing & Presenting						
Creative Writing Project	Stage 2 - Writing						

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
KWL Chart	• KWL Chart • Portfolio of Evidence • Lined paper • Rubric • Instruction Page	METHODOLOGY			
		I DO	WE DO	YOU DO	
		1. Ask learners to turn to their KWL chart. 2. Instruct them to complete the L column – what they have LEARNED about writing fables. 3. Ask if any of their questions, in the W column, which was not answered.	Share with the teacher and the class, if there were any questions which could not be answered in the W column.	Turn to their KWL chart and complete the L column.	
Presentation of Final Draft		1. Provide learners with their Portfolio of Evidence. 2. Ask learners to read their rough draft. 3. Provide learners with lined paper. 4. Explain that they are going to write their fables for the final time. 5. Remind them of the rubric - refer to the criteria/ expectations. 6. Instruct learners to write in their best handwriting, add suitable illustrations and read it again to check for any errors they may have made.	1. Ensure that they have their Portfolio of Evidence. 2. Read the rough draft. 3. Refer to the rubric and instruction page.	1. Learners write their fable on lined paper. 2. Ensure that it is written in your best handwriting. 3. Add illustrations. 4. Read the final copy. 5. Check for any errors. 6. Organise the project work in the Portfolio of Evidence.	

