




Directorate: Curriculum GET			LESSON PLAN
Subject	English First Additional Language	Term	1
Grade	6	Week	1
Recommendation	<ul style="list-style-type: none"> ➤ Perform informal, standardized baseline assessment and orientation during the first 3 days of the term in Week 1 (Days 1 to 3). ➤ The data can then be used to identify learning gaps. ➤ This information can then be used to inform subsequent teaching and learning activities. 		
Link to Teaching and Assessment Plan	THEME: Language across the Curriculum <ul style="list-style-type: none"> • Learners will listen to and read the story – “Two trees have a conversation”. • Comprehension strategies will be used to determine what the story is about. • Learners will plan for writing a story. • Learners will complete a language exercise. 		
Introduction	<ul style="list-style-type: none"> • Remind the learners of the Natural Science lesson on natural habitats learnt in Grade 5. 		
Consolidation	<ul style="list-style-type: none"> • Learners will plan and write a story. 		
Paper based resources: Work sheets Dictionary The Molteno Project textbook – Bridge to English Grade 6		Digital resources: https://wcedportal.co.za/curriculum-support https://wcedportal.co.za/partners/#103031	
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support)	Teaching Methodologies/ (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Listening & Speaking:	<ul style="list-style-type: none"> • Learners will look at the title as well as the pictures of the story. • They will predict what the story is about. • They will make connections with text read in NS lesson of Grade 5 (Natural Habitats) • Depending on the context of your school, learners will identify the pine tree as the Christmas tree. • They will discuss the differences and similarities between exotic and indigenous tree. • Work through the list of highlighted words. Use 	Worksheets provided. Learners workbooks

		<p>dictionaries to confirm meanings and spellings.</p> <ul style="list-style-type: none"> • Discuss the story and allow learners to colour the pictures on the worksheets. 	
	Reading & Viewing:	<p>Read the story – PSRIP methodologies may be used.</p> <ul style="list-style-type: none"> • Learners will pre-read and discuss as mentioned above. • They use the reading comprehension strategy of prediction and inferencing. • Teacher will first model reading of the story. Important that the direct speech is expressed correctly to bring out the mood of the story. • New vocabulary will be discussed. • Learners complete the comprehension exercise. 	Work sheets have been provided.
	Writing & Presenting:	<ul style="list-style-type: none"> • Discuss the story that was read during the week. • Revise the process of writing. • Assist learners to complete the writing frames provided. • They will write the story in their writing books. 	
	Language Structures & Conventions:	<ul style="list-style-type: none"> • Dictionary: revise the use of the dictionary. Have learners to look for words highlighted in the story. They read meaning and spelling. • Revise the noun and the verb. • Learners complete the table on the worksheets. 	

 <p>PARENT'S ACTIVITIES</p>	<p>Guide and support your child with regards to the following skills:</p> <ul style="list-style-type: none"> • Listening and speaking • Reading and viewing • Writing and presenting • Language structures and conventions 	<ul style="list-style-type: none"> • Read a story to your child. • Have a conversation about the story: e.g. Did you enjoy the story? Which part did you enjoy most? How did you feel about the main character? What is this story mainly about? • Share your thoughts / feelings and encourage your child to share an emotional response. • Show that you are also making connections to the text i.e. relate the text to your own life experiences. • Play a game – find as many proper nouns as possible in magazines/newspapers • Offer support and guidance 	<p>Access to websites: such as Vodacom e-school Magazines Newspapers Dictionary DBE Workbook 1</p>
 <p>LEARNER'S ACTIVITIES</p>	<p>Learner activities: Reading</p> <ol style="list-style-type: none"> 1. Read the story on your own. 2. Skim for words about the text and underline them. 3. Scan for words that you don't know and circle them. In Part 1, use two of the words to complete the blocks. Use your dictionary. 		

WELCOME TO GRADE 6

ACTIVITY 1: Listening and speaking

Listen carefully as the story is read to you.

“Two trees have a conversation.”

One day in autumn the acacia tree looked at the pine tree that stood only a few metres away in the same park. The acacia tree noticed that something did not look right. The pine tree's leaves were still green!

Acacia: Hello, Pine Tree, why are your leaves still green? It is autumn already and winter is near.



Pine tree

Pine: I am an **evergreen** tree. I don't **shed** my leaves in autumn. They are thin, tough and called needles, since that is what they look like. They can survive the coldest winter. In fact, I don't have to *shed* my needles for several years. Some of the needles, or leaves, do fall off throughout the year when new needles are made, but not too many fall off at one time. I am what some people call an **exotic** or foreign plant. My ancestors come from a part of North America which is very cold, so I am ready for cold weather.

Acacia: If you don't lose your leaves and rest during the winter, then how do you protect yourself from the cold?

Pine: I produce large amounts of something that looks like jelly and is called sap, which protects the living **matter** in my **cells**. Since there is little water left in my cells, my plant tissue does not freeze easily. This means that the cold does not hurt me too badly. But what about you? I have grown next to you for years. I can see you don't die when you lose your leaves, so what happens?

Acacia: No, no! I don't die. I can live for a number of years, not just one year. Also, I am a deciduous tree, which means I lose my leaves in autumn. Then I rest until the following spring when I start to bloom and make new leaves again. I only lose my leaves because I cannot protect them from the cold. My ancestors are from this country; I am an **indigenous** tree and I do not like the cold.

Pine: But how do you shed your leaves? It seems you lose them so quickly.

Acacia: In autumn, when winter is near and it gets colder, a layer of cells at the end of each leaf stalk dies. This layer of cells **seals** or closes off the stalks that attach the leaves to my branches. Then, a second layer of cells builds up underneath the first layer. At this stage, my leaves are almost falling off my branches. If wind, rain or dew gets between the two layers of cells, my leaves fall to the ground.

Pine: So, when it gets cold, you know that it is time to shed your leaves?

Acacia: No, it's not really the cold that tells me. Have you noticed that as winter approaches there are fewer daylight hours? It gets dark earlier in the day. When my leaves get less sunlight, it is a reminder for me that it is time to shed my leaves. With less sunlight my leaves



produce less food because the process of **photosynthesis** slows down. When I start to get "hungry", I know winter is near. Also, a **hormone** called auxin, which helps me grow, reminds me when it is time to drop my leaves. When there is only a little of the hormone left in my leaves, they fall from my branches.

Pine: Well, I can see you don't have too many leaves left on your branches, so you must be ready for your winter rest. Have a good rest and I will speak to you again in the spring.

Questions for discussion:

Look at the pictures as well as the heading of this story.

1. What is the title of the story?
2. What is the story about?
3. Why are the trees having this conversation?
4. Use your crayons and colour the pictures as you picture/ see it.

Activity 2 Reading and viewing:

1. COMPREHENSION

Read the story on your own, then answer the questions that follow.

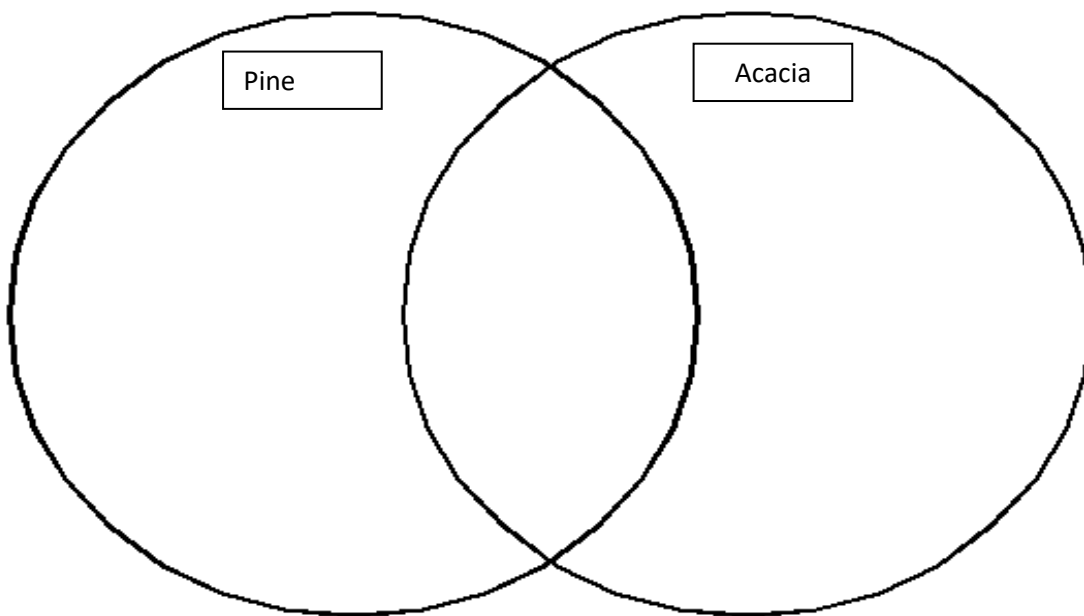
1. What is the title of the story?
2. What is the conversation about?
3. Do these two trees know one another? How do you know?

4. The following words have been highlighted in the story.

deciduous does not die in winter evergreen foreign has needles
has leaves indigenous exotic uses photosynthesis to make food

In your classwork book, draw a diagram like the one below. Decide which tree each word describes.

- Write the words that describe the pine tree in the part of the circle that says Pine.
- Write the words that describe the acacia tree in the part of the circle that says acacia.
- Write the words that describe both trees in the section where the circles overlap.



ACTIVITY 3: WRITING AND PRESENTING

Writing a story

Read the conversation between the pine and acacia trees again. Plan your writing by answering the questions in the writing frames.

Who are the “characters” in the story?

What is the story about?

What did you learn from the story about:

1. the pine tree?
2. the acacia tree?

Now write the story in your own words. Use the notes in your frames. When you have done this, carefully read through what you have written and correct any mistakes. You are now ready to write the story neatly.

PLANNING

<p>Who are the “characters” in the story?</p>	<p>What is the story about?</p>
<p>What did you learn from the story about the pine tree?</p>	<p>What did you learn from the story about the acacia tree?</p>

ACTIVITY 4: LANGUAGE STRUCTURES AND CONVENTIONS

Answer the following questions in your classwork books.

1. Put the words in the box below into alphabetical order. Write them in your books, one below the other.

Leaves shed matter cold cell rest

2. The words in the box all come from the story "Two trees have a conversation". All these words have more than one meaning. Read the two meanings of each word below. Decide which meaning of each word is used in the story. You will need to go back to the text to see how the words are used.

3. Make a tick next to the meaning next to each word in your list.

rest	1. verb	To stop working or doing anything and be quiet and calm	
	2. noun	A time when you are resting, a break	
matter	1. noun	Anything which is a solid, liquid, or a gas.	
	2. verb	To be important.	
leaves	1. noun	More than a leaf	
	2. verb	To go away from a place or a person.	
cold	1. adjective	Hot or cold.	
	2. noun	A common illness which makes you sneeze and cough.	
cell	1. noun	A small room where prisoners are kept.	
	2. noun	A very small part of an animal or a plant.	
shed	1. noun	A small building where animals or things are kept.	
	2. verb	To let something fall off, to lose.	