

***Sharkey's Son* by Gillian D'achada:  
A Teacher's Guide and Activity Resource  
for Grades 5 – 7**

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## **Brief Summary of Sharkey's Son**

Educators: Read this summary to the learners before they start reading the story. This may whet their appetites as they look forward to finding out what happens to Grant and his friends.

Sharkey's Son is an adventure story set on the West Coast of South Africa. It follows Grant, a thirteen-year old boy, on his quest to find his dad who mysteriously disappears, leaving only his cellphone and R50 000 in a Flash account. On his journey, Grant faces many difficulties including having to trust strangers and finding his own food to eat. This story is filled with drama, new friendships and has an unexpected ending.

## **What is Outcomes Based Education? (OBE)**

OBE is the philosophy of education that is the basis of the Revised National Curriculum Statement (RNCS), which is the curriculum taught at all South African government schools. The education process begins by identifying what the learner should have achieved by the end of the education process. There is a set list of Learning Outcomes (Goals which define the knowledge, skills and/or values that a learner should achieve) for each Learning Area (subject). Included below each Learning Outcome is a list of Assessment Standards. These help the educator to assess the learners' achievement of the Learning Outcome.

### **Critical and Developmental Outcomes**

It is important to note that the RNCS has a list of both Critical and Developmental Outcomes. These are a list of things that are inspired by the Constitution; the entire curriculum aims to develop and equip the learners with them throughout their school careers. They describe the type of citizen that one hopes will emerge after completing their schooling. One should always bear these in mind when teaching, planning and implementing lessons.

The Critical and Developmental Outcomes:

The critical outcomes include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work. The developmental outcomes focus on enabling learners to learn effectively and become responsible, sensitive and productive citizens.

The critical outcomes envisage learners who will be able to:

1. Identify and solve problems and make decisions using critical and creative thinking.
2. Work effectively with others as members of a team, group, organisation and community.
3. Organise and manage themselves and their activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, symbolic and/or language skills in various modes.
6. Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

8. Reflect on and explore a variety of strategies to learn more effectively.
9. Participate as responsible citizens in the life of local, national and global communities.

10. Be culturally and aesthetically sensitive across a range of social contexts.
11. Explore education and career opportunities.
12. Develop entrepreneurial opportunities.

## **Assessment**

### **Assessment and OBE**

OBE requires an educator to assess tasks according to whether the learners have achieved the stated outcome. In Outcomes Based Education, teaching, learning and assessment are very closely linked. Educators need not assess every task or activity. Some activities should just be used as part of the overall learning process.

Rubrics are simple tables, which can be used by the educator, learner or peer to assess the completed task. Self-assessment and peer-assessment tools are useful in helping a learner reflect on their strengths and weaknesses.

Formative assessments can take on many forms, tests, tasks, projects and orals. These can be useful to establish the present knowledge of a learner. Learners should always receive feedback on their work, be it formally or informally, as this helps motivate them to improve.

This Teacher's Guide provides photocopiable rubrics for some activities and mark to code schedules for others. Educators should feel free to use the activities and assessment tools as they see fit, using some for assessment and others for learners to practice their skills on. Educators should feel free to create their own rubrics and mark to code schedules using the ones provided as a basis or can just photocopy the one provided and use as is.

### **Assessment Criteria**

The RNCS states that assessments should fulfil the following criteria. The assessments in this Teacher's Guide fulfil these guidelines.

Assessment should be:

- transparent and clearly focused
- integrated with teaching and learning
- based on predetermined criteria or standards
- varied in terms of methods and contexts
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities

## Assessment Codes

Although a number of different assessment codes are listed in the RNCS Policy documents, the codes listed below have become widely accepted and have been used in this Teacher's Guide. The RNCS Policy documents state that codes along with comments are more useful for learners and therefore educators should take the time to make comments on assessments along with a rubric.

RNCS Codes	Codes and symbols used in this Teachers Guide
4 = Learner's performance <i>has exceeded</i> the requirements of the learning outcome for the grade.	Code 4 ☺☺ Outstanding Achievement
3 = Learner's performance <i>has satisfied</i> the requirements of the learning outcome for the grade.	Code 3 ☺ Satisfactory Achievement
2 = Learner's performance <i>has partially satisfied</i> the requirements of the learning outcome for the grade.	Code 2 ☹ Partial Achievement
1 = Learner's performance <i>has not satisfied</i> the requirements of the learning outcome for the grade.	Code 1 ☹☹ Not Achieved

(Acknowledgements to the Revised National Curriculum Statement)

## Language Learning Outcomes

The activities in this Teacher's Guide are divided into six sections; each one focuses on one particular Learning Outcome.

Language Learning Outcomes (LO's) for the Intermediate and Senior Phase:

LO 1: Listening: The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

LO 2: Speaking: The learner is able to communicate confidently and effectively in a spoken language in a wide range of situations.

LO 3: Reading and Viewing: The learner is able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

LO 4: Writing: The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

LO5: Thinking and Reasoning: The learner is able to use language to think and reason, and access, process and use information for learning.

LO 5: Language Structure and Use: The learner knows and is able to use the sounds, words and the grammar of a language to create and interpret texts

## **Integration**

Integration refers to combining the learning of Learning Outcomes within a single Learning Area and across other Learning Areas. Often assessment across different Learning Outcomes can also be easily achieved.

It is also important to note that many of the other Learning Areas can be integrated with the English Learning Outcomes. Integration between Learning Areas ensures that learners experience the Learning Areas as linked and related. This allows learners to have greater opportunities to develop skills, attitudes and values, and acquire knowledge across the curriculum. This Teacher's Guide includes possibilities for integration with other Learning Areas.

## **Extension Activities**

Learners vary in ability and skill. Some require much attention, whilst others complete an activity with ease and then sit waiting for the next task. Included in this Teacher's Guide are suggestions for extension activities. These activities are ideal for those learners who not only complete their activities quickly and accurately but also those who show a need to be enriched and challenged in their learning. These activities should be given to the learners for their own benefit and do not necessarily need to be assessed. After a learner has completed an extension activity educators should arrange to have a feedback time with these learners. During this time, learners can share what they discovered with the educator and their peers. This Teacher's Guide includes suggestions of extension activities.

## **Literary Language**

Educators: Give each learner a copy of the following photocopiable list or get them to copy it down in their books. The learners must then cut out all the blocks and match them up correctly. This list will be a useful resource to refer to as they read the story and complete the activities. Most learners will find many of these words challenging so you may need to explain each one carefully using examples from previous well-known stories.

Characters- The people in a story

Climax- The point of greatest tension

Conclusion- The way a story ends

Introduction- The beginning part of a story where readers are given background information and characters are presented for the first time

Mood/atmosphere- The prevailing emotion or feeling in a scene

Narrator- The one who tells the story

Plot- The actual events of the story

Point of view- This changes according to who is telling the story, it can be someone in the story or someone on the outside, known as an omniscient (all-knowing) narrator

Setting- The time and place where the story takes place

Style- The way the author has written the story, either formal or informal

Theme- The central message/s of a story

## Literary Language

- ❖ Cut up the blocks
- ❖ Match them up correctly and paste them into your book

<b>Characters</b>	The point of greatest tension
<b>Climax</b>	The people in the story
<b>Conclusion</b>	The way the author has written the story, either formal or informal
<b>Style</b>	The time and place where the story happens
<b>Introduction</b>	The prevailing emotion or feeling in a scene
<b>Mood/Atmosphere</b>	This changes according to who is telling the story, it can be someone in the story or someone on the outside, known as an omniscient (all-knowing) narrator
<b>Point of view</b>	The central message/s of the story
<b>Plot</b>	The beginning part of a story where readers are given background information and characters are often presented for the first time
<b>Setting</b>	The actual events of the story
<b>Theme</b>	The way the story ends

## About the Author

Educators: Read this passage to the learners. (Please note that this piece is also included in the first Listening Activity). Give the learners the website address as many of them may find it interesting to learn more about the author.

Gillian D'achada was born in Cape Town, South Africa in 1962. She grew up in Sea Point and went to King's Road Primary School. She completed her schooling at Fish Hoek High School. After school, she attended the University of Cape Town where she studied History and English. She fell into the advertising industry by accident but found it fun, so she stayed on. It was during this time that she began writing scripts and songs- both of which she still loves to do.

Gillian later went on to study theology and spent a few years doing mission work. Later she worked as creative director of Mustard Seed Marketing and now directs an NPO called King's Cross Training, along with her husband, John.

Gillian has three grown-up daughters Lissa, Candice and Claire. Sharkey's Son is Gillian's first book. She wrote it years ago and then found the manuscript recently whilst clearing up some boxes. She thought it was still relevant so re-wrote it for the Sanlam/Tafelberg Youth Literature Competition. The book won Gold for Youth Literature and was published by Tafelberg Publishers in 2007. Gillian has subsequently written a second youth novel and is currently working on her first adult novel.

What the author has to say to young writers:

"I began writing as soon as I knew how. I guess that's because my Dad was a writer and I greatly admired him and wanted to copy him. At age 5, I sent my first attempts to the newspaper in the hopes that they would publish my Ten Little Kittens series ... but alas. Happily, that didn't put me off. And nor should it you." Gillian D'achada

To read more about Gillian, check out her website on [www.gilliandachada.com](http://www.gilliandachada.com)



Gillian D'achada

**Learning Outcome 1: Listening-** The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

### **Listening Activity 1**

Must have read Chapter: /

Integration Idea:

Language LO4: Writing

This activity can also be assessed and used as an item of written work. See examples of writing rubrics provided under the Writing section in this guide.

#### **What to do:**

- Read 'About the Author' aloud to the learners.
- Explain the following concepts to the children.  
Structure: Is there a set pattern in terms of how the piece is written? Is there certain information that comes first?  
Language: Is the language formal, informal or is slang used?

Tone: How should the piece be read, enthusiastically, slowly, clearly, quickly or solemnly?

- Then ask the children the above questions in reference to the piece 'About the Author'.
- Explain what active reading is.  
Active reading is when you listen not just to **what** the writing is saying, like where the author went to school, but it is listening to **how** it is written, formally and in a certain structure.
- Explain to the children the difference between a biography (written by someone about someone else) and an autobiography (written by someone about themselves). Then get the children to write their own mini-autobiography. They should pretend they are a famous author and write a piece similar to 'About the Author'.

## Listening Activity 2

Must have read Chapters: 1-3

### What to do:

- Read the following excerpt aloud to the learners.
- Then read out the following list of questions. Give them enough time to complete each question before you read out the next one. After they have completed the questions get the learners to mark their own answer sheets using a different colour pen.
- Now, read the excerpt again and as you do so, discuss the answers with the learners.
- Learners should end up with a mark out of ten and these correlate to the mark to code schedule provided.
- Remind the learners that they need to always listen carefully when someone is reading or speaking to them.

*'When Grant turned the corner and saw his house, with its low front wall and iron afdakkie, he felt a hard lump form in his throat. He didn't want to leave it. And he couldn't bear to think of someone else living in it. How many times had Sharkey said those words: "This house belongs to me and my boy. It's not for sale." Now why would he sell it? It just didn't make sense.*

*He was thirteen. Old enough to fish, old enough to take himself to school, old enough to cook supper and sleep alone all night; but not old enough to take on the likes of Oom Daan and Hasie Viljoen. He knew that they would never let him stay in the house by himself. They weren't like Sharkey. Or rather, the Sharkey he thought he knew. He didn't*

*know this new Sharkey, who would go to Lüderitz for a whole year without even saying goodbye – and worst of all, leave instructions for the house to be sold and for Grant to be taken to Cape Town.*

*He knows I hate Cape Town, Grant thought, kicking open the gate. He knows I can't stand Uncle Roy's huge, dead house and that creepy grandfather clock that ticks so loudly all day and night, reminding you of how bored you are.'*

### Questions and Answers

1. What **two** things did Sharkey always say about their house? *This house belongs to me and my boy, it's not for sale* (2)
2. Why would Grant have to go stay in Cape Town? *His father has left him alone and gone to Lüderitz* (1)
3. Name **one** thing that Grant did not like about his Uncle Roy's house in Cape Town? *It was huge and creepy, the grandfather clock that would tick all day and night* (1)
4. What is the main message of this piece of writing? *Grant did not want to go live in Cape Town, he wanted to stay in his house* (1)
5. Describe your feelings if your parents or guardians left you without saying good-bye? *sad, abandoned, rejected etc.* (2)
6. What **two** things could you do if you found yourself in the same situation? *Call a family friend, call a neighbour, call a relative etc.* (2)
7. Do you think parents or guardians should always communicate big decisions to their children, and why? *Yes or no, with a good reason.* (1)

Total 10

### **Listening Activity 3**

Must have read Chapters: 1-10

Extension Idea:

Language LO5: Thinking and Reasoning

Get the learners to brainstorm about a situation where someone needs saving

(from a fire, a car wreck or the sea). Get them to write their full response to the following points.

- What would be the possible result if action was not taken quickly?
- What would be the possible result if action was taken quickly?
- What action would you recommend be taken in this situation? Write a list in the order you would suggest.
- Why have you decided that actions should be taken in this order?

**What to do:**

- Read the following extract aloud to the learners.
- Let the learners write the questions, which follow, in their books.
- Learners should all write their own responses to the questions.
- Then call up a few learners and allow for a feedback time. Facilitate this by reading out each question and then encouraging a discussion. Learners should be allowed time to give their own opinion and should be encouraged to respond to others ideas.
- A photocopiable assessment rubric has been provided.

Excerpt from Chapter 10

*In that second Grant knew she was a real girl. And from what he could make out, she was in serious danger of hypothermia. He sprang into action.*

*“Get back to the beach,” he yelled, running down to the water’s edge. He knew that the water was shallow enough for the girl to be able to wade back to the beach in relative safety.*

*“Help!” came the pitiful response.*

*“Get back to the beach, I said!” Grant cupped his hands around his mouth and shouted, but the wind just blew his words back at him.*

*She must be getting dangerously cold out there. He felt cold in his anorak and shorts, but she had practically nothing on. Why didn’t she get off that rock and back to the beach?*

*“She must be injured,” he reasoned, stripping off his anorak as he waded into the swirling water. “Don’t worry, I’m coming to get you,” he shouted.*

*His feet were only just touching the sandy bottom when he reached the rock. He bobbed up and down next to the girl, whose frightened face stared down at him. She tried to smile, but was shivering so badly that it turned out more like a grimace.*

*“Het jy seergekry?” Grant asked.*

*The girl’s face registered incomprehension and confusion.*

*He tried English. “Are you sore?” he asked. “Ag, I mean, hurt?”*

*The girl shook her head and her chattering teeth made a peculiar noise.*

*“Come on, grab my hand.” The girl put one of her hands into his. It was stiff and purple and deathly cold.*

*“Quickly,” Grant said, pulling the girl off the rock and into the sea. He supported her back to the beach. He snatched up his anorak and wrapped it around her shaking shoulders. Then he led her up to the wheelhouse.*

*Once inside he pointed to his blanket. “Take your costume off and wrap yourself up in that,” he ordered. “I’ll make a fire. You need to warm up as fast as possible.”*

*The driftwood was very dry and the fire caught quickly. It was already crackling just outside the doorway of the wheelhouse by the time the girl shuffled out, wrapped in his blanket.’*

## Questions

1. Do you think Grant did a good job at saving the girl? Why/why not?
2. Was there anything else he could have done?
3. Was there anything he should not have done?

4. Perhaps you have seen or heard of a situation where someone was saved from a disaster. Describe it briefly. In your opinion, did the rescuers do the right thing?
5. Write a brief list outlining your own suggestions for people who may try rescue someone else.

## **Listening Activity 4**

Must have read Chapters: 1-18

### **What to do:**

- Read the following excerpt from Chapter 16 aloud to the learners.
- Write up the following and discuss how each one helps to create atmosphere in this extract.
  1. Use of describing what the senses are experiencing- sound, sight, touch, taste, smell
  2. Use of adjectives and adverbs- well-chosen describing words
  3. Build up of tension
- Then refer your learners to the excerpt from Chapter 18. Get them to read it and write a short piece on how the author created atmosphere in this section.

### Excerpt from Chapter 16

*His chest became a beating drum that knocked so hard it was actually painful. He darted into a cleft between two of the largest boulders and watched, scarcely breathing, to see who the voices belonged to.*

*He was expecting to see some local fishermen, off to an early start, or at least someone that he knew by sight, if not intimately. Instead, two strange men walked out from behind the boulders and passed within a few feet of him, absolutely unaware of his presence. They were talking in soft tones to each other and walking hurriedly, purposefully. Each had what looked like a rucksack on his back.*

*Leentjiesklip was awash with sepia shadows and golden moonglow. Grant could make out the shape of the hulking wheelhouse from where he stood. He screwed up his eyes to follow the men's progress across the sand. In horror, he realised that the reason the men were walking so purposefully was because they knew exactly where they were going. And their destination was, without doubt, the wheelhouse.'*

#### Excerpt from Chapter 18

*'His heart started racing as he neared the second wreck. Would Sharkey be there? Alive? Or would he find his father lying dead, with a bullet through his head? Fear and anticipation heightened his senses. He strained his ears to hear a low murmur of human voices or the ring of footsteps on the raw metal of the wreck. But all he could hear was the heavy pounding of the ocean that wouldn't let up, not even for a second, to allow him to hear anything else. He shook his head in frustration.*

*The wreck was more broken up than the last time he'd been here with Sharkey. He approached it from the far side, as he'd seen Sharkey do, to avoid being drenched by waves that were slowly eating away at the sea-side of the wreck. Once again, he stopped and listened. Nothing. He crawled in through the hole near the front of the ship. It had been a Taiwanese vessel and the Chinese lettering was still visible in some places.*

*"Sharkey? Sharkey?" he called softly, as he made his way through to where he knew Sharkey had always stashed his catch.*

*Something caught his eye: it was newly turned-up sand. He bent down and scraped it away. A tatty blue strap came into view.*

*The robbers had already been there. Grant dug furiously around the strap and yanked at it. A faded blue travel bag came exploding out of the sand. He shook the sand off it and unzipped it – it was absolutely crammed with R200 bank notes.'*

PHOTOCOPIABLE

Learning Outcome 1: Listening Activity 2

<b>Listening Activity 2</b>	Date:			
Self-Assessment				
Name:	1 😞😞	2 😞	3 😊	4 😊😊
My mark was ...	1-2	3-4	5-7	8-10

<b>Listening Activity 2</b>	Date:			
Self-Assessment				
Name:	1 😞😞	2 😞	3 😊	4 😊😊
My mark was ...	1-2	3-4	5-7	8-10

<b>Listening Activity 2</b>	Date:			
Self-Assessment				
Name:	1 😞😞	2 😞	3 😊	4 😊😊
My mark was ...	1-2	3-4	5-7	8-10

<b>Listening Activity 2</b>	Date:			
Self-Assessment				
Name:	1 😞😞	2 😞	3 😊	4 😊😊
My mark was ...	1-2	3-4	5-7	8-10

<b>Listening Activity 2</b>	Date:			
Self-Assessment				
Name:	1 😞😞	2 😞	3 😊	4 😊😊
My mark was ...	1-2	3-4	5-7	8-10

**Learning Outcome 1: Listening Activity 3**

<b>Listening Activity 3</b> Educator Assessment		Date:			
Name:	1 ☹️☹️	2 ☹️	3 😊	4 😊😊	
Listens actively					
Considers other points of view, reflects on others opinions					
Responds and/or challenges others with sensitivity to their ideas and suggestions					
Relates ideas to own life					
<b>Code for Activity 3</b>					

<b>Listening Activity 3</b> Educator Assessment		Date:			
Name:	1 ☹️☹️	2 ☹️	3 😊	4 😊😊	
Listens actively					
Considers other points of view, reflects on others opinions					
Responds and/or challenges others with sensitivity to their ideas and suggestions					
Relates ideas to own life					
<b>Code for Activity 3</b>					

<b>Listening Activity 3</b> Educator Assessment		Date:			
Name:	1 ☹️☹️	2 ☹️	3 😊	4 😊😊	
Listens actively					
Considers other points of view, reflects on others opinions					
Responds and/or challenges others with sensitivity to their ideas and suggestions					
Relates ideas to own life					
<b>Code for Activity 3</b>					

**Learning Outcome 1: Listening Activity 4**

<b>Listening Activity 4</b> Educator Assessment		Date:			
Name:	1 😞😞	2 😞	3 😊	4 😊😊	
Explains how describing what the senses experience creates atmosphere					
Explains how adjectives and adverbs creates atmosphere					
Explains how a build up of tension creates atmosphere					
<b>Code for Activity 4</b>					

<b>Listening Activity 4</b> Educator Assessment		Date:			
Name:	1 😞😞	2 😞	3 😊	4 😊😊	
Explains how describing what the senses experience creates atmosphere					
Explains how adjectives and adverbs creates atmosphere					
Explains how a build up of tension creates atmosphere					
<b>Code for Activity 4</b>					

<b>Listening Activity 4</b> Educator Assessment		Date:			
Name:	1 😞😞	2 😞	3 😊	4 😊😊	
Explains how describing what the senses experience creates atmosphere					
Explains how adjectives and adverbs creates atmosphere					
Explains how a build up of tension creates atmosphere					
<b>Code for Activity 4</b>					

**Learning Outcome 2: Speaking-** The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

**Speaking Activity 1:**

Must have read Chapters: 1-9

**What to do:**

- Let the learners divide themselves into small groups.
- The learners should then choose one scene from the story and act it out as a group. (Some groups may need your help)
- This activity need not be assessed.

**Speaking Activity 2:**

Must have read chapters: 1-15

Integration Idea:

Language LO4: Writing

Social Science:

Geography LO1: Geographical Enquiry and LO2: Geographical Knowledge and Understanding

History LO1: Historical Enquiry and LO2: Historical Knowledge and Understanding

Get the learners to present their oral in a written form. They should present it along with pictures and other graphic depictions-charts, maps, tables. This can then be assessed as a piece of writing or as part of their Social Science LO's. Remember to give the learners a copy of the assessment rubrics before they attempt the task.

**What to do:**

Prepared oral presentation

- Give each learner a copy of the Activity Page and explain it to the learners.
- Divide the learners into pairs. Learners need to research and then present **one Geographical or one Historical aspect** of Langebaan to the rest of the class.

- Facilitate a discussion about the different historical and geographical aspects that have occurred in the book so far- write these up on the board as learners suggest them. Allocate topics to the learners or let the learners choose for themselves.
- Make sure that the learners will be able to find enough information on the topic. Suggest libraries or internet websites for them to use.
- Each learner should speak for approximately the same length of time.
- The learners must be given adequate time to research and plan for this prepared oral.
- Suggestions:

The flowers

The tides

The lagoon

The bird life

The history of the people

The history of the fishing industry

### **Speaking Activity 3:**

Must have read Chapters: 1-19

#### **What to do:**

Unprepared oral presentation

- This oral is largely an unprepared oral. Learners should be given fifteen minutes in class to write down a few key pointers and then they should present their oral to the class.
- If you are assessing this oral give learners a copy of the assessment criteria before they prepare their oral.
- Each learner should speak for approximately 1-2 minutes.
- Learners should choose their favourite part or scene in the book, describe it briefly to the class and explain why it is their favourite.
- Write the following up on the board.

Include the following:

1. A description of the scene
2. Five reasons why it is their favourite part
3. Appropriate eye contact and body language
4. A loud and clear communication style

## Speaking Activity 4:

Must have read chapters: 1-23

Extension Idea:

Language LO4: Writing

The learner/s should think of another character, which they would add into the story. They should then write up the following about that character.

1. Basic description of what the character is like and who he/she is.
2. What role would the character play in the story?

### What to do:

Prepared oral presentation

- Get the learners to write out the requirements for this oral (See below).
- If you are able to, give each learner a copy of the rubric on which they will be assessed.
- Explain this rubric to the learners.
- Facilitate a discussion with the learners about their best scenes or best characters in the book so far. Perhaps their best part is Grant meeting Smiler or it could be the part where Grant finds the bag with money. Perhaps their favourite character is Ally- get the children to give reasons for their choices.
- Learners should be given adequate time to plan and present their oral to the class. Learners could plan their orals either at home or during school time.
- **Oral Requirements**  
Choose your favourite character from Sharkey's Son.  
Plan and prepare a 2-4 minute oral.
- Include the following:
  1. Basic description of what the character is like and who he/she is.
  2. Provide reasons why you like that character
  3. What role does the character play in the story?

## Sharkey's Son Speaking Activity 2

### Prepared Oral on Geographical or Historical Aspect of Langebaan

- Work in pairs
- Plan your oral thoroughly
- Bring pictures/books to show during your oral
- Each learner should speak for +-2 minutes
- Topics: The flowers
  - The tides
  - The lagoon
  - The bird life
  - The history of the people
  - The history of the fishing industry



My Topic is \_\_\_\_\_

**Speaking Activity 2**  
Educator Assessment

Date:

Name:	1☹☹	2☹	3☺	4☺☺
Correct use of language				
Presentation skills-eye contact and body language				
Speaks loudly and clearly				
Content useful and well-chosen				
<b>Code for Activity 2</b>				

*PHOTOCOPIABLE*

**Learning Outcome 2: Speaking Activity 4**

<b>Speaking Activity 4</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Gives reasons for own opinion					
Correct use of language					
Presentation skills-eye contact and body language					
Speaks loudly and clearly					
<b>Code for Activity 4</b>					

<b>Speaking Activity 4</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Gives reasons for own opinion					
Correct use of language					
Presentation skills-eye contact and body language					
Speaks loudly and clearly					
<b>Code for Activity 4</b>					

<b>Speaking Activity 4</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Gives reasons for own opinion					
Correct use of language					
Presentation skills-eye contact and body language					
Speaks loudly and clearly					
<b>Code for Activity 4</b>					

**Learning Outcome 3: Reading and Viewing-** The learner will be able to read and view for information and enjoyment,

and respond critically to the aesthetic, cultural and emotional values in texts.

### **Reading and Viewing Activity 1:**

Must have read Chapters: 1-3

#### **What to do:**

Unprepared reading

- After reading the first few chapters of the book get each learner to read a section of Chapter 1-3 out aloud.
- This activity can be assessed by a peer or by an educator on the rubric that has been provided.
- Don't forget to explain the rubric to the learners before they begin the activity.

### **Reading and Viewing Activity 2:**

Must have read Chapters: 1-8

#### **What to do:**

- Make sure that all the learners have a good understanding of the first part of this book, Chapters 1-8.
- Give each learner a copy of the provided Activity Page.
- Explain the difference between skimming and scanning to the learners (See activity sheet provided).
- Help the children master these skills by giving them a few warm-up questions.

Warm-up questions:

1. Where does Grant live? (Scanning- Langebaan)
2. What was the name of the café run by Tannie Lisbeth and Oom Daan? (Scanning- The Beach Café)
3. What was Grant's attitude to people from Cape Town? (Skimming- He does not like them)

### **Reading and Viewing Activity 3:**

Must have read Chapters: 1-10

#### **What to do:**

Prepared Reading

- Allocate a short section of the book to each learner. They should prepare this piece to read aloud.
- This activity can be assessed by a peer or by an educator on the rubric that has been provided.

- Don't forget to explain the rubric to the learners before they begin the activity.

### **Reading and Viewing Activity 4:**

Must have read Chapters: 1-12

Extension Idea:

Language LO4: Writing

Encourage learners to read the excerpts again and think about the setting. Get the learners to identify everything in the passage that may relate to one of their senses- sight, smell, touch, hearing and taste.

Then pose the question- How do these things add to the 'feel' and atmosphere of the story? Learners should respond by writing a short paragraph.

This activity does not need to be assessed, but can be given to some learners after they have completed Writing Activity 2.

#### **What to do:**

- Make sure that all the learners have a good understanding of the first part of this book, Chapters 1-12.
- Give each learner a copy of the provided Activity Pages, which are based on parts of Chapter 11 and 12 .
- Each learner should read the passages carefully and then answer the questions.
- This activity can be assessed by a peer or by an educator.

### **Reading and Viewing Activity 5:**

Must have read Chapters: 1-23

Integration Activity:

Language LO3: Speaking

Once the learners have completed their pages in the small groups give them the opportunity to plan a report back to the class. Each learner should have a chance to speak. This report back should include information on what a plot is, how plots work and how the plot in Sharkey's Son progresses. This report back time can be assessed see examples of speaking rubrics provided under the Speaking

section in this guide.

**What to do:**

- Teach the learners how to skim through the book to help them remember each part of the story.
- Remind them what the plot is and how it develops throughout a book.
- Get the children suggest a well-known fairy tale or folk story and then discuss the plot of this story with them.
- The learners should then work in small groups and complete their story maps together. Use the Activity Page provided or get learners to copy down the parts of the Story Map onto pieces of paper.
- Learners should rearrange the parts of the plot into the correct order.
- Go over the correct order with the learners.
- The correct order for the Story Map is as follows:
  1. Grant realizes his dad is missing
  2. Grant finds his dad's phone
  3. Grant heads off to find his dad
  4. Grant arrives at the Wheelhouse
  5. The phone battery begins to die
  6. Grant meets Smiler
  7. Smiler offers to charge the phone.
  8. Grant meets the tourists
  9. Grant saves Ally
  10. Grant drops phone
  11. Ally finds the phone
  12. Grant hears the voices of men at the wheelhouse
  13. Grant heads to 16-mile beach
  14. Grant steals the dinghy
  15. Grant finds the bag of money
  16. Grant is caught by the men
  17. Grant is injured and keeps blacking out
  18. Grant hears the voice of a policeman, Constable Henk and realises he is safe
  19. Grant is in hospital
  20. Grant has visitors in hospital and finds out he can stay in Langebaan
  21. Grant says good-bye to Ally

*PHOTOCOPIABLE*

### Learning Outcome 3: Reading and Viewing Activity 1

<b>Reading and Viewing Activity 1</b> Educator/Peer Assessment		Date:			
Name:	1 😞😞	2 😞	3 😊	4 😊😊	
Reads clearly and loudly					
Reads at correct speed					
Reading skills-eye contact and body language					
Reads using correct pronunciation					
<b>Code for Activity 1</b>					

<b>Reading and Viewing Activity 1</b> Educator/Peer Assessment		Date:			
Name:	1 😞😞	2 😞	3 😊	4 😊😊	
Reads clearly and loudly					
Reads at correct speed					
Reading skills-eye contact and body language					
Reads using correct pronunciation					
<b>Code for Activity 1</b>					

<b>Reading and Viewing Activity 1</b> Educator/Peer Assessment		Date:			
Name:	1 😞😞	2 😞	3 😊	4 😊😊	
Reads clearly and loudly					
Reads at correct speed					
Reading skills-eye contact and body language					
Reads using correct pronunciation					
<b>Code for Activity 1</b>					

*PHOTOCOPIABLE*

# Sharkey's Son Reading & Viewing Activity 2

- ❖ Do you know what is happening so far in the story?
- ❖ Look carefully at **Chapters 1-8**
- ❖ Then use your **skimming** and **scanning** skills to complete this page.

**Skimming-** Read the piece quickly to get the **general** idea

**Scanning-** Read the piece carefully looking out for **specific** details

1. Write down the names of all the people in the story so far

---

---

---

---

(10)

2. What was the one thing Grant could not believe in chapter 2?

---

---

---

(2)

3. Write down everything you know about Sharkey's bank account.

---

---

---

---

(3)

4. Briefly explain the story of Leentjie.

---

---

---

(5)

<b>Reading &amp; Viewing Activity 2</b>			Date:	
Educator Assessment				
Name:	1☹☹	2☹	3☺	4☺☺
Scans text for details (Q1-2)				
Skims text for general idea (Q 3-4)				
<b>Code for Activity 2</b>				

*PHOTOCOPIABLE*

### Learning Outcome 3: Reading and Viewing Activity 3

<b>Reading and Viewing Activity 3</b>		Date:		
Educator /Peer Assessment				
Name:	1☹☹	2☹	3☺	4☺☺
Reads clearly and loudly				
Reads at correct speed				
Reading skills-eye contact and body language				
Reads using correct pronunciation				
<b>Code for Activity 3</b>				

<b>Reading and Viewing Activity 3</b>		Date:		
Educator /Peer Assessment				
Name:	1☹☹	2☹	3☺	4☺☺
Reads clearly and loudly				
Reads at correct speed				
Reading skills-eye contact and body language				
Reads using correct pronunciation				
<b>Code for Activity 3</b>				

<b>Reading and Viewing Activity 3</b>		Date:		
Educator /Peer Assessment				
Name:	1☹☹	2☹	3☺	4☺☺
Reads clearly and loudly				
Reads at correct speed				
Reading skills-eye contact and body language				
Reads using correct pronunciation				
<b>Code for Activity 3</b>				

*PHOTOCOPIABLE*

# Sharkey's Son Reading & Viewing Activity

## 4

- ❖ Read the following excerpts from **Chapter 11 and 12** and answer the questions.

### Last paragraph of Chapter 11

“Right now he had no mother, no father and no home. He was nobody’s son and nobody’s friend. He was Grant, separate and alone, living in the sand and wind of the West Coast. More like a gull than a boy. And that’s the way it needed to stay.”

### Chapter 12

“On the West Coast, a stiff breeze comes off the sea on most mornings at the same time. So when he saw Smiler arriving with the first gusts of wind, a loaf of bread under one arm and a sketch pad under the other, Grant knew that it was around ten-thirty. He hadn’t expected to see Smiler until the afternoon and he asked him if he had decided to skip school that day. Smiler just laughed and said, “It’s Saturday!”

Grant was alarmed at how quickly he had lost track of the days.

The sun had only just crossed the mountains east of Langebaan, but it was already hot in the small, hidden cove of Leentjiesklip. Grant waited for Smiler to pull out the phone with a flourish, but instead he threw the loaf down and said, “Breakfast or swim first?” Perhaps Smiler hadn’t snatched a chance to charge the phone – but Grant wished he’d brought it with him. He didn’t like the thought of Sharkey’s cellphone being out of his sight.

Still, he was hungry. He’d polished off the last of the Capetonians’ picnic the night before. He tore a chunk off the bread and bit into it.

“Thanks, Smiler, but you don’t have to worry about me.”

“Ag,” said Smiler, “it’s nothing. What are friends for?”

## Questions

1. What do we learn about Grant's character from these two excerpts? (3)
2. Authors often write stories where a person in the story learns a lesson or changes in some way. If you were the author of this story, what lesson do you think Grant should learn or in what way do you think he should change? (2)
3. The author says that Grant is more like a gull than a boy? Do you agree and give reasons for your answer. (4)
4. What is Grant's main concern in these excerpts? (1)
5. What things did Smiler bring with him? (2)
6. Describe the setting of this scene. (4)
7. What do we learn about Smiler's character in this passage? Give reasons for your answers. (4)

Total: 20

<b>Reading and Viewing Activity 4</b>	Date:			
	Educator Assessment			
Name:	1 ☹️☹️	2 ☹️	3 😊	4 😊😊
My mark was ...	1-4	3-8	10-14	16-20

# Sharkey's Son Reading & Viewing Activity

## 5

### Sharkey's Son Story Map

❖ **Cut out the blocks** and arrange them in the **correct order** according to the **plot** of Sharkey's Son

Grant hears the voices of men at the wheelhouse	Ally finds the phone
Grant head to 16-mile beach	The phone battery begins to die
Grant meets Smiler	Grant drops phone
Grant has visitors in hospital and finds out he can stay in Langebaan	Grant says good-bye to Ally
Smiler offers to charge the phone	Grant is in hospital
Grant is injured and blacks out	Grant hears the voice of a policeman, Constable Henk and realises he is safe
Grant realizes his dad is missing	Grant finds his dad's phone
Grant is caught by the men	Grant finds the bag of money
Grant arrives at the Wheelhouse	Grant saves Ally
Grant meets the tourists	Grant heads off to find his dad
Grant steals the dinghy	

**Learning Outcome 4: Writing-** The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

### **Writing Activity 1:**

Must have read Chapters: 1-5

#### **What to do:**

- Read the following article to the learners written by Sharkey's Son author, Gillian D'Achada, on using your senses.
- Explain the article to your learners using one or two other familiar examples.
- Now read Chapter 5 to the learners.
- Learners must draw two tables in their books. Both should have two columns.  
The first column should be a list of the five senses and the second column examples of where this sense is used.
- The first table should contain examples found in Chapter 5 and the second table should be based on the learners own chosen place eg. a particular beach, restaurant or favourite holiday destination.
- This activity should be peer assessed. A memorandum has been provided.
- Then give the learners a copy of the Activity Page to complete.
- This Activity Page can be assessed by an educator.

### **Using your Senses**

Hi young writers, have you ever read a book in which you felt like you had been transported to another world? You could almost feel it, taste it, touch it and smell it. And that's great because after all, why do we read books in the first place? We read books to escape, to find new adventures, to have new experiences ... and to visit new places without ever leaving our own chairs.

We call this ability to make a story come alive and make us feel like we are there ourselves *creating a sense of place*. I'd like to share one of the tricks of my trade with you – how using your senses can help you to create a strong sense of place in your own writing.

Using the senses is fundamental to any descriptive writing, especially if you want to create a strong sense of place. What are the senses?

- Sight
- Sound
- Smell
- Taste
- Touch

Let's activate our senses now. Imagine with me...

What does a huge, enormous tree blowing in the wind look like? Can you see that in your mind?

What does a freshly baked loaf of bread smell like? Can you smell it?

What does an irritating, little dog sound like when it's yapping at the gate? Can you hear it?

And chocolate? What does it taste like? How about pickles!

What does a rough, unplastered brick wall feel like? Can you feel it in your imagination?

Can you see how it is through these senses that we connect with the real world; so when you use the senses in your writing, you will help your reader to connect with your written world. Through the senses, reading moves beyond the mind and into the body itself – it becomes a physical, 'lived' experience.

Here's a nice new long word my friend Fiona (aka The Crafty Writer) taught me that you can freak your friends out with:

When reading moves beyond the mind and into the body itself, this is called *somatasthesia* – which is made from two Greek words – *soma* (body) + *asthesia* (feeling) – which together mean *feeling with your body*.

## Sensory Observation

How do you learn to use your senses in your writing? Well, you start by becoming conscious of what you are hearing, seeing, smelling, tasting and feeling all around you – you start to make sensory observations of your world. Read this example provided. It is a sensory observation of a town I once lived in – very roughly done.

Muizenberg **looks like** a once-beautiful, now faded, shell lying next to the Indian Ocean.

Muizenburg **sounds like** seagulls and waves.

Muizenberg **smells like** ozone and ice-cream.

Muizenberg **feels like** salt hardening the washing you left on the line overnight.

Muizenberg **tastes like** fish 'n chips on a Friday evening.

Wherever you go, carry a little notebook and jot down your sense impressions, then try to craft them into impressions that are not clichéd.

## What is a cliché?

A cliché is language that has lost its freshness and registers with a listener or reader as overused and boring. A cliché is a trite or over-used expression. Examples: “the apple of my eye”, “dead as a doornail,” “avoid it like the plague”, “concrete jungle”.

So, once you have jotted down your sense impressions, check them for any clichés and then try to craft them into something special. You can describe any place you find yourself in if you use your senses – and help your reader to say “wow, I feel like I’m there”.

## Writing Activity 2:

Must have read Chapters: 1-14

Integration Activity:

Arts and Culture LO1: Creating, Interpreting and Presenting

The art and design work done for this activity can be used as an Arts and Culture assessment. Before learners begin this activity learners should be made aware of this and should be given a rubric or list of the assessment criteria.

## What to do:

- Read the first two pages of Chapter 14 to the learners.
- Talk to the children about the use of missing posters which show people who are missing for various reasons-Where are they usually found? What do they look like? etc.
- Brainstorm the elements of this type of written product with the learners (Contact person and their number, a large visible heading, any reward being offered, a photo or drawing of the missing person, a brief description of the person, date, place and what they were wearing when last seen etc.)
- Learners should plan their own Missing Poster.
- This activity should then be assessed by the educator on the rubric provided.

## Writing Activity 3:

Must have read Chapters: 1-22

Extension Activity

Language LO4: Writing

Get learners to plan the entire first page of a newspaper. They should include a

copy of their article, advertisements, other articles, dates, headings etc. Provide a few real life examples for the learners.

### **What to do:**

- Bring a few front-page newspaper articles to show the learners. Make sure that the headlines are appropriate for the grade you are teaching. Stick these up where everyone can see them.
- Facilitate a discussion about newspapers. What things usually make a headline? How do newspaper editors get their papers to sell? What format does the front-page article follow?
- Teach the children the following vocabulary. They should write these down in their books.

Headline- Found at the top of an article, usually a bold eye-catching, short phrase, which summarizes content of the story.

Caption- Usually found underneath a picture or photo and tells us more about it.

Lead paragraph- The first paragraph that answers the questions where, when, why, what and how of whatever the article is about.

Tone-The way the article is written. Newspaper articles should have an impersonal, factual tone and no emotions should be shared.

Facts- These are pieces of information that are based on truth not opinions, newspaper articles should only use facts.

- Now read Chapter 21 again with the learners.
- Then get the learners to write a newspaper article about the capture of the men.
- The article should be approximately three to four paragraphs and it should be planned carefully, written in rough and then submitted to the educator.
- The educator should provide some feedback before the article is written in neat.
- The learner should then take the feedback into account before writing their neat copy in the correct newspaper article layout.
- The learner's neat copy should then be assessed by the educator on the rubric provided.

### **Writing Activity 4:**

Must have read chapters: 1-23

### **What to do:**

- Now that you have finished reading the book get the children to think about what things they would have changed in the story if they were the author. Perhaps they would have added in another character or ended the story in another way. Then discuss these things with the learners.
- Now get the learners to think about what things they really enjoyed about the book and continue the class discussion.
- Teach the children how to write an informal letter and get them to plan a letter to the author.

- Get the learners to write a letter to the author commenting on her book and including their highlights and suggestions.
- The learners should then make a neat copy, which can be assessed by the educator on the rubric provided.
- If your learners would like to send their letters to the author get them to make another neat copy and contact the author through her website [www.gilliandachada.com](http://www.gilliandachada.com)

### **Writing Activity 5:**

Must have read chapters: 1-23

#### **What to do:**

- Ask the children if they have ever written their own short story (+-4 pages). Then facilitate a discussion about the easy and hard things one encounters when writing a story. Write some of these things up on the board and discuss each one.
- Give each learner a copy of the Activity Pages provided.
- Tell the learners that when they plan their own story they must use mind-maps and flow-charts.
- Emphasise that the learners will have to plan their story thoroughly before writing it in neat.
- Learners should show/hand in their planning before they can proceed to writing their story.
- Recap the following words with the learners.  
Plot- The actual events of the story  
Characters-The people who will be in the story  
Setting- Where and when the story will take place
- Then teach the children the three parts of a story.
  1. Introduction/Beginning- Introduces characters and places
  2. Middle- Some sort of conflict happens
  3. End/Conclusion- Conflict is resolved

Use a few well-known stories and get the learners to identify the conflict and how it is eventually resolved.
- This activity can be assessed by the educator on the rubric provided. Make sure the learners hand in their Activity Pages, planning and their neat copy for assessment.
- An alternative is to get the learners to read their stories to the class and let the learners just enjoy the experience of writing their own story.

# Sharkey's Son Writing Activity 1

## Memorandum

<b>Senses</b>	<b>Examples</b>
Sight	Thick mist, ghostly ship full of gaping holes, swirling mist, flakes of rust drifted onto the sand, ghoulish green light, blackest darkness, thin, white, blackness
Hearing	Cotton-wool quiet, snorting, rushing wind
Touch/Feel	Sliding sand, thorn bushes, slicing reeds, smooth and free of thorns, still-warm sand, spraying hot breath, thudding heart, cold, shiver, mouth went dry, hard/lumpy ground, grit of sand
Taste	/
Smell	/
<b>Senses</b>	<b>Examples</b>
Sight	Thick mist, ghostly ship full of gaping holes, swirling mist, flakes of rust drifted onto the sand, ghoulish green light, blackest darkness, thin, white, blackness
Hearing	Cotton-wool quiet, snorting, rushing wind
Touch/Feel	Sliding sand, thorn bushes, slicing reeds, smooth and free of thorns, still-warm sand, spraying hot breath, thudding heart, cold, shiver, mouth went dry, hard/lumpy ground, grit of sand
Taste	/
Smell	/
<b>Senses</b>	<b>Examples</b>
Sight	Thick mist, ghostly ship full of gaping holes, swirling mist, flakes of rust drifted onto the sand, ghoulish green light, blackest darkness, thin, white, blackness
Hearing	Cotton-wool quiet, snorting, rushing wind
Touch/Feel	Sliding sand, thorn bushes, slicing reeds, smooth and free of thorns, still-warm sand, spraying hot breath, thudding heart, cold, shiver, mouth went dry, hard/lumpy ground, grit of sand
Taste	/
Smell	/

# Sharkey's Son Writing Activity 1

- ❖ Use your senses-**sight, sound, smell, taste, touch.**
- ❖ Look at the pictures below and **write five sentences describing each one.**



Picture 1



Picture 2

Picture 1:

-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
-----  
----- /10

Picture 2:

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-----  
-----  
-----  
-----  
-----  
-----  
----- /10

**Learning Outcome 4: Writing Activity 2**

<b>Writing Activity 2</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Design of Missing Poster- clear, creative, neat and legible					
Includes all major elements of a Missing Poster					
Writes using correct spelling and punctuation					
Writes using correct grammar					
<b>Code for Activity 2</b>					

<b>Writing Activity 2</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Design of Missing Poster- clear, creative, neat and legible					
Includes all major elements of a Missing Poster					
Writes using correct spelling and punctuation					
Writes using correct grammar					
<b>Code for Activity 2</b>					

<b>Writing Activity 2</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Design of Missing Poster- clear, creative, neat and legible					
Includes all major elements of a Missing Poster					
Writes using correct spelling and punctuation					
Writes using correct grammar					
<b>Code for Activity 2</b>					

**Learning Outcome 4: Writing Activity 3**

<b>Writing Activity 3</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Article is clear and logical					
Sentences are well structured and words are well-chosen					
Article had central idea and well-developed supporting paragraphs					
Article includes all major elements of a newspaper article					
Article is neat and legible					
Written using correct grammar, spelling and punctuation					
<b>Code for Activity 3</b>					

<b>Writing Activity 3</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Article is clear and logical					
Sentences are well structured and words are well-chosen					
Article had central idea and well-developed supporting paragraphs					
Article includes all major elements of a newspaper article					
Article is neat and legible					
Written using correct grammar, spelling and punctuation					
<b>Code for Activity 3</b>					

**Learning Outcome 4: Writing Activity 4**

<b>Writing Activity 4</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Letter is clear and logical					
Words are well-chosen and used correctly					
Letter has an address, opening line, introduction, well-developed supporting paragraphs, a conclusion and salutation.					
Letter is neat and legible					
Written using correct grammar, spelling and punctuation					
Letter is written in a positive way					
<b>Code for Activity 4</b>					

<b>Writing Activity 4</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Letter is clear and logical					
Words are well-chosen and used correctly					
Letter has an address, opening line, introduction, well-developed supporting paragraphs, a conclusion and salutation.					
Letter is neat and legible					
Written using correct grammar, spelling and punctuation					
Letter is written in a positive way					
<b>Code for Activity 4</b>					

## Sharkey's Son Writing Activity 5

### Planning a Story-

1. Think about these things first:

**Plot**- This is the story-line or what will happen in the story

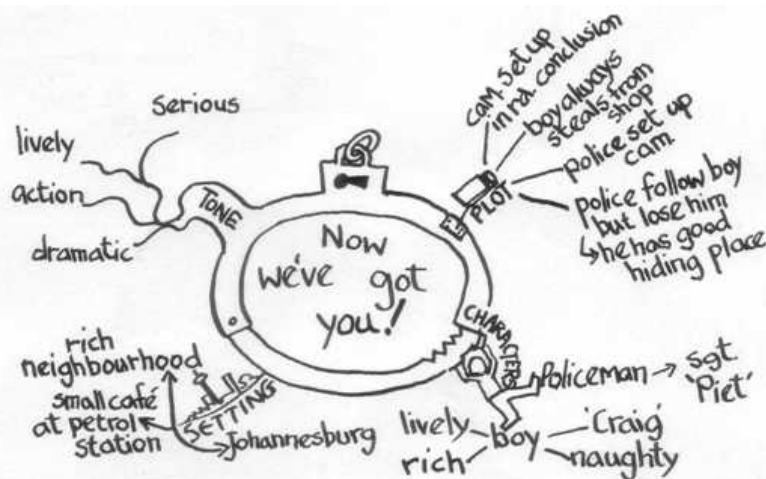
**Characters**-The people who will be in the story

**Setting**- Where and when the story will take place

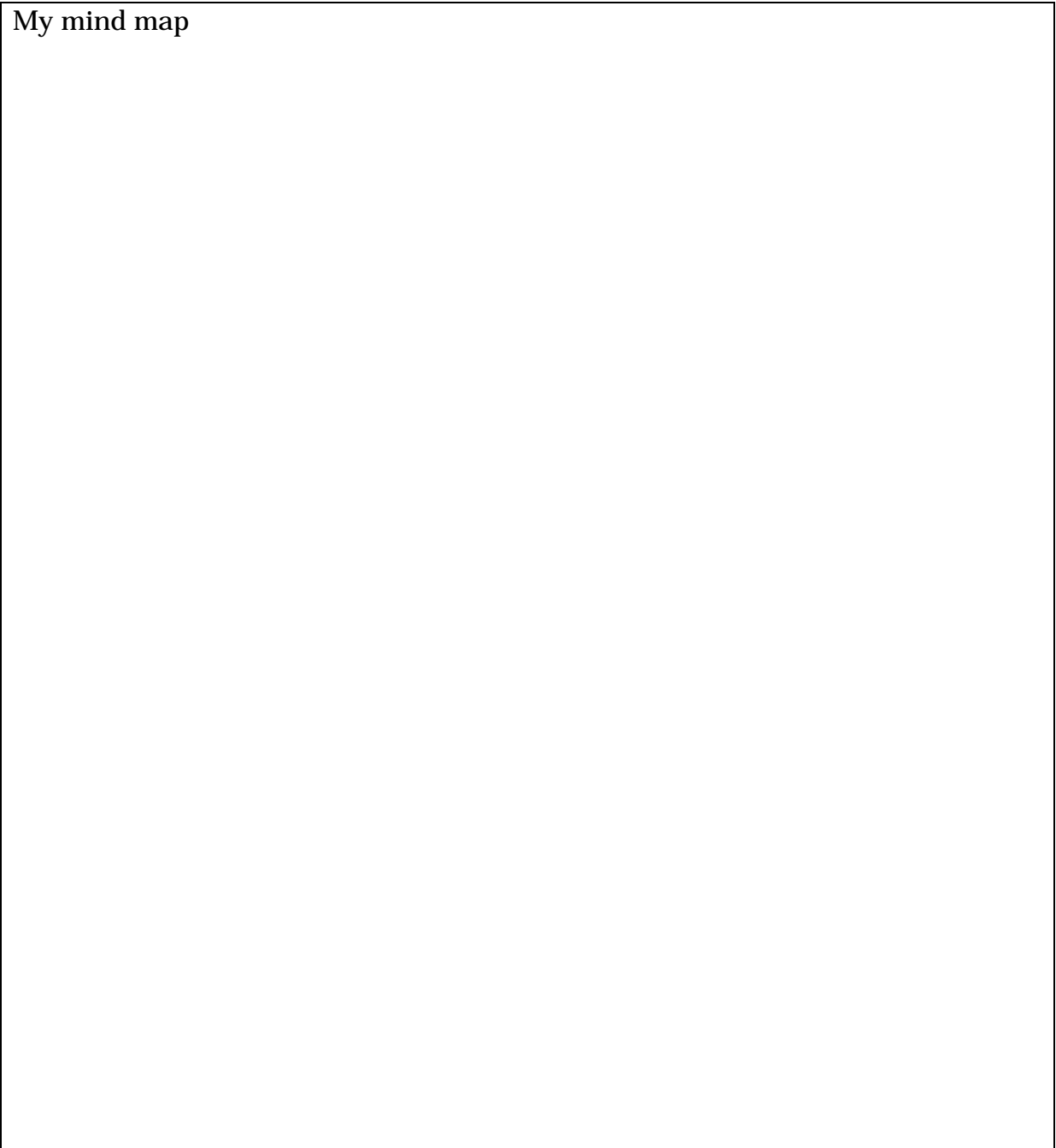
**Tone**-The atmosphere or mood of the story

Now make a mind-map to order your ideas:

Example of a mind-map



My mind map

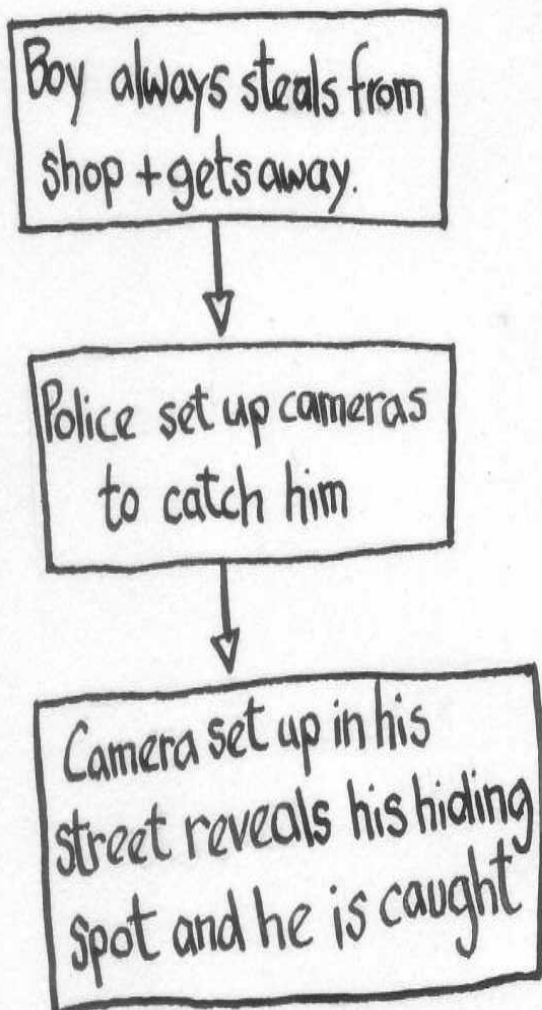


**2.** Think about the flow of your story. Your story should have these three parts.

1. Introduction/Beginning- introduces characters and places
2. Middle- some sort of conflict happens
3. End/Conclusion- conflict is resolved

Now make a flow-chart of your ideas:

Example of a flow-chart



My flow-chart

# Now you are ready to write your story!

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## Learning Outcome 4: Writing Activity 5

<b>Writing Activity 5</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Planning is thorough and shows organisation of ideas					
Story is neat and legible					
Story is creative and easy to understand					
Story has a clear beginning, middle and end					
Written using correct grammar, spelling and punctuation					
<b>Code for Activity 5</b>					

<b>Writing Activity 5</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Planning is thorough and shows organisation of ideas					
Story is neat and legible					
Story is creative and easy to understand					
Story has a clear beginning, middle and end					
Written using correct grammar, spelling and punctuation					
<b>Code for Activity 5</b>					

<b>Writing Activity 5</b> Educator Assessment		Date:			
Name:	1☹☹	2☹	3☺	4☺☺	
Planning is thorough and shows organisation of ideas					
Story is neat and legible					
Story is creative and easy to understand					
Story has a clear beginning, middle and end					
Written using correct grammar,					

spelling and punctuation				
<b>Code for Activity 5</b>				

## **Learning Outcome 5: Thinking and Reasoning-**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

### **Thinking and Reasoning Activity 1:**

Must have read chapters: 1-2

#### **What to do:**

- Explain to the learners that during Chapter 1 and 2 Grant faces a crisis. Explain what a crisis is to the learners.
- Get the learners to think of other types of crises that people face.
- Use one of these as an example and get the learners to all think of alternative forms of action that could be taken and the possible results of these actions.
- Get the learners to think of three or four alternative courses of action for Grant and write a list of the possible outcomes of each one.
- This can be assessed by a peer on the rubric provided

### **Thinking and Reasoning Activity 2:**

Must have read chapters: 1-7

#### **What to do:**

- Discuss categorisation with the learners.
- Write up the following headings- General, Specific. Ask the learners to suggest information from a simple well-known Fairy Story that are general and things that are specific.  
For example- Little Red Riding Hood.  
Specific- She wears a red cape, she visits her grandmother.  
General- Wolves can eat people.
- Now write up a list of random facts about the characters in the story- a girl, a big bad wolf, an animal, young, old, grandmother, sick, kind, evil etc. Get the class to sort these bits of information under three headings.

What would their headings be? (Red Riding Hood, Grandmother and The Wolf). Then sort the information out together. Help the learners understand how to think of the correct headings. They should always read all the information first and then try out a few options for headings.

- Give each learner a copy of the Activity Page. Let them complete it and then go through it with the learners.
- This activity can be informally self-assessed and the result need not be recorded.

### **Thinking and Reasoning Activity 3:**

Must have read chapters: 1-13

Integration:

Life Orientation LO2: Social Development

Use the lists and assess them for this Learning Outcome.

#### **What to do:**

- Read the following excerpt to the learners.
- Facilitate a discussion about trust and friendships.
  - Is it easy to trust someone?
  - Who do you trust?
  - What would cause you not to trust someone?
- Then get the learners to write two brief lists using the following headings
  1. What type of person do you trust?
  2. How has a friend helped you in times of tragedy or change? (Choose one specific event or situation)
- Discuss this activity with the learners after they have completed it.

‘When it had counted, Smiler had kept his secret, Grant thought. He was now a fellow conspirator.

“I’ve actually got more clues for you than I told you at first,” Grant confided, “and they’re all on here.” He took the phone out of Smiler’s shirt pocket. It had been peeping at Oom Daan the whole time – if only he’d realised. What a laugh!

“The FLASH account was Oom Daan’s idea,” said Grant. “He heard about it on TV. It was a good way for Sharkey to be able to get and spend money without having, you know, a proper job and stuff.”

Smiler did know. He nodded discreetly. There was a certain sympathy amongst the Lagooners for those who hadn’t got a permit and they tended to turn a blind eye to their smokkeling.

“Sharkey never made more than a couple of hundred rands at a time before,” Grant explained, “but now look what’s in his FLASH account.”

Smiler whistled. “Fifty thousand rand! Dis ’n klomp geld! Where the heck did Sharkey get such a lot of money from?”

“That’s all part of the mystery,” said Grant. He had no idea where that R50 000 came from, but one thing he did know was that Oom Daan knew about the money – otherwise why was he so determined to get hold of Sharkey’s cellphone?

As Grant explained his suspicions about Oom Daan to Smiler, Smiler’s eyes grew wider and wider.

“And so you see,” Grant concluded, “why I really don’t want to run into Oom Daan just yet.”

Smiler agreed that until things were cleared up, Oom Daan was best avoided.

“Now all I have to do is find a way to get some of this money off here,” Grant shook the phone as if it was an old-fashioned piggy-bank. The money in it was certainly as inaccessible to Grant as the coins in his old piggy had been. Eventually it had to be smashed to smithereens.

Smiler stroked Hond thoughtfully, then he exclaimed loudly, “I’ve got it. You must give *me* FLASH.”

Smiler explained that FLASH was like a virus, that it could be “passed on” from one person to the next.

“All we have to do is this . . .” Smiler took out his mobile. “How much do you want to give to me? Don’t worry, I won’t keep it,” he grinned.

Grant hadn’t realised that his mistrust could be so clearly seen.

#### **Thinking and Reasoning Activity 4:**

Must have read chapters: 1-19

Integration Activity:

Language LO4: Writing

Life Orientation LO3: Personal Development

Get the learners to think about two or three of their closest friends. Remind them that every person is different and has a unique set of characteristics. Get the learners to write down a list of the positive things that they can see in each of their friends. Then they should suggest ways in which they can share these positive thoughts with their friends- perhaps write them a letter, make them a short video or simply tell them.

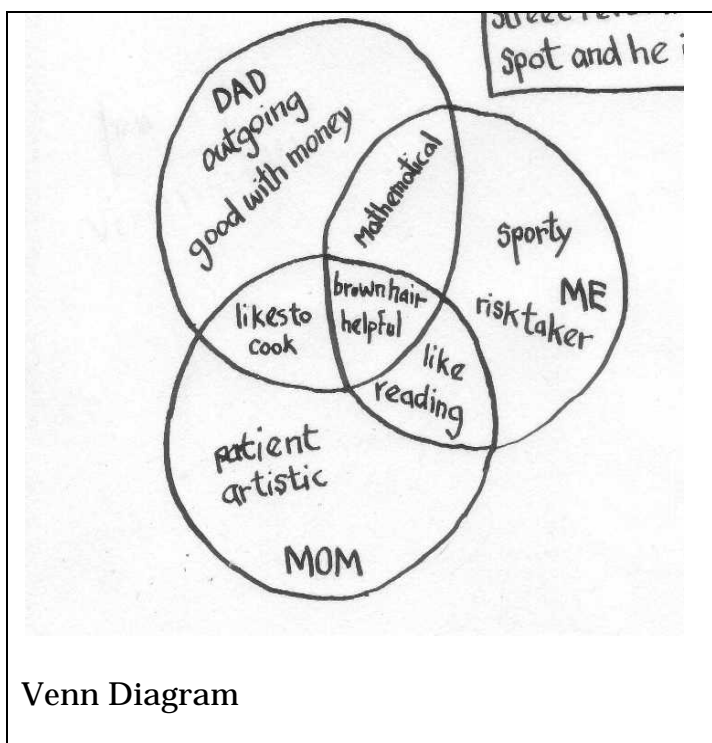
Extension Activity:

Language LO4: Writing

Get the learners to do another Venn Diagram, this time they should base it on siblings or friends. Encourage the children to look for positive traits rather than negative ones. The learners should also be encouraged to keep the names of the people anonymous.

### What to do:

- Explain to the learners how a Venn Diagram works. A Venn Diagram is used to organise thoughts. It consists of three circles that all overlap in the middle. Each circle is labelled and as thoughts are organised into the three groups those that apply to all three should be placed in the centre, where all three overlap. Those that apply to just two of the circles should be placed where those two circles overlap and finally, those that only apply to one circle should just be put into that circle.
- The learners should organise the characteristics of Grant, Smiler and Ally in a Venn Diagram.
- Draw an example of a Venn Diagram on the board and then get the learners to draw their own one in their books.
- Encourage the learners not to just guess but to think of a real reason or example of why they have chosen a certain characteristic and why they have matched it to that particular character.
- When everyone has completed their diagrams discuss the activity with the learners.
- This activity does not need to be formally assessed but teaches the learners how to handle information by using different written forms.



Venn Diagram

## Thinking and Reasoning Activity 5:

Must have read chapters: 1-22

Integration Activity:

Language LO3: Speaking

Learners can present their advantages and disadvantages as a formal prepared oral. See examples of speaking rubrics provided under the Speaking section in this guide.

Extension Activity:

Technology LO1: Technological Processes and Skills

Encourage the learner/s to do research on the internet or in books about a technological item that has helped disadvantaged people. Get them to write a report on their findings and present this information to the class. Examples: Water pumps, solar panels, bicycles, wheel chairs etc.

### What to do:

- If you are able to have a few examples of technological items available or stick up a few pictures of these sorts of items. Examples: TV, cell phone, camera etc.
- Discuss the use of Sharkey's cell phone in the story. As a class they can complete an advantages and disadvantages list based on the use of the cell phone in the story.
- Remind the learners that they must always be able to explain their reasons behind an opinion. They should ask themselves- Why is it an advantage/disadvantage?
- Then get each learner to choose a different technological item and then complete their own advantages and disadvantages lists. They should have between 10 and 20 points in total.
- Learners should also provide reasons for their answers.
- After the learners have completed their lists facilitate a class discussion based on their ideas.
- These lists should be assessed by the educator on the rubric provided.

**Learning Outcome 5: Thinking and Reasoning Activity 1**

<b>Thinking and Reasoning Activity</b>		Date:			
Peer Assessment					
Name:	1☹☹	2☹	3☺	4☺☺	
Gives good alternative courses of action					
Gives good outcomes of actions taken					
<b>Code for Activity 1</b>					

<b>Thinking and Reasoning Activity</b>		Date:			
Peer Assessment					
Name:	1☹☹	2☹	3☺	4☺☺	
Gives good alternative courses of action					
Gives good outcomes of actions taken					
<b>Code for Activity 1</b>					

<b>Thinking and Reasoning Activity</b>		Date:			
Peer Assessment					
Name:	1☹☹	2☹	3☺	4☺☺	
Gives good alternative courses of action					
Gives good outcomes of actions taken					
<b>Code for Activity 1</b>					

<b>Thinking and Reasoning Activity</b>		Date:			
Peer Assessment					
Name:	1☹☹	2☹	3☺	4☺☺	
Gives good alternative courses of action					
Gives good outcomes of actions taken					
<b>Code for Activity 1</b>					



**Learning Outcome 5: Thinking and Reasoning Activity 5**

<b>Thinking and Reasoning Activity</b>		Date:			
Educator Assessment					
Name:	1 ☹️☹️	2 ☹️	3 😊	4 😊😊	
Lists are thorough and clear					
Advantages and disadvantages show good insight and ideas					
Reasons for advantages and disadvantages are clear					
<b>Code for Activity 5</b>					

<b>Thinking and Reasoning Activity</b>		Date:			
Educator Assessment					
Name:	1 ☹️☹️	2 ☹️	3 😊	4 😊😊	
Lists are thorough and clear					
Advantages and disadvantages show good insight and ideas					
Reasons for advantages and disadvantages are clear					
<b>Code for Activity 5</b>					

<b>Thinking and Reasoning Activity</b>		Date:			
Educator Assessment					
Name:	1 ☹️☹️	2 ☹️	3 😊	4 😊😊	
Lists are thorough and clear					
Advantages and disadvantages show good insight and ideas					
Reasons for advantages and disadvantages are clear					
<b>Code for Activity 5</b>					

## **Learning Outcome 6: Language Structure and Use-**

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

### **Language Structure and Use Activity 1:**

Must have read chapters: Each chapter has correlating lists.

Integration Activity:

Language (Afrikaans) LO6: Language

As Sharkey's Son is a South African book there are non-English words used throughout the story. These are mostly Afrikaans words as the story is based on the West Coast, where many of the inhabitants speak Afrikaans as their home language. Although most South African children will find these words easy to understand, it may be useful to them to have their own copy as a reference.

If another educator takes the learners for Afrikaans give them the list and let him or her go through the list with the children. Perhaps it could be included into their Afrikaans lessons by using it as a basis for spelling lists, new word dictionaries or other activities.

### **What to do:**

- Find the photocopiable word lists included at the back of this guide.
- As Sharkey's Son has a variety of new vocabulary most intermediate and senior phase learners will benefit from the glossary of words. Many learners will find these words challenging both in learning to spell them and in understanding their definitions.
- Get the learners to copy down the lists or give each learner a photocopied list.
- As you read the story together use this list as a basis for spelling lessons and/or tests.
- It is always important to increase a learner's vocabulary. Encourage your learners to add to this list by looking up the definitions of any other new and/or difficult words that they come across as they read Sharkey's Son. They can either add these to the list or to their own personal word dictionaries.

### **Language Structure and Use Activity 2:**

Must have read chapters: 1-4

**What to do:**

- Teach and/or recap capital letters and the basic punctuation marks with the learners (Full stop, question mark, comma, exclamation marks).
- Then give each learner a copy of the Activity Pages.
- The learners should read and complete each question carefully.
- Use the book as the memorandum and mark the Activity Page with the learners.
- This activity can be assessed by a peer and the result recorded on the mark to code schedule provided.

**Language Structure and Use Activity 3:**

Must have read chapters: 1-9

**What to do:**

- Teach and/or recap the main parts of speech with the learners.
- Then give each learner copies of the Activity Pages to complete.
- This can then be assessed by the educator and the result recorded on the mark to code table provided.

**Language Structure and Use Activity 4:**

Must have read chapters: 1-15

**Integration Activity:****Language LO4: Writing**

Give the learners another activity similar to this one and assess it for both writing and language.

**Suggested opening words:**

- The mist...
- Sharkey was a...
- Smiler loved to draw...

**Extension Activity:****Language LO4: Writing**

Get the learners to think of their own opening words (similar to the examples above) and get them to complete a paragraph for each one.

**What to do:**

- Teach and/or recap the qualities of a good paragraph with the learners (Length, punctuation, grammar, spelling, topic sentence plus supporting sentences, good sentence connections- conjunctions, use correct tense, stays on one main topic etc).

- The learners should write these down in their books.
- Then get the learners to use the following opening words and write three different paragraphs based on the story.
- Suggested opening words:
  - Grant found it difficult to...
  - Ally looked at the flowers...
  - The Beach House Café was...
- Encourage the learners to check their paragraphs carefully before handing in their work.
- The educator may want to use this as a formal assessment but it is better to let the learners practice on an activity like this one and rather assess them formally on a piece of writing at a later stage.

### **Language Structure and Use Activity 5:**

Must have read chapters: 1-23

#### **What to do:**

- Teach and/or recap prefixes (word beginnings) with the learners.
- Write up the following few examples for the learners and get them to suggest possible meanings for the prefixes.
  - uninspired, unconventional, undermine- un means? (not)
  - inadequate, improper, irredeemable- all these prefixes mean? (not)
  - foreground, foresee, foreshore- fore means? (in front or before)
- Can the learners think of any other examples of prefixes and their meanings?
- The learners should work in pairs and think about the story. They should use their dictionaries to find one or two words for each of the following prefixes- un, in, im, ir and fore. The learners must check that the meaning of the words relate to the story in some way. They should record how their chosen words relate to the story.
- After everyone has completed their lists, facilitate a feedback and discussion time.
- If the learners have their own dictionaries for recoding new words get them to record any new words now. If not, get the learners to write a special list in their books with the title 'Prefixes'. They should record the word, the meaning of the word and the meaning of the prefix.
- Possible words: Unconscious, inability, immediate, impress, irregular, irrational, foreknowledge, foreshore.

## Sharkey's Son Language Structure and Use Activity 2

❖ After you have read **Chapter 3 and 4** complete the questions below.

❖ Fill in the **missing punctuation mark in** each question.

1. He knows I can't stand Uncle Roy's huge dead house and that creepy grandfather clock that ticks so loudly all day and night, reminding you of how bored you are.
2. There was nothing there that could make such a sound, only an old pair of shoes
3. Now why would Sharkey's phone be in the hidey hole
4. So why would Sharkey leave home without it
5. Man, that's wonderful
6. He drove away, waving
7. Want a lift
8. Unbelievably, as he lay there, unable to move unable to even fill his lungs with air, feeling as if he might just die, he heard the unmistakable sound of Constable Henk's siren and Hasie Viljoen's truck roaring past.

/ 8

❖ Fill in the **missing capital letters**

just as his feet hit the tar, something he hadn't bargained on came cruising around the corner towards him: constable henk, the first full-time, permanent policeman in langebaan, still on the job after all these years, driving his old van. it was too late to hide, he had been spotted.

the policeman wound down the window of his van and grant was assailed by the strains of the latest sokkie dance hit. "hello," constable henk shouted good-naturedly, above the music. "hoe gaan dit? want a lift?"

/12

❖ Read the paragraph carefully and fill any **missing capital letters** and **punctuation marks**.

how was he going to access the money in sharkey's FLASH account He would have to figure that out in the morning. He ran on, his West Coast instincts guiding him, sure as sonar through the thick white mist

/5

Total: /25

<b>Language Structure and Use Activity 2</b>	Date:			
Peer-Assessment				
Name:	1☹☹	2☹	3☺	4☺☺
My mark was ...	1-7	8-13	14-19	20-25

## Sharkey's Son Language Structure and Use Activity 3

### Parts of Speech

Nouns	Naming words
Pronouns	Used in place of a noun- (she, he, it, them, they etc.)
Adjectives	Describe nouns
Verbs	Being or doing words
Adverbs	Describe verbs
Conjunctions	Join two sentences together- (and, but, because etc)
Prepositions	Small words which relate two words to one another- (on, in, at etc.)
Articles	Words which come before a noun or adjective- (the, an, a)

- ❖ Can you **identify the underlined parts of speech** in the paragraph below?

He threw his empty mussel shells to the patient group of skoorsteenveërs gathered like sea vultures, waiting to enjoy their share of the pickings too. Their long, hooked bills and dirty-brown tail feathers gave them a comical look. Hond had made sure they'd kept their distance while the boys ate by growling and rushing at them every now and then. The birds, in turn, had kept up a raucous complaining as they'd gazed longingly at the mussel feast. Now they pounced on the shells, pecking them and throwing them up into the air to release every last morsel.

He	
threw	
their	
hooked	
boys	
growling	
and	
raucous	
on	
the	

(10)

- ❖ Find **5** more **verbs** in this passage.

-----  
 ----- (5)

<b>Language Activity 3</b>	Date:			
Peer-Assessment				
Name:	1 😞😞	2 😞	3 😊	4 😊😊
My mark was ...	1-4	5-8	9-12	13-15

## Glossary of Words from Sharkey's Son

### AFRIKAANS WORDS

#### **Chapter 1:**

smokkel - smuggle

hier's 'n brood vir jou - here is a loaf of bread for you

tant - aunt

tannie – aunty

Langebaanweg- Langebaan Road

kop - head

bokkom fish - dried fish

#### **Chapter 2:**

naand- evening

boytjie- young boy

Dis 'n weer wat inkom - It is a storm that is coming

Ons ga' mis kry - We are going to get mist

Is dit nie te laat om nog so langs die lagoon te sit nie? - Isn't it too late to still be sitting at the lagoon?

oom- uncle

Weskus - West Coast

ja - yes

sjoe -wow

boer - farmer

visserman - fisherman

skelm-skelm - on the sly

Loop kry nou jou goed bymekaar - Go(walk) and get your things together

**Chapter 3**

afdakkie- small outside roof

**Chapter 4:**

veld - bush

sokkie - type of dance

Hoe gaan dit? - How is it going?

My magtig! - exclamation showing surprise

**Chapter 5:**

/

**Chapter 6:**

Hond- dog

Dis my skip hierdie en ek is die skipper- This ship is mine and I am the captain

skop- kick

**Chapter 7:**

Ag- exclamation

**Chapter 8:**

This is mos Leentjie's beach - This is Leentjie's beach you know

Weet jy dan nie wie Leentjie is 'ie? - Do you not know who Leentjie is then?

Leentjie'sklip - Leentjie's rock

skoorsteenveërs – type of bird

Jy lieg- You lie

**Chapter 9:**

Eina! - ouch!

Muisbosskerm- Name of a restaurant

**Chapter 10:**

Het jy seerkry? - Are you hurt?

lekker- nice

**Chapter 11:**

Nee wat- no ways

Gaan te kere- goes crazy

**Chapter 12:**

Hy's baie bekommerd oor jou- He's very worried about you

Wat mak jy hier?- What are you doing here?

manne- men

skelm- no good/trouble

harde klap- hard hit

Nee pa- no dad

**Chapter 13:**

Dis 'n klomp geld- That's a lot of money

Boeta- brother

**Chapter 14: /**

**Chapter 15:**

Ag-oh

Kyk net- look at these

ryk- rich

genoeg geldstories- enough talk about money

Hy's mos 'n geleerde man- He's a man who's studied

Jislaak-exclamation

**Chapter 17-20: /**

**Chapter 21:**

Babelaas- hangover, feeling ill after drinking too much alcohol

**Chapter 22:**

Skrikked- Got a fright

**Chapter 23:**

Weskusnuus- West Coast News

(Acknowledgements to Kritzinger, Steyn and Kromhout Skool Woordeboek)

## NEW AND/OR DIFFICULT ENGLISH WORDS

### **Chapter 1:**

skipper- captain of ship

scrabbling - scraping with hands or claws in a disorderly way

reminisced- to talk or write about past times

marooned- to be left or stranded on a deserted place

### **Chapter 2:**

vigil - keeping awake to watch

permit - licence to do something

anxiety - uneasiness

### **Chapter 3:**

Old Brown Sherry Talk - Talking made-up stories after drinking too much alcohol

bewilderment - confusion

### **Chapter 4:**

scour - move rapidly searching for something

tangible - something that can be touched and is real

### **Chapter 5:**

rent - broken

hulking - body of an unwieldy person or thing

chided - rebuked

wheelhouse - part of a ship where the captain steers the ship from

**Chapter 6:**

astonishment - surprise

toying - consider casually or indecisively

**Chapter 7:**

Condominiums - smart apartment accommodation

**Chapter 8:**

sceptical - questioning or doubting

pristine - in original condition

raucous - making a loud noise

pseudo- false

benevolent- charitable

oppressive- weighing heavily on mind and spirit

**Chapter 9:**

ominous - giving an impression something bad will happen

crescendo - gradual increase in loudness

clandestine - secretly

**Chapter 10:**

Hypothermia - When the body's temperature drops to a very low and dangerous level

vehemently - showing strong feeling or passion

**Chapter 11:**

nonplussed- surprised and confused

**Chapter 12:**

scrutinising- to look closely or examine

cahoots- in agreement

claustrophobic- a fear of being stuck in a small space

**Chapter 13:**

conspirator- a person who secretly plans and prepares to do something which will break the law or be harmful

confided- to trust someone and tell them something important

elated- to be very happy

**Chapter 14:**

fugitive- a person who tries to get away after doing something bad

**Chapter 15:**

menace- a dangerous person

astonished- to be amazed

obtuse- to be slow to understand

flabbergasted- to be overwhelmed with shock

haughty- to be proud and think oneself is very important

impoverished- to be very poor

sulkily- sullen

**Chapter 16:**

treacherous- something that seems safe but then becomes dangerous

dinghies- small boats

**Chapter 17:**

reputation- things that are said about a person

rookie- somebody that is new to something

manoeuvred- to plan and control the movement of something

**Chapter 18:**

cormorants- a type of bird

foreboding- an expectation of trouble

**Chapter 19:**

momentarily- for a moment

excruciating- a very bad pain

engulfed- to overwhelm or take over

bucking- moving up and down quickly

burly- someone who is big and strong

berserkly- to be in a wild rage

**Chapter 20:**

laryngitis- when someones throat becomes inflamed and they are unable to speak

**Chapter 21:**

hallucinating- to see something that is not real, similar to a dream

extricate- to be free oneself from something

baleful- a threatening look

**Chapter 22:**

ravenously- to be very hungry

pummelled- to hit something over and over again

gallantly- bravely

constitution- a set of rules put together by the government

**Chapter 23:**

stricken- affected or overcome with illness or misfortune

(Acknowledgements to Collins and Oxford English Dictionaries)