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TEACHER GUIDELINE

LITERATURE PROJECT: TERM 3

GRADE 8 & 9: ENGLISH



OVERVIEW

The project consists of 3 stages:

Stage 1: Research (20 marks) } **50 Marks: Term 3**

Stage 2: Writing (30 marks) }

Stage 3: Oral Presentation (20 marks)- **Recorded in Term 4.**

- Remember that Stage 3 (Oral presentation) may be completed in Term 3 / 4. (Teacher's preference)
- The mark will only be recorded in Term 4.

1. PLANNING & TEACHING OF THE PROJECT

PLANNING: Now, more than ever, it is important to do thorough planning and be prepared for the ever-changing conditions & scenarios that prevails currently.

TEACHING:

- Before you can assess, you should teach!!
- Use the Generic lesson plan/ overviews below, as a guide on how to teach for the Project.

THE PROJECT & THE ATP

- **The Teaching of the ATP should still continue during the period of administering the project**
- Designate at least 2 hours per week to Teach & Assess the project.

TEACHING DURING THE STAGES OF THE PROJECT

STAGE 1: TEACHING RESEARCH FOR THE PROJECT (LESSON 1)

- ✓ NEVER assume that learners know how to do research. They should be taught what research is and be guided through the process.
- ✓ Learners should be given a research **topic**, as well as **guiding questions** / guiding **headings** to gather information about the topic.
- ✓ Learners should bring the research material / data to class, to compile the content under the teacher's supervision.
- ✓ In cases, where learners do not have access to resources, the teacher should make the data / research material available in class.

The learners will be taught how to:

- ✓ do research/ gather data
- ✓ work independently
- ✓ to design / create / develop their work on their own
- ✓ Use a variety of resources (books, internet, etc.) to gather relevant information about the given topic.

Consult Annexure A for guidelines on how to teach research.

STAGE 2: TEACHING THE PROCESSES OF WRITING (LESSON 2)

- Ensure that you demonstrate to learners how to write down the findings of the researched topic in a coherent and creative way.
- Revise the writing processes with learners before they attempt this stage.
- Provide clear guidelines on what they should write about.
- The final writing piece may be typed or written out neatly.
- Ensure that the learners know how to write an Introductory paragraph / sentence as well as a conclusion.
- Give clear instructions on what the headings or focus for each paragraph should be. Give frames where needed.
- It is expected from learners to complete the project in the classroom, under the teachers' supervision.
- **Consult Annexure A for guidelines on how to teach writing after research. (Adapted)**

Prescribed length of informational written creative and information text (CAPS)

	Gr 7	Gr 8	Gr 9
Home language	150 – 200 words 4-6 paragraphs	200 – 250 words 5-8 paragraphs	250 – 300 words 5-8 paragraphs
First Additional language	150 - 180 words 3-5 paragraphs	180 - 210 words 4-7 paragraphs	210 - 250 words 4-8 paragraphs

STAGE 3: ORAL PRESENTATION (LESSON 3)

- After their final writing product have been completed, learners will have to prepare and present it to an audience (e.g. teacher and learners)
- Model/ teach learners how to do an oral presentation, before it is expected from them to do it.

Consult Annexure A for guidelines on how to teach an oral presentation

Prescribed duration of oral presentations, e.g. DIALOGUES (CAPS)

	Gr 7	Gr 8	Gr 9
Home language	2-3 minutes		
First Additional language	2-3 minutes		

2. ASSESSMENT OF THE PROJECT

Ensure that learners are thoroughly prepared/ taught before it is expected from them to do the project.

LEARNER WORKBOOK

- ✓ Each learner may receive this workbook.
- ✓ All the Instructions, templates & rubrics are available for each stage of the project.
- ✓ **The instructions are not topic and grade specific and should therefore be adapted.**
- ✓ **The teacher has to include the relevant grade and topic**
- ✓ This only serves as a guide.

(ANNEXURE A)**GENERIC PROJECT LESSON OVERVIEW:**

**BEFORE YOU
CAN ASSESS,
YOU SHOULD
TEACH**

This lesson may be adapted to the level and grade of the learners.

GRADES 8 & 9			
STAGE 1: RESEARCH LESSONS			
DURATION / TIME	CONTENT/ TOPIC	POSSIBLE TEACHING ACTIVITIES	POSSIBLE LEARNER ACTIVITIES
WEEK 1-2 1 HOUR PER WEEK	Conducting Research	Explain the term research to learners.	
	1. Define the Information Define the topic/ title	Teacher demonstrates/ model how to define the topic or define the hypothesis of a research title.	
	2. Locate the information Select the relevant source/es to obtain information (Websites, books, magazines, etc.)	Demonstrate how to do research. Demonstrate how to Gather data/ information (websites, books, magazines, etc.)	
	3. Select the information Select the most relevant information to address research topic.	Demonstrate to learners how the most relevant information may be identified from different sources by e.g. looking for key words	
	4. Organise the information Summarise the relevant information • Check validity of information & adherence to the topic • Avoid plagiarism • Safe Internet practice	[Also addressed in Stage 2: writing] Show learners how to present researched information as a well-structured systematic essay creative essay / report/ power point presentation. E.g. Use mind-mapping Model the writing processes to create a final product. Adhere to the correct format.	
	5. Present information • Presentation method (e.g. Power point, essay, report, visual/ charts, etc.) • Organise material coherently • Choose and develop main ideas and supporting ideas with examples • Correct format, vocabulary, language and conventions		

	Use a Checklist (Rubric criteria)	Demonstrate to learners how they can use the criteria to guide them to create a top-quality product. (Assessment For Learning)	
	Adherence to Covid -19 safety	Always remind learners of the importance to follow safe Covid-19 regulations	

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GRADE 8			
STAGE 2: WRITING LESSONS			
DURATION / TIME	CONTENT/ TOPIC	POSSIBLE TEACHING ACTIVITIES	LEARNER ACTIVITIES
WEEKS 3-5 1 Hour per week	Stage 2: WRITING 1: WRITE A CREATIVE ESSAY CRITERIA INSTRUCTIONS: GRADE 8 Write an essay on the comparison of two poems. Comment on the following in the ESSAY: Quote examples from each poem to motivate your observations. 1. Background of the Poets 2. Rhyme 3. Structure (stanzas, lines) 4. Poem Theme 5. Figures of speech (name any two) 6. Also include an Introduction and conclusion 7. Consult a variety of at least 3-4 resources & tools to collect the information. 8. Select the most relevant information from these sources to address the topic. 9. Present the gathered information in a well- structured presentation / essay/ Visual form(chart) 10. Avoid using the direct words from the sources. Instead, paraphrase/ state the information in your own words. 11. Provide your own, interesting title for this Essay. This may be in the form of a question/ statement. 12. Present the evidence of gathered information in any form, where possible. 13. Study the rubric to ensure that you have covered all the criteria	After the research lesson, demonstrate to the learners how to choose the relevant information for the essay. • Ensure that you create your own ESSAY in the class. • Learners should experience each step with you. • Ensure that you go over the criteria of the Writing rubric with learners. Model the following writing processes in class, while WRITING THE ESSAY Pre-writing/planning • Consider target audience and purpose • Consider type of writing • Brainstorm using mind-maps/lists • Organise ideas Drafting • Word choice • Structuring sentences • Main and supporting ideas • Specific features of the required text (headings & sub-headings) • Reads own writing critically • Gets feedback • Revising, editing, proofreading and presenting • Revises: improves content and structure of ideas • Refines word choice, sentence and paragraph structure • Edits: corrects mistakes in grammar, spelling and punctuation • Presents neat, legible final version	

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GRADE 9
STAGE 2: WRITING LESSONS

DURATION / TIME	CONTENT/ TOPIC	POSSIBLE TEACHING ACTIVITIES	POSSIBLE LEARNER ACTIVITIES
WEEKS 3-5 1 Hour per week	Stage 2: WRITING 1: WRITE A CREATIVE ESSAY GRADE 9 Compare TWO SHORT STORIES, by referring to the following elements: - Plot - Setting - Characters - Also include an Introduction and a conclusion - Quote examples from each STORY to motivate your statements. - Consult a variety of at least 3-4 resources & tools to collect the information. - Select the most relevant information from these sources to address the topic. - Avoid using the direct words from the sources. Instead, paraphrase/ state the information in your own words. - Provide your own, interesting title for this essay. This may be in the form of a question/ statement (e.g. What's all the drama with drama?) 14. Present the gathered information in a well- structured presentation / essay/ Visual form(chart) 15. Present the evidence of gathered information in any form, where possible. 16. Study the rubric to ensure that you have covered all the criteria	After the research lesson, demonstrate to the learners how to choose the relevant information for the essay. - Ensure that you create your own ESSAY in the class. - Learners should experience each step with you. - Ensure that you go over the criteria of the Writing rubric with learners. Model the following writing processes in class, while WRITING THE ESSAY Pre-writing/planning - Consider target audience and purpose - Consider type of writing - Brainstorm using mind-maps/lists - Organise ideas Drafting - Word choice - Structuring sentences - Main and supporting ideas - Specific features of the required text (headings & sub-headings) - Reads own writing critically - Gets feedback - Revising, editing, proofreading and presenting - Revises: improves content and structure of ideas - Refines word choice, sentence and paragraph structure - Edits: corrects mistakes in grammar, spelling and punctuation - Presents neat, legible final version	

ALWAYS ADHERE TO COVID-19 REGULATIONS

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GRADES 8 & 9

STAGE 3: ORAL LESSONS

DURATION / TIME	CONTENT/ TOPIC	POSSIBLE TEACHING ACTIVITIES	POSSIBLE LEARNER ACTIVITIES
WEEK 6 1 hour per week <i>(Will continue in term 4)</i>	STAGE 3: ORAL Criteria for an oral presentation: • tone of voice, • voice projection • pace • eye contact • posture and gestures • effective introduction and conclusion • Incorporate appropriate visual, audio and/or audiovisual aids such as charts, posters, drawings (OPTIONAL)	HOW TO MAKE AN ORAL PRESENTATION • Teachers should Model/ teach/ the following presentation criteria to learners. • How to make cue cards (key words) • Ensure that criteria are demonstrated adequately. Never assume that learners will know what e.g. 'Pace' means These lessons may be done during the Listening & Speaking periods	