

LESSON PLAN 2

DATE: 2025/04/21

GRADE: 9

SUBJECT: English Home Language

Class: 9B

DURATION: 60 minutes

TERM: 1

WEEK: 3–4

TOPIC: Poetry – Figurative language, imagery, and theme.

TEACHING STRATEGIES

- Differentiated instruction
- Technology-based learning
- Cooperative learning
- Modelling and scaffolding
- Guided practice

MULTIPLE INTELLIGENCES TARGETED

- Verbal–Linguistic
- Visual–Spatial
- Interpersonal
- Intrapersonal
- Musical–Rhythmic (poetic rhythm awareness)

Learning Styles Considered

- ❖ Auditory (listening to the poem),
- ❖ visual (annotating text and watching video),
- ❖ kinesthetic (creating posters),
- ❖ Interpersonal (group discussions).

These approaches accommodate mixed-ability learners and support diverse comprehension and expression levels.

INTEGRATION WITH OTHER SUBJECTS

- **Creative Arts:** Visual and emotional expression through poetry.
- **Life Orientation:** Exploring emotions, self-awareness, and reflection.

INTEGRATED LANGUAGE SKILLS

- Reading
- Listening
- Speaking
- Writing

PRESCRIBED LEARNING OUTCOMES (CAPS/ATP Alignment)

CAPS Reference: English HL Grades 7–9, pp. 14–16; ATP Term 1, Weeks 3–4.

Learners should be able to:

1. Read and interpret a poem, identifying tone, imagery, and theme.
2. Demonstrate comprehension through verbal and written responses.
3. Express personal responses and opinions clearly and creatively.
4. Use digital tools to present literary interpretations.

TERM: 1

WEEK: 3–4

TOPIC: Poetry – Figurative language, imagery, and theme.

SKILLS, KNOWLEDGE, VALUES & ATTITUDES

- **Skills:** Analytical reading, interpretation, discussion, creative writing.
- **Knowledge:** Understanding poetic devices, structure, and tone.
- **Values:** Appreciation of literature, empathy, patience, and self-expression.
- **Attitudes:** Confidence in speaking and creative thinking.

Lesson Planning

Subject Theme / Chapter

Exploring Imagery and Theme in Poetry

Linked to learners' everyday experience of waiting and time passing.

Topic / Focus

Poem: “*Eternity*” by Jennifer Venter.

Key Concepts / Vocabulary

Imagery – Descriptive language appealing to the senses.

Metaphor – Comparison without using “like” or “as.”

Mood – Emotion created by the poem.

Theme – The central message or lesson.

Tone – The speaker’s attitude towards the subject.

LTSMs (Learning & Teaching Support Materials)

- Poem: “*Eternity*” by Jennifer Venter
- PowerPoint presentation on poetic devices
- Padlet wall for collaborative reflections
- Worksheet (comprehension + analysis)
- YouTube audio version of poem
- Google Form quiz (Kahoot alternative)

Integration of Technology:

Learners annotate the poem digitally (Padlet), complete an online quiz, and create visual/digital representations of their interpretations.

Lesson Progression

Stage	Description
Purpose of Lesson	Learners understand how poets use imagery to express feelings and how theme and tone shape meaning.

Hook – Attention Grabber (10 mins)

- Display a short video clip showing people waiting for a bus.
 - Ask: “What emotions do you feel when waiting?”
 - Write responses on the board to activate prior knowledge.
 - Introduce the poem title “*Eternity*.” Learners predict what it might mean.
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Introduction (10 mins)

- Teacher reads poem aloud with expression.
- Discuss vocabulary (e.g. “gobbling,” “worm of people”).
- Highlight layout and punctuation – how form supports meaning.

- Brainstorm emotions the poem evokes.

Body (30 mins)

- Learners annotate poem to identify imagery, tone, and theme.
- Group discussion: What is the poet saying about time and waiting?
- Explain poetic devices using PowerPoint and examples.
- Learners' complete worksheet (questions + short paragraph).
- Each pair posts a one-sentence reflection on Padlet.

SMART Task:

Learners create a **digital or poster-based visual poem** expressing a personal “moment of waiting.”

Assessment Tool: Analytic Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Understanding of imagery	Clear & creative use	Adequate	Minimal	None
Creativity	Original & engaging	Good effort	Basic	Limited
Language use	Accurate & expressive	Few errors	Many errors	Unclear
Presentation	Visually appealing	Clear	Average	Disorganized

Consolidation (10 mins)

- Recap poetic devices and the poem's message.
- Ask volunteers to share reflections.
- Homework: Revise poetic terms and bring an example of a poem about emotions for next lesson.

Post-Lesson Reflection

What went well: Learners were engaged by visual and auditory elements; strong peer interaction.

What could improve: Some learners struggled with abstract metaphors — provide simpler examples next time.

Learners understood well: Theme and tone.

Need re-teaching: Deeper analysis of figurative language and poetic structure.

REFERENCES

- Department of Basic Education. (2011). *Curriculum and Assessment Policy Statement: English Grades 7–9*. Pretoria: DBE.
- Department of Basic Education. (2023). *Annual Teaching Plan: English Home Language Grade 9*. Pretoria: DBE.
- De Jager, L. J. (2025). *Reading and Viewing Lecture Slides*. University of South Africa.
- Venter, J. (n.d.). *Eternity*. In *Poetry for the Classroom Anthology* [Unpublished].
- Gardner, H. (1987). *The theory of multiple intelligences*. *Annals of Dyslexia*, 19–35.

GROUP REFLECTION

Creating and teaching this poetry lesson helped us understand how to integrate literature, technology, and creativity effectively. We learned that learners engage deeply when given opportunities to visualise and express emotions through digital tools. Planning collaboratively allowed us to divide tasks efficiently and refine each section for clarity and inclusivity. Our biggest challenge was balancing creative activities with CAPS outcomes, but teamwork helped us align everything. Professionally, we improved in designing learner-centred lessons; personally, we grew more confident and reflective as teachers who value both language learning and emotional growth.

ADMINISTRATION TAB

Target Audience

This English Language Teaching (ELT) website caters to two learner groups:

- Grade 6 (Intermediate Phase – Senior Primary)
- Grade 9 (Senior Phase – Junior Secondary)

Both groups represent critical transition stages in language learning:

- Grade 6 learners (ages 11–12) are consolidating basic language structures and developing the confidence to express ideas through speaking, reading, and writing.
- Grade 9 learners (ages 14–15) are refining their analytical and interpretive skills, preparing for the demands of Further Education and Training (FET) phase.

The target audience includes learners from diverse linguistic and socio-economic backgrounds, many of whom learn English as an additional language while using it as the Language of Learning and Teaching (LoLT). The website is therefore designed to support inclusivity and accessibility through visual, audio, and interactive materials.

Aims and Objectives of the Website

This website demonstrates how technology-enhanced learning can improve English Language Teaching (ELT) in both the Intermediate and Senior Phases.

The main aims are to:

1. Support teachers with CAPS-aligned, ready-to-use digital lesson plans, teaching materials, and assessments.
2. Integrate 21st-century learning tools (videos, quizzes, slides, and digital posters) to make English lessons interactive and engaging.
3. Promote balanced language development across all four skills — listening, speaking, reading/viewing, and writing/presenting.

4. Foster creativity and communication by integrating literature, visual texts, and collaborative digital activities.
 5. Encourage learner autonomy through self-paced and exploratory activities using online resources.
 6. Model inclusive practices that address the needs of multilingual learners in under-resourced classrooms.
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ALIGNMENT WITH THE CURRICULUM (CAPS AND ATP)

The website aligns with the Curriculum and Assessment Policy Statement (CAPS) for English Home Language (Grades 7–9) and English First Additional Language (Grades 4–6), and references the Annual Teaching Plans (ATPs) for both phases.

For Grade 6 (Intermediate Phase – English FAL)

- Focus: Communicative competence and foundational reading/writing fluency.
- CAPS alignment: Learners engage with *familiar, age-appropriate texts*; build vocabulary; and practice *language structures* through reading, writing, and speaking tasks.
- Skill integration: Listening and speaking activities develop pronunciation and comprehension, while guided reading and paragraph writing promote structure and coherence.
- Technology integration: Use of slideshows, word games, and voice recordings to make language learning more dynamic.

For Grade 9 (Senior Phase – English HL)

- Focus: Advanced comprehension, critical analysis, and creative expression.
- CAPS alignment: Learners read literary and non-literary texts to identify *theme, imagery, tone, and point of view*; write coherent essays; and apply language conventions in varied contexts.
- Skill integration: Reading and viewing are linked with writing and presenting — e.g. analysing a poem, then designing a digital response.

- Technology integration: Online discussions, collaborative annotation (Padlet), and quizzes (Kahoot/Google Forms) enhance participation and feedback.

Curriculum Links

Grade	Phase	Main CAPS Strand	Examples of Website Integration
Grade 6	Intermediate Phase	Listening & Speaking / Reading & Viewing / Writing & Presenting / Language Structures	Story-based comprehension, digital storytelling, vocabulary games, guided writing tasks
Grade 9	Senior Phase	Reading & Viewing (Literature), Writing & Presenting, Language Structures	Poem analysis with multimedia, interactive quizzes, digital creative writing tasks

Key Teaching Approaches

- Communicative Language Teaching (CLT): Learners use English for authentic purposes through discussion, role-play, and project work.
- Process Approach to Writing: Focus on planning, drafting, editing, and publishing written texts.
- Text-Based Approach: Exposure to diverse text types (narrative, descriptive, expository, visual).
- Technology-Enhanced Learning: Integration of multimedia, interactive slides, and online collaboration.
- Inclusive Pedagogy: Scaffolding, code-switching, and visual aids support learners with limited English exposure.

Pedagogical Rationale

The website aligns with 21st-century skills — creativity, collaboration, critical thinking, and communication.

It reflects the CAPS vision of producing learners who can read, write, think, and communicate confidently in English, while also respecting diversity and developing global awareness.

Through multimodal resources and learner-centred approaches, teachers can adapt each lesson to local contexts and varying classroom conditions — including resource-limited schools.

References (APA 7th Edition)

- Department of Basic Education. (2011). *Curriculum and Assessment Policy Statement: English First Additional Language Grades 4–6*. Pretoria: DBE.
- Department of Basic Education. (2011). *Curriculum and Assessment Policy Statement: English Home Language Grades 7–9*. Pretoria: DBE.
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- De Jager, L. J. (2025). *Reading and Viewing Lecture Slides*. Faculty of Education.
- Gardner, H. (1987). *The theory of multiple intelligences*. *Annals of Dyslexia*, 19–35.