

**PSRIP
TRACKER
GRADE 6
TERM 1 2019**

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Term 1 Programme of Assessment

1. There are two formal assessment tasks for Grade 6 Term 1, Task 1 and Task 2.
2. Please complete these tasks in Weeks 5, 6 and 8, as detailed below.
3. You will find the rubrics and memoranda either in the lesson plan, or in the tracker, with the Worksheet Memoranda.
4. Please note that all formal assessment tasks are designed to be part of the routine lessons.
5. The RESOURCE PACK includes a Marksheet that may be used to record the formal assessment results of learners.

GRADE 6 TERM 1 FORMAL ASSESSMENT TASKS					
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON
Task 1	Listen to and speaks about a story / gives a personal or factual recount / takes part in a conversation or discussion	15	5	Wednesday	Speaking
	Reads aloud a prepared text	10	6	Monday - Friday	Group Guided Reading
	Language structures and conventions in context	15	6	Monday - Friday	Group Guided Reading
	Reading comprehension of a story / information text	20	6	Monday - Friday	Group Guided Reading
	Reflects on stories / texts read independently	10	6	Monday - Friday	Group Guided Reading
	Writes 3-4 paragraphs (personal recount)	30	6	Monday Wednesday Friday	Writing
Total		100			

GRADE 6 TERM 1 FORMAL ASSESSMENT TASKS

TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON
Task 2	Listens to and gives instructions / describes a process / performs poem or song with oral comprehension	20	8	Monday - Friday	Group Guided Reading (Teacher Activity)
	Reading comprehension of a information text / poem / song	30	6	Monday - Friday	Group Guided Reading
	Language structures and conventions in context	20	6	Monday - Friday	Group Guided Reading
	Writes a description of a simple process / simple definitions using a frame / description of a person / object etc. /essay	30	8	Monday Wednesday Friday	Writing
Total		100			

WEEKLY TRACKER

Please follow the Orientation Programme in the Lesson Plans for Weeks 1 & 2

GRADE 6 EFAL TERM 1 WEEKLY TRACKER

Week 1		
Day	CAPS content, concepts, skills	Date completed
THEME: ORIENTATION		
Monday	<p>Getting ready</p> <ol style="list-style-type: none"> Go over your class list. Organize the desks appropriately – preferably into groups. Decide how you will assign learners seats. <p>Instructions</p> <ol style="list-style-type: none"> Greet learners outside the classroom. Explain that you don't want learners coming into the room in chaos. Explain how you expect learners to enter the classroom. Call on learners to enter the classroom. Instruct the learners where to sit down. <p>Activity 1: Introduce theme: Orientation</p> <ul style="list-style-type: none"> Teach song/rhyme/poem about COVID 19 Teach theme vocabulary Question of the day about COVID 19 Use personal dictionaries 	
Monday	<p>Activity 2: LISTENING ACTIVITY</p> <ul style="list-style-type: none"> Listening Text: Genre: Story on COVID 19 from (Teacher's Resource File) Three read Model comprehension skill: Making inferences Oral comprehension 	
Tuesday	<p>Activity 1: SPEAKING ACTIVITY</p> <ul style="list-style-type: none"> Re-read Text: Story on COVID 19 (Teacher's Resource File) Genre: Story on COVID 19 from (Teacher's Resource File) Discussions led by teacher to respond to text 	
Wednesday	<p>Activity 1: BASELINE ASSESSMENT</p>	
Thursday	<p>Activity 1: BASELINE ASSESSMENT</p>	

Friday	Activity 1: BASELINE ASSESSMENT	
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WEEK 1 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity:	Date Completed
	Read a story	
SUCCESSFUL OXFORD Oxford	Teacher Resource File	
STUDY & MASTER Cambridge	Teacher Resource File	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Teacher Resource File	
VIA AFRICA Via Africa	Teacher Resource File	
HEAD START Oxford	Teacher Resource File	
SOLUTIONS FOR ALL Macmillan Education	Teacher Resource File	
PLATINUM Pearson	Teacher Resource File	
TOP CLASS Shuter & Shooter	Teacher Resource File	

Week 2

Day	CAPS content, concepts, skills	Date completed
THEME: ORIENTATION		
Monday	Activity 1: READING AND VIEWING <ul style="list-style-type: none"> • Genre: Story • Topic: A COVID 19 related story from an article • Pre Reading Predicting from title and pictures 	
Monday	Activity 2: READING AND VIEWING <ul style="list-style-type: none"> • Uses reading strategies e.g making predictions, uses phonic and contextual • Discusses new vocabulary from the read text • Discusses the title and where the story takes place (setting) 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: INDEPENDENT READING <ul style="list-style-type: none"> • Does comprehension activity on the text (Oral or Written) • Practices reading with appropriate pronunciation, fluency and expression 	
Wednesday	Activity 1: Writes a personal recount <ul style="list-style-type: none"> • Chooses appropriate content for the topic • Selects from experience • Sticks to the topic 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: PERSONAL DICTIONARY <ul style="list-style-type: none"> • Creates a personal dictionary • Enters 5 words and meanings 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Builds on phonic knowledge to spell words, e.g builds word families based on how they sound or look • Builds on knowledge of sight words and high frequency words 	

WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	Supplementary LSC Activity: Adjectives	Date Completed
SUCCESSFUL OXFORD Oxford		
STUDY & MASTER Cambridge		
INTERACTIVE ENGLISH St Mary's Interactive Learning		
VIA AFRICA Via Africa		
HEAD START Oxford		
SOLUTIONS FOR ALL Macmillan Education		
PLATINUM Pearson		
TOP CLASS Shuter & Shooter		

WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Supplementary Writing Activity: Writes a simple story using a frame / Writes a paragraph to express and explain an opinion	Date Completed
SUCCESSFUL OXFORD Oxford	Write about your favorite season, use the writing frame, 67	
STUDY & MASTER Cambridge	Write a paragraph about the story, use the writing frame, 72	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph to explain your opinion of the story, 82	
VIA AFRICA Via Africa	Write a paragraph giving an opinion, 70	
HEAD START Oxford	Write a paragraph to express your opinion, 54	
SOLUTIONS FOR ALL Macmillan Education	Write a story called 'The day I saw a crocodile', 60	
PLATINUM Pearson	Write a story using a frame, 59	
TOP CLASS Shuter & Shooter	Write a story called 'Words that changed my life', 49 Express an opinion, 49	

Theme Reflection: ORIENTATION

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
SMT Comment	
SMT name and signature	Date

Week 3

Day	CAPS content, concepts, skills	Date completed
THEME: THE BEACH		
Monday	Activity 1: LITERATURE Pre-Read <ul style="list-style-type: none"> • Introduce theme: The Beach • DBE Workbook 1 page 26: News from the sea • Genre: Personal (friendly) letter • Discuss and predict 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: News from the city • Genre: Personal (friendly) letter • Three read • Model comprehension skill: Make inferences • Writes a simple factual recount • Uses frame when necessary 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries to check spelling and meaning of words 	
Tuesday	Activity 2: LITERATURE Read One <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Personal (friendly) letter • Model comprehension skill: Make inferences • Oral comprehension 	
Wednesday	Activity 1: LITERATURE Read Two <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Personal (friendly) letter • Model thinking about the text • Model comprehension skill: Make inferences • Oral comprehension 	
Wednesday	Activity 2: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: News from the city • Genre: Personal (friendly) letter • Small group discussions to respond to text • Expresses cause and effect 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Personal (friendly) letter • Teach: Make inferences • Identifies the main message 	

Friday	Activity 1: LITERATURE Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Personal (friendly) letter • Summarise • Comprehension strategy: Make inferences • Share opinions on the text 	
Friday	Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Personal (friendly) letter • Sample text: A letter to Yoza from Sindiswa 	

WEEK 3 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a simple factual recount. Reads media texts, e.g. advertisements/ pamphlets/posters.	
SUCCESSFUL OXFORD Oxford	Read and view a report, 19 Read a view a personal letter, 23	
STUDY & MASTER Cambridge	Read about some of the best football players, 23 Study the advertisement, 30	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a factual account, 22 Read a personal letter, 25 Read advertisements, 26	
VIA AFRICA Via Africa	Read a news article about the tiger, 17 Read a personal (friendly) letter, 18 Read an advertisement for a beautiful place, 22	
HEAD START Oxford	Read a news report, 14 Read the pamphlet, 19 Read the letter, 20	
SOLUTIONS FOR ALL Macmillan Education	Read advertisement, 100, answer questions, 14	
PLATINUM Pearson	Read a newspaper article, 14 Read an advertisement, 16	
TOP CLASS Shuters	Read the newspaper story, 9 Read the advertisement, 11 Read a personal letter, 12	

Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: THE BEACH		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Personal (friendly) letter • Topic: Write a friendly letter where you try to convince someone you know to come and visit your hometown • Planning Strategy: Write a list 	
Monday	Activity 2: Homonyms (words that are pronounced or spelt alike but have different meanings, e.g flour/flower) Words taken from shared or individually read texts can be put in personal dictionary and used in writing activities	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: WRITING PLANNING <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Informal language (register) • Use plan to draft personal (friendly) letter • Commence Read Aloud Formal Assessment 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit personal (friendly) letter using checklist • Publish and share personal (friendly) letter 	

WEEK 4 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary WRITING Activity:	Date Completed
	Writes a simple factual recount. Writes a simple personal letter.	
SUCCESSFUL OXFORD Oxford	Write a real-life story, 12	
STUDY & MASTER Cambridge	Write a paragraph about one of the famous soccer players, 25 Write a fan letter to your favourite soccer player, 26	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a factual recount, 31 Write a personal letter, 32	
VIA AFRICA Via Africa	Write a personal letter to a friend, 20 Write a factual recount, 24	
HEAD START Oxford	Write a factual recount, 16 Write a personal letter, 23	
SOLUTIONS FOR ALL Macmillan Education	Write a letter to a friend, 19	
PLATINUM Pearson	Write a thank you letter, 19	
TOP CLASS Shuters	Write a summary for the comic strip, 14 Write a letter, 15	

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track? What will you change next time, and why?

HOD:

DATE:

Week 5

Day	CAPS content, concepts, skills	Date completed
THEME: JOKES & ASSESSMENT		
Monday	Activity 1: LITERATURE Pre-Read <ul style="list-style-type: none"> • Introduce theme: Jokes & Assessment • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Discuss and predict 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Cebisa's lesson • Listens, asks and answers questions • Genre: Story with dialogue • Three read • Model comprehension skill: Make connections, Summarises story • Oral comprehension 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: LITERATURE Read One <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Recalls experiences in the correct sequence • Oral comprehension 	
Wednesday	Activity 1: LITERATURE Read Two <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Express cause and effect • Model comprehension skill: Make connections • Oral comprehension 	
Wednesday	Activity 2: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: Cebisa's lesson • Genre: Story with dialogue • Small group discussions to respond to text • FORMAL ASSESSMENT 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem/play language game • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Teach: Make connections • Learners express their own opinions 	

Friday	Activity 1: LITERATURE Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Summarises story with support • Comprehension strategy: Make connections • Recalls experiences and events in the right sequence 	
Friday	Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Personal recount • Sample text: Cebisa, Musa and mom's socks! 	

WEEK 5 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a story	
SUCCESSFUL OXFORD Oxford	Read a story, 29 Read a diary, 35	
STUDY & MASTER Cambridge	Read a story, 32 Read a page from Danny's diary, 36	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 37 Read diary entries, 40	
VIA AFRICA Via Africa	Read a story about Anansi, the spider, 27 Read a diary entry, 31	
HEAD START Oxford	Read a journal entry, 24 Read diary entries, 27	
SOLUTIONS FOR ALL Macmillan Education	Read a poem, 22	
PLATINUM Pearson	Read a story, 24 Read a diary entry, 26	
TOP CLASS Shuters	Read a story, 20 Read a diary entry, 22	

Week 6

Day	CAPS content, concepts, skills	Date completed
THEME: JOKES & ASSESSMENT		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Personal recount • Topic Write about a time someone made you laugh OR Write about a time you made someone else laugh • Planning Strategy: Write a list 	
Monday	Activity 2: LSC <ul style="list-style-type: none"> • Learners to use verbs to describe actions • Uses connecting words to show addition and sequence • Uses question forms e.g who, what, when, which, why, how 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: VOCABULARY IN CONTEXT <ul style="list-style-type: none"> • Working with words and sentences • Builds on use of personal pronouns like I, you, it, us, them • FORMAL ASSESSMENT 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Past progressive tense • Builds on use of prepositions that show position like on, under, above • Use plan to draft personal recount 	
Wednesday	Activity 2: INDEPENDENT READING <ul style="list-style-type: none"> • Reflects on texts read • Expresses own opinion • Records words in personal dictionary 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: WORKING WITH WORDS AND THEIR MEANINGS <ul style="list-style-type: none"> • Builds on use of personal pronouns • E.g I, you, it, us, them 	
Friday	Activity 1: WRITING FORMAL ASSESSMENT TASK 2 <ul style="list-style-type: none"> • Essay (20 marks) • Narrative or Descriptive • 5 paragraphs 	
Friday	Activity 2: <ul style="list-style-type: none"> • FORMAL ASSESSMENT 	

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Past progressive tense	Date Completed
SUCCESSFUL OXFORD Oxford	Past progressive tense, 21, 176	
STUDY & MASTER Cambridge	Past progressive tense, 29, 51	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Past progressive tense, 170	
VIA AFRICA Via Africa	Past progressive tense, 43, 166, 167	
HEAD START Oxford	Past progressive tense, 9, 37	
SOLUTIONS FOR ALL Macmillan Education		
PLATINUM Pearson	Past progressive tense, 36	
TOP CLASS Shuters	Past progressive tense, 31	

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary Writing Activity:	Date Completed
	Write a factual recount, 24	
SUCCESSFUL OXFORD Oxford	Write a paragraph about the story's facts, 33 Write a diary entry about what happened to you, 35	
STUDY & MASTER Cambridge	Summarise what the story was about, 32 Write an extract as Danny, for his diary entry, 38	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write diary entries, 43	
VIA AFRICA Via Africa	Write a diary entry, 31	
HEAD START Oxford	Write a diary entry, 27	
SOLUTIONS FOR ALL Macmillan Education	Write a recount, 25	
PLATINUM Pearson	Write a diary entry, 26	
TOP CLASS Shuters	Write your own diary entry, 23	

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track? What will you change next time, and why?

HOD:

DATE:

Week 7

Day	CAPS content, concepts, skills	Date completed
THEME: HEALTHY LIVING		
Monday	Activity 1: LITERATURE Pre-Read <ul style="list-style-type: none"> • Introduce theme: Healthy Living • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Discuss and predict from title, pictures and headings 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listens to and gives a sequence of instructions • Describes a process • Responds physically to complex sequence of instructions • Three read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: LITERATURE Read One <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Wednesday	Activity 1: LITERATURE Read Two <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Wednesday	Activity 2: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Uses connecting words • Uses the correct order • Describes a process • Information given in the process makes sense 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Teach: Make inferences 	

Friday	Activity 1: LITERATURE Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Summarise • Comprehension strategy: Make inferences 	
Friday	Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Narrative essay • Sample text: A lifestyle change 	

WEEK 7 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads information text with visuals.	
SUCCESSFUL OXFORD Oxford	Read an information text, 40 Read and discuss the photographs with titles, 45 Read a word puzzle, 47	
STUDY & MASTER Cambridge	Read about how people extract energy from coal and wind, 46 Read extract about solar power, 48	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an information text, 50	
VIA AFRICA Via Africa	Read an information text and a map, 39 Read definitions and do a word puzzle, 45	
HEAD START Oxford	Read information text with visuals, 34 Describe a process, 37	
SOLUTIONS FOR ALL Macmillan Education	Read a newspaper story, 33	
PLATINUM Pearson	Read an information text, 34 Follow instructions, 35 Do a word puzzle, 36	
TOP CLASS Shuters	Reading a map, 28 Complete a word puzzle, 30	

Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: HEALTHY LIVING & ASSESSMENT		
Monday	Activity 1: FORMAL ASSESSMENT-LANGUAGE STRUCTURES AND CONVENTIONS (20 marks) <ul style="list-style-type: none"> • 	
Monday	Activity 2: INDEPENDENT READING <ul style="list-style-type: none"> • Summarises text in a few sentences • Shares opinions on the text • Complete formal assessment 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: READ ALOUD <ul style="list-style-type: none"> • Read aloud with appropriate pronunciation, fluency, pacing and expression • Does comprehension activity on the text (Oral or Written) 	
Wednesday	Activity 1: LSC -WORD PUZZLE <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence 	
Wednesday	Activity 2: LSC <ul style="list-style-type: none"> • Begins to use prepositions that show direction • Adverbs of manner and time • Uses negative concord 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: FORMAL ASSESSMENT TASK 3 <ul style="list-style-type: none"> • Response to texts (50marks) 	
Friday	Activity 1: COMPLETE FORMAL ASSESSMENT TASK 3	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Literary /Non-literary text (20 marks) • Visual text (10 marks) 	

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a description of a simple process. Writes a description of a simple process. Writes simple definitions using a frame.	
SUCCESSFUL OXFORD Oxford	Write simple definitions for the photograph, 48	
STUDY & MASTER Cambridge	Write a dictionary definition, 50 Write steps of your demonstration, 55	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a description of a process, 57 Design a visual text, 58 Write simple definitions, 58	
VIA AFRICA Via Africa	Design, draw and label a map, 42 Write a description of a process, 47 Write definitions, 47	
HEAD START Oxford	Write a description of a process, 37 Write definitions, 38	
SOLUTIONS FOR ALL Macmillan Education	Write a paragraph describing your partner, 36	
PLATINUM Pearson	Write a description of a process, 38 Write definitions, 38 Design and draw a collage, 39	
TOP CLASS Shuters	Write simple definitions, 30 Design your own map, 31 Explaining directions, 32	

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track? What will you change next time, and why?

HOD:

DATE:

Week 9

Day	CAPS content, concepts, skills	Date completed
THEME: SPACE TRAVEL		
Monday	Activity 1: LITERATURE Pre-Read <ul style="list-style-type: none"> • Introduce theme: Space Travel • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Discuss and predict 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: First woman in space • Genre: Informational text • Three read • Model comprehension skill: Visualise/ Evaluate • Oral comprehension 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem/language game • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: LITERATURE Read One <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Model comprehension skill: Visualise/ Evaluate • Oral comprehension 	
Wednesday	Activity 1: LITERATURE Read Two <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Model comprehension skill: Visualise/ Evaluate • Oral comprehension 	
Wednesday	Activity 2: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: First woman in space • Genre: Information text • Small group discussions to respond to text 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Teach: Visualise / Evaluate 	

Friday	Activity 1: LITERATURE Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Complete text illustration • Comprehension strategy: Visualise/ Evaluate 	
Friday	Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Poem (Haiku) • Sample text: Space Haikus 	

WEEK 9 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads poems.	
SUCCESSFUL OXFORD Oxford	Read a poem, 50, 56 Read a description, 58	
STUDY & MASTER Cambridge	Read two verses from the poems, 59, 60 Read a poem, 65	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poem, 63	
VIA AFRICA Via Africa	Read a poem about the night, 49	
HEAD START Oxford	Listen to and read a poem, 42	
SOLUTIONS FOR ALL Macmillan Education	Read a poem, 47	
PLATINUM Pearson	Read poems, 44	
TOP CLASS Shuters	Read poems, 36, 37	

Week 10

Day	CAPS content, concepts, skills	Date completed
THEME: SPACE TRAVEL		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Poem (Haiku) Topic: Write a poem describing one of the following: <ul style="list-style-type: none"> ○ outer space ○ an alien ○ a spaceship <ul style="list-style-type: none"> • Planning Strategy: Use a mind-map 	
Monday	Activity 2: Understand some simple elements of poetry Rhyme, alliteration, onomatopoeia, comparisons, personification	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Writing Drafting <ul style="list-style-type: none"> • Writes description of an object • Writes creatively using adjectives 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Simile & hyperbole • Use plan to write a draft of a poem (Haiku) 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Edit poem using checklist 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Publish and share poem (haiku) 	

WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 10		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a description of a person. Writes a description of an object/ animal/plant/place.	
SUCCESSFUL OXFORD Oxford	Write a description, 54 Write a description, 58	
STUDY & MASTER Cambridge	Write a verse in the opposite meaning, 61 Write a description of someone you know well, 62 Write three paragraphs about what you do every day, 65	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a description of a person, 67 Write a description of an object, 68	
VIA AFRICA Via Africa	Write a description of a person, 55 Write a description of something in nature, 56	
HEAD START Oxford	Write a description of someone, 47	
SOLUTIONS FOR ALL Macmillan Education	Write a plan or mind-map, 46	
PLATINUM Pearson	Write about a person, 48 Write about your favourite food, 49	
TOP CLASS Shuters	Write a description, 40	

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track? What will you change next time, and why?

HOD:

DATE:

TEACHER ACTIVITY: Mama Dube's Trip to the Beach

Mama Dube lived in town called Ladysmith. Ladysmith is only 2.5 hours away from Durban. Mama Dube had lived in Ladysmith her entire life. One day, Mama Dube's daughter asked her why they had never visited the beach. She thought about her daughter's question, and she did not know how to answer. So, Mama Dube decided it was finally time to visit the beach! She wanted her children to feel the soft sand between their toes, and the warm ocean water against their skin. Mama Dube and her partner saved as much money as possible for their trip to the beach. They used the money to buy each child a swimming costume and beach towel. They also saved money for a picnic lunch, and to buy creamy, cold ice-creams on the beach! And of course, they had to get to the beach! When they got to the beach, the family had the best day ever!

1. **Where does Mama Dube live?** Mama Dube lives in...
2. **Which ocean do you think the family will visit, and why?** I think the family will visit... because... (Hint: look at activity 3)
3. **Have you been to the beach? Would you like to go? Why?** I have/have not been to the beach. I would like to go because...
4. **Read the last line of the story again. What can you infer from this?** I can infer that....

ACTIVITY 1: Sne's Beach Experience

13 Apple Lane
Ladysmith
2234
18 January 2019

Dear Thandokazi,

I hope you are well, my friend. I have some exciting news to share. Yesterday, I went to the beach for the first time! My mother and Uncle Lelo decided to drive us to Durban.

When I first saw the ocean, my heart beat so fast! I have never seen anything so beautiful. The wild waves crashed roughly against the beach. The water was dark blue and every now and then, I could see some rocks in the ocean. The lifeguard told us that it was high tide. He said when it is low tide, the water is much further away, and there is more space on the beach. He told us that the tides change because of the moon. We put up an umbrella so we didn't get burnt by the boiling hot sun. My mother was so excited to see the sea! She couldn't stop smiling! It was the best day ever.

How are you, Thandokazi? What is your news?

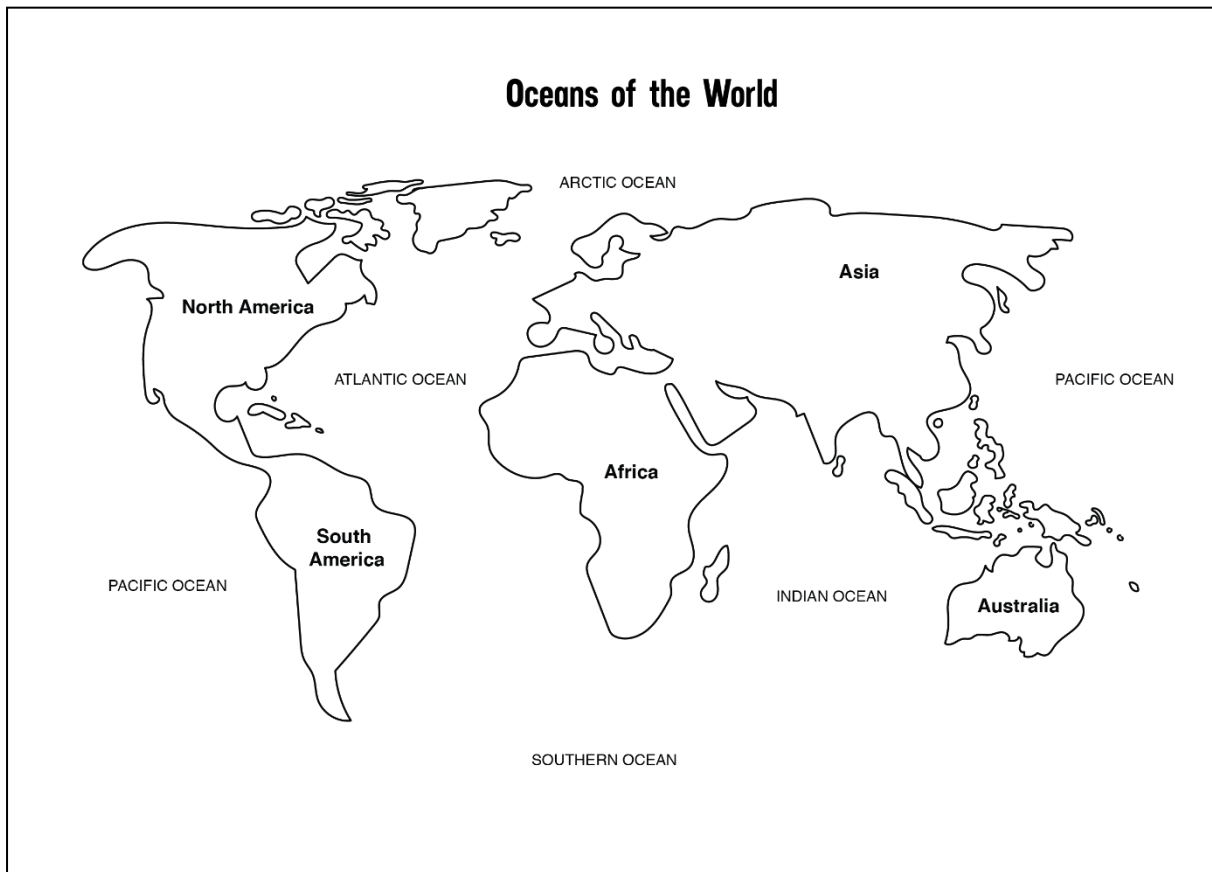
Your friend,
Sne

1. **Who do you think Sne's mother is?** I think Sne's mother is...
2. **Why did Sne and her family sit under an umbrella?** Sne and her family sat under an umbrella so that...
3. **What can you infer about the beach when it is high tide?** I can infer that when it is high tide, the beach....

ACTIVITY 2: The Ocean

If you ever go to the beach, take a moment to think about how much there is for us to learn and understand about the ocean. Firstly, the ocean covers over 70% of the earth's surface. This means that most of our earth is made up of ocean water. Then, think about the fact that about 94% of earth's living creatures live in the ocean! The tiniest creatures are green algae, that cannot be seen without a microscope. The largest sea creatures are blue whales, which can grow up to 30m long! Strangely, these giant whales eat mostly krill. Krill are tiny ocean creatures that measure about 1-2cm. Just imagine how many krill a whale has to eat every day! There is only one global ocean – all the ocean water is connected. However, we have named different parts of the ocean.

1. **What percentage of earth's living creatures live in the ocean?**
2. **What do you think would happen if there were no more krill in the ocean?** I think that if there were no more krill in the ocean...
3. **Which sea creature do you want to learn more about?** I would like to learn more about...because...



ACTIVITY 3: Oceans of the World

ACTIVITY 4: Summary

- Read the Teacher Activity again.
- Then, write summary of the story.
- Work in your exercise book. Set out your work like this:

Summary – Mama Dube’s Trip to the Beach

1. First,
2. Then,
3. Next,
4. Lastly,

1. **What ocean is to the east of Africa?** To the east of Africa is the...Ocean.
2. **What ocean is to the west of South Africa?** To the west of Africa is the...Ocean.
3. **How many oceans are there in the world?**
4. **Which ocean would you like to visit, and why?** I would like to visit the....because...

TEACHER ACTIVITY: Mama Dube's Trip to the Beach

1. **Where does Mama Dube live?** Mama Dube lives in Ladysmith.
2. **Which ocean do you think the family will visit, and why?** I think the family will visit the Indian Ocean because it is the closest ocean to them.
3. **Have you been to the beach? Would you like to go? Why?** I have/have not been to the beach. I would like to go because...(any reasonable answer)
4. **Read the last line of the story again. What can you infer from this?** I can infer that the family need some money to get to the beach.

ACTIVITY 1: Sne's Beach Experience

1. **Who do you think Sne's mother is?** I think Sne's mother is Mama Dube.
2. **Why did Sne and her family sit under an umbrella?** Sne and her family sat under an umbrella so that they didn't get burnt by the boiling hot sun.
3. **What can you infer about the beach when it is high tide?** I can infer that when it is high tide, the beach is smaller / there is less space on the beach / the water covers the beach.

ACTIVITY 2: The Ocean

1. **What percentage of earth's living creatures live in the ocean?** 94%
2. **What do you think would happen if there were no more krill in the ocean?** I think that if there were no more krill in the ocean there would be no more blue whales.
3. **Which sea creature do you want to learn more about?** I would like to learn more about...because...(any reasonable answer)

ACTIVITY 3: Oceans of the World

1. **What ocean is to the east of Africa?** To the east of Africa is the Indian Ocean.
2. **What ocean is to the west of South Africa?** To the west of Africa is the Atlantic Ocean.
3. **How many oceans are there in the world?** (1 – all oceans are connected / 6) either answer is acceptable
4. **Which ocean would you like to visit, and why?** I would like to visit the....because...(any reasonable answer)

ACTIVITY 4: Summary

Summary – Mama Dube’s Trip to the Beach

1. First, Mama Dube’s child asked why they had never been to the ocean.
2. Then, Mama Dube decided to take her family to the beach.
3. Next, she bought the family swimming costumes and towels, and she saved money for food.
4. Lastly, the family had a wonderful day on the beach.
(or similar)

TASK 1: PREPARED READING TEXT**Husband and Wife Pranks**

There was once a husband and wife named Dumi and Liz. They loved to play pranks on one another. They made it a fun game to see who could come up with the best pranks. One day Dumi went to the shops to buy food for dinner. Dumi drove their car to the shops. Liz had an excellent idea for a prank. She decided to follow Dumi to the shops in a taxi. Whilst Dumi was busy buying the food for their dinner, Liz found as many shopping trolleys as possible. She packed the shopping trolleys in a circle around the car. The car was trapped within the trolleys! Liz hid behind another car and waited for Dumi to return. When he walked to his car, he was so confused by the circle of trolleys! Liz jumped out and yelled, 'Got you!' Then, she laughed until her stomach hurt.

TASK 1: READING COMPREHENSION OF A STORY**Getting Musa Back**

Cebisa walked to the Pick 'n Pay and used all of the money she had saved to buy a toy spider. The spider was fake, but it looked very real. The fake spider had long furry legs, a big round body and small yellow eyes. The spider looked so real that it gave Cebisa the creeps. During maths, Cebisa sneakily opened Musa's schoolbag and put the fake spider on top of his books.

During English, Musa opened his schoolbag to get his English book. When he saw the fake spider, he screamed very loudly, and jumped out of his chair! Cebisa laughed so hard that it hurt her stomach. When she finished laughing, she looked at Musa seriously, 'That was for pinching me yesterday. When I say stop, I mean stop. I like you Musa, but I want you listen to me, and to other girls!'

Musa looked at Cebisa with embarrassment, 'I'm sorry, Cebisa. It won't happen again.'
Cebisa nodded her head, 'Good.'

1. **What did Cebisa buy at the shops?** Cebisa bought...
2. **What did the spider look like?** The spider looked...
3. **Why do you think Cebisa put the spider in Musa's bag?** Cebisa put the spider in Musa's bag because...
4. **When did Cebisa put the spider into Musa's bag?** She put the spider in his bag...
5. **Which word tells us that Cebisa put the spider in Musa's bag secretly?**
6. **Why did Cebisa laugh when Musa screamed?** She laughed because...
7. **Would you have done the same thing as Cebisa? Why or why not?** I would / would not have done the same thing as Cebisa because...
8. **How do you think Musa felt after the prank Cebisa played on him?** I think he must have felt...because...
9. **Do you think Musa will ever pinch a girl again? Why or why not?** I think Musa will / will not pinch a girl again because...
10. **What do Cebisa's actions show you about the type of person she is?** Her actions show that she is...

TASK 1: REFLECTS ON STORIES READ INDEPENDENTLY

- Read **Getting Musa Back** again.
- Then, summarise the main ideas of the story in three points.
- Use the frame below to help you structure your summary.
- Finally, write a short reflection on the text.
- Use the frame below to help you structure your reflection.

Summary – Getting Musa Back

1. First,...
2. Then,...
3. In the end,...

Reflection – Getting Musa Back

1. I think this story was written to make us think about...
2. I think Cebisa did the right thing / did the wrong thing because...
3. I enjoyed / didn't enjoy reading this story because...

TASK 1: LANGUAGE STRUCTURES AND CONVENTIONS IN CONTEXT

How to tell a Knock-Knock Joke

1. Knock-knock jokes are silly jokes about someone knocking on your door.
2. The person telling the joke starts by saying: 'knock-knock,' as if they were knocking on your door.
3. Next, the person listening to the joke must reply: 'Who's there?'
4. Then, answer with the first part of your joke, for example: 'Cow.'
5. Next, the person listening to the joke will reply: 'Cow who?'
6. Then, you give the punchline, which is the humorous part of the joke. In this joke you will say: 'No! Cow's say moo not who!'

7. There are thousands of knock-knock jokes in the world! You can make up your own hilarious knock-knock joke, or you can go onto the internet and search for knock-knock jokes.

1. Find two words that mean the same as **funny**.
2. Is this sentence written in formal or informal language? The punchline is the humorous part of the joke.
3. Complete the sentences with: pronoun; adjective; noun
 - a. 'silly' is a...
 - b. 'cow' is a...
 - c. 'you' is a...
4. Find and copy a sentence that is written in the future tense.
5. Why is 'cow' in quotation marks?
6. In point 6, find and copy 2 rhyming words.
7. What is one determiner that is found in the text?
8. Change this sentence into the past tense: *Knock-knock jokes are silly jokes about someone knocking on your door.*

TASK 2: READING COMPREHENSION OF AN INFORMATION TEXT

What is a sense of humour?

What is a sense of humour? Simply put, a sense of humour is someone's ability to find things funny. Most people have a sense of humour, and are able to find jokes and different situations funny. Jokes may seem like something silly or unimportant, but a sense of humour is actually an important human survival strategy. Sharing laughter with someone helps us connect to them. If we are in a tough or tense situation, laughter can help get rid of tension.

There are some different factors that can impact someone's sense of humor. For example, a person's sense of humour might be very different depending on their age. For example, young children might think it is funny when someone makes a silly noise or sticks their tongue out. This is probably different from what a teenager will think is funny. A person's sense of humour is also shaped by their culture. This means that what we find funny will probably be different depending on where we grow up and what people around us find funny.

1. **What is a sense of humour?** A sense of humour is...
2. **How many paragraphs are in this text?**
3. **What is the topic of the first paragraph?** The first paragraph is about...
4. **What is the topic of the second paragraph?** The second paragraph is about...
5. **Write a new topic sentence for the first paragraph.**
6. **Does everyone have a sense of humour?**
7. **Why is a sense of humour an important human survival strategy?** A sense of humour is an important human survival strategy because...
8. **What is one thing you can infer about someone who doesn't have a sense of humour?** I can infer that....

9. **What are two factors that may impact someone's sense of humour?** People may have a different sense of humour because of...or....
10. **Does the author think that a teenager will find someone making a silly noise funny?**
11. **What is the purpose of this text? (Why do you think it was written?)** I think this text was written to...
12. **Why do you think this text begins with a question?** I think this text begins with a question because...
13. **Where do you think you might find a text like this? Explain your answer.** I think I might find a text like this...
14. **What is one new thing you learned from reading this text?** I learned...
15. **What is a question you wish this text would answer next? (What is a question you still have about the topic?)** I still wonder:...
16. **Our theme this week is 'Jokes'. We have been thinking about different jokes and pranks people play on each other. How does this text fit with our theme: Jokes?**
This fits with our theme because...

TASK 2: LANGUAGE STRUCTURES AND CONVENTIONS IN CONTEXT

the annual BACK-TO-SCHOOL

COMEDY SHOW

come and laugh at these funny comedians!

koko dlamini peter nkosi
shelly smith



HAHA!

SATURDAY 12th
January 2019

7.00pm

[Jokes and gags about families,
shopping, soccer and the government!]

Libabele Primary school
101 North Road, Amanzimtoti

TICKETS: adults R10 children R5

SNACKS: popcorn R5 cold drink: R8

1. **What kind of speech is 'come and laugh'?** It is a question / a command / a statement.
2. **What is a synonym for jokes on the poster?** A synonym for joke is:...
3. **Which of the following words would need to be capitalised:**
libabele primary school
101 north road, amanzimtoti
4. **Explain why the words you chose must be capitalised.**
5. **What is another way to write 12th?** Another way to write 12th is...
6. **Find and copy five plural nouns.**
7. **What kind of language is 'haha': formal or informal language?**
8. **What do you think 'annual' means based on the context:**
 - a. First ever
 - b. Yearly
 - c. Weekly
9. **List 3 punctuation marks can you find in this poster, other than a full stop and an exclamation mark?**

TASK 1: PREPARED READING (10 MARKS)

- Mark each learner’s prepared reading according to the rubric below.

	3	2	1
EXPRESSION & VOLUME	The learner reads with varied volume and expression.	The learner reads with some volume and expression.	The learner reads in a quiet voice, with little or no expression.
		2	1
FLUENCY		The learner reads fluently with some breaks.	The learner reads with long pauses or hesitations. There is no regular rhythm to the reading.
		2	1
PACE		The learner reads at a consistently conversational pace. The learner only slows down, stop, or repeats words when it make sense and sounds right.	The learner reads slowly and/or word-by-word. The learner takes breaks and/or repeats words. The learner has to figure out many words on the page.
	3	2	1
DECODING / WORD ATTACK	The learner is able to self-correct when reading difficult words and / or sentence structures.	The reader has difficulty with specific words and /or sentence structures.	The reader has many “rough spots” needs the teacher’s help to decode many words.

[TOTAL: 10 MARKS]

TASK 1: READING COMPREHENSION OF A STORY (20 MARKS)

1. **What did Cebisa buy at the shops?**
Cebisa bought a toy spider. [2 MARKS]
2. **What did the spider look like?**
The spider looked very real. [2 MARKS]
3. **Why do you think Cebisa put the spider in Musa's bag?**
Cebisa put the spider in Musa's bag because she wanted to get him back for pinching her. (or similar) [2 MARKS]
4. **When did Cebisa put the spider into Musa's bag?**
She put the spider in his bag during Maths. [2 MARKS]
5. **Which word tells us that Cebisa put the spider in Musa's bag secretly?**
sneakily [2 MARKS]
6. **Why did Cebisa laugh when Musa screamed?**
She laughed because her prank worked / she got Musa back / she taught Musa a lesson. (or any logical answer) [2 MARKS]
7. **Would you have done the same thing as Cebisa? Why or why not?**
I would / would not have done the same thing as Cebisa because...(any logical answer) [2 MARKS]
8. **How do you think Musa felt after the prank Cebisa played on him?**
I think he must have felt embarrassed / ashamed (any reasonable answer) [1 MARK]
because...(a reason to justify the answer) [2 MARKS]
9. **Do you think Musa will ever pinch a girl again? Why or why not?**
I think Musa will / will not pinch a girl again because...(any logical answer) [2 MARKS]
10. **What do Cebisa's actions show you about the type of person she is?**
Her actions show that she is funny and stands up for what she believes in. (or any logical answer) [2 MARKS]

[TOTAL: 20 MARKS]

TASK 1: REFLECTS ON STORIES READ INDEPENDENTLY (10 MARKS)

Summary – Getting Musa Back [5 MARKS]

- Give learners 1 MARK for each correct point.
- Give learners 1 MARK if all three points are sequenced correctly.
- Give learners 1 MARK if the learner has used full, accurate sentences.

1. **First**, Cebisa put the spider in Musa's bag.
2. **Then**, Musa opened his bag and got a fright.
3. **In the end**, Cebisa told Musa that he must never pinch her again, and he must listen to the girls.

Summary – Getting Musa Back [5 MARKS]

- Give learners 1 MARK for each correct point.
- Give learners 1 MARK if all three points are sequenced correctly.
- Give learners 1 MARK if the learner has used full, accurate sentences.

1. **First**, Cebisa put the spider in Musa's bag.
2. **Then**, Musa opened his bag and got a fright.

3. **In the end**, Cebisa told Musa that he must never pinch her again, and he must listen to the girls.

Reflection – Getting Musa Back [5 MARKS]

- Give learners 1 MARK for each correct point.
 - Give learners 1 MARK if the points are creative.
 - Give learners 1 MARK if the learner has used full, accurate sentences.
1. I think this story was written to make us think about how other people feel. (or any reasonable answer)
 2. I think Cebisa did the right thing / did the wrong thing because...(any reasonable answer)
 3. I enjoyed / didn't enjoy reading this story because...(any reasonable answer)

[TOTAL: 10 MARKS]

TASK 1: LANGUAGE STRUCTURES AND CONVENTIONS IN CONTEXT (15 MARKS)

1. **Find two words that mean the same as funny.** silly, humorous, hilarious [2 MARKS]
2. **Is this sentence written in formal or informal language? The punchline is the humorous part of the joke.**
Formal language [1 MARK]
3. **Complete the sentences with: pronoun; adjective; noun**
 - d. 'silly' is a adjective [1 MARK]
 - e. 'cow' is a noun [1 MARK]
 - f. 'you' is a pronoun [1 MARK]
4. **Find and copy a sentence that is written in the future tense.**
Next, the person listening to the joke will reply: 'Who's there?' [2 MARKS]
5. **Why is 'cow' in quotation marks?**
It is in quotation marks because it shows that someone is talking. [2 MARKS]
6. **In point 6, find 2 rhyming words.**
moo, who [2 MARKS]
7. **What is one determiner that is found in the text?**
next, then [1 MARK]
8. **Change this sentence into the past tense: *Knock-knock jokes are silly jokes about someone knocking on your door.***
Knock-knock jokes were silly jokes about someone knocking on your door. [2 MARKS]

[TOTAL: 15 MARKS]

TASK 2: READING COMPREHENSION OF AN INFORMATION TEXT (30 MARKS)

1. **What is a sense of humour?**
A sense of humour is the ability to laugh and find things funny. [2 MARKS]
2. **How many paragraphs are in this text?**
Two paragraphs [1 MARK]
3. **What is the topic of the first paragraph?**
The first paragraph is about what a sense of humour is and why it's important. [2 MARKS]

4. What is the topic of the second paragraph?

The second paragraph is about things that impact a sense of humour. [2 MARKS]

5. Write a new topic sentence for the first paragraph.

A sense of humour is important for all people. (or any logical response) [2 MARKS]

6. Does everyone have a sense of humour?

No – most people have a sense of humour. [2 MARKS]

7. Why is a sense of humour an important human survival strategy?

A sense of humour is an important human survival strategy because it helps us connect to people and it makes some situations less tense. [2 MARKS]

8. What is one thing you can infer about someone who doesn't have a sense of humour?

I can infer that they might have a difficult time connecting to someone. (or any reasonable inference) [2 MARKS]

9. What are two factors that may impact someone's sense of humour?

People may have a different sense of humour because of their age or their culture. [2 MARKS]

10. Does the author think that a teenager will find someone making a silly noise funny?

No, he / she doesn't think a teenager will find this funny. [1 MARK]

11. What is the purpose of this text? (Why do you think it was written?)

I think this text was written to teach us about what a sense of humour is and how it is formed. (or any logical response.) [2 MARKS]

12. Why do you think this text begins with a question?

I think this text begins with a question to make us think about what we already know / to get our attention / to make us think. (or any logical response) [2 MARKS]

13. Where do you think you might find a text like this? Explain your answer.

I think you might find a text like this in a newspaper / an encyclopedia / on Wikipedia / on the internet / on google. (or any logical response) [2 MARKS]

14. What is one new thing you learned from reading this text?

I learned...(any logical response) [2 MARKS]

15. What is a question you wish this text would answer next? (What is a question you still have about the topic?)

I still wonder:...(any logical question) [2 MARKS]

16. Our theme this week is 'Jokes'. We have been thinking about different jokes and pranks people play on each other. How does this text fit with our theme: Jokes?

This fits with our theme because...(any logical answer) [2 MARKS]

[TOTAL: 30 MARKS]

TASK 2: LANGUAGE STRUCTURES AND CONVENTIONS IN CONTEXT (20 MARKS)

1. What kind of speech is: Come and laugh?

It is a command [2 MARKS]

2. What is a synonym for jokes on the poster?

A synonym for joke is: gags [2 MARKS]

3. Which of the following words would need to be capitalised: [2 MARKS]

Libabele Primary School

101 North Road, Amanzimtoti

4. Explain why the words you chose must be capitalised.

They need to be capitalized because they are all proper nouns. [2 MARKS]

5. What is another way to write 12th?

Another way to write 12th is twelfth [2 MARKS]

6. Find and copy five plural nouns.

Any five: comedians, adults, children, tickets, snacks, jokes, gags, families [5 MARKS]

7. What kind of language is 'haha': formal or informal language?

Informal language [1 MARK]

8. What do you think 'annual' means based on the context: [1 MARK]

b. Yearly

9. What punctuation marks can you find in this poster other than a full stop and an exclamation mark?

comma, colon, dash [3 MARKS]

[TOTAL: 20 MARKS]

TEACHER ACTIVITY:**TASK 2: DESCRIBES A PROCESS**

1. *Read the text out loud to the small group of learners.*
2. *Instruct learners to listen to the text and to discuss the steps the dentist took to fix Lindiwe's tooth.*
3. *Call each learner up to your desk to quickly explain the process the dentist used to fix Lindiwe's tooth.*
4. *Mark learners using the rubric in the memo.*

ACTIVITY 1: Olwethu's Sadness

Olwethu was a Grade 6 learner. He had many friends, a nice family and he got good marks. However, Olwethu often felt very sad. Olwethu felt sad about life, and he felt sad about himself. One day, Olwethu decided to ask his cousin for help. His cousin Peter was a nurse and was very helpful and kind. Olwethu explained to Peter that he often felt sad. He also explained that he didn't know how to have fun or feel happy. Olwethu told his cousin that he really wanted to know what was wrong with him.

'Wow Olwethu,' said Peter, 'I am so glad you decided to tell me this. I think you may have depression.'

'What's that?' asked Olwethu.

'Well,' said Peter, 'Sometimes the chemicals in our bodies are not balanced. This can make us feel sad and tired all the time. You should see a doctor to get help. But there are a few things that you can try at home to help you too.'

Peter told Olwethu that regular exercise can sometimes also help depression. He also told Olwethu to talk to his mom about his feelings. Olwethu desperately wanted to feel better, so he took his cousin's advice. First, Olwethu spoke to his mother. She hugged Olwethu, and said that she would ask Peter to help them find a doctor.

Olwethu also started running. He ran every single day, working up to long distances. This seemed to help him feel a bit better. Then, one day, Olwethu noticed that he was smiling when he finished his run. Even though Olwethu still had times when he felt very sad, he felt better than before.

Being supported by his family, seeing a doctor, and running all helped Olwethu. He was so glad that he spoke to his cousin that day.

4. **What are some of the good things in Olwethu's life?** Olwethu had...
5. **What did Olwethu's cousin tell him he may have?** Olwethu's cousin told him he may have...
6. **Why do you think running made Olwethu feel better?** I think running made Olwethu feel better because...

ACTIVITY 2: Keeping Chickens in the Garden

Zanele decided that she wanted to keep chickens in the back garden. She asked her auntie if it was okay. Zanele's auntie said Zanele must first give her three good reasons why they should keep chickens in their garden.

Zanele stood proudly in front of her auntie, 'That's easy. The first good reason is for their eggs...our chickens will lay fresh, delicious eggs daily. Everyone will want to eat our eggs!' Zanele's aunty nodded, 'The second reason?'

'The second reason is that chicken's poop is very good fertilizer! The chicken's poop will help our garden to grow. We will have a beautiful garden!'

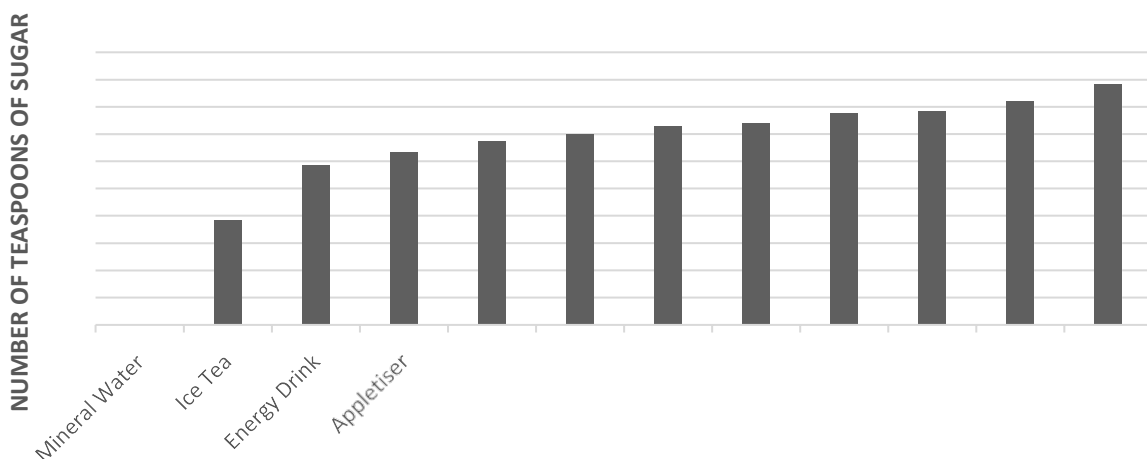
Zanele's aunt liked the idea of having a healthy and beautiful garden, 'And the third reason?'

Zanele looked at her aunt thoughtfully, 'We will know for certain that the chickens are being looked after properly and fed well. We don't know what happens to the chickens who live in big factories. We don't know if they are treated well or not. At least we will know that our eggs are coming from happy, looked after hens.'

Zanele's auntie laughed at her, 'You are a kind and crazy girl, Zanele! Worrying about the chickens! But okay, you have given me three good reasons, so you can keep some chickens! But remember, you have to care for them properly.'

4. **What did Zanele want to keep in the garden?** Zanele wanted to keep...
5. **Would you like to keep chickens in your garden?** I would/would not like to keep chickens in my garden because...
6. **Do you feel sorry for the chickens that live in a factory? Why?** I do / do not feel sorry for chickens that live in a factory because...

ACTIVITY 3: Number of teaspoons of sugar in cooldrinks



1. Which coldrink has the most teaspoons of sugar in it?
2. How many teaspoons of sugar does Coke have in it? Coke has...
3. Which drink do you think is the healthiest? I think... is the healthiest drink because...

ACTIVITY 4: Summary – Keeping Chickens in the Garden

- Read ACTIVITY 2 again.
- Then, write down three good reasons to keep chickens in the garden.
- Work in your exercise book. Set out your work like this:

Summary – Keeping Chickens in the Garden

Three good reasons to keep chickens are:

1. 4
2. 3
3. 2

Mineral Water Ice Tea Energy Drink Appletiser Sprite Coca-Cola Cream Sode Iron Brew Powerade Lemon Twist Fanta Orange Fanta Grape

COLDRINKS

TEACHER ACTIVITY

TASK 2: DESCRIBES A PROCESS

1. Mark learners using the rubric below.
2. Award learners a maximum of 20 MARKS.

ASSESSMENT RUBRIC					
Rubric: SPEAKING / DESCRIBING A PROCESS					
Award a maximum of 20 marks					
Criteria	Exceptional	Good	Fair	Improving	Needs support
CONTENT	9-10	7-8	5-6	3-4	1-2
10 MARKS	The learner's response is interesting and exceeds expectations. The learner includes many details.	The learner's response is interesting and relevant to the topic. The learner includes some details.	The learner's response is relevant to the topic. The learner includes a few details.	The learner's response is not totally relevant to the topic.	The learner's response is irrelevant to the topic.
ORGANISATION	5	4	3	2	0-1
5 MARKS	The learner's thoughts are well organised. The learner describes the process in a logical order.	The learner describe the process in a logical order.	The learner mostly describes the process in a logical order. The learner may leave out or mix up one or two parts of the process.	The learner describes some parts of the process, but not in a totally logical order.	The learner's response is irrelevant or the sequence is not logical at all.
LANGUAGE	5	4	3	2	0-1
5 MARKS	The learner uses a lot of new vocabulary words and vocabulary	The learner some new vocabulary words and words from the text.	The learner uses a few new vocabulary words. The learner	The learner has a basic and limited vocabulary. The learner confuses	The learner has a very limited vocabulary and is hard to

	from the text. The learner speaks in the correct tense and makes very few grammatical mistakes.	The learner speaks in the correct tense and makes some grammatical mistakes.	makes some grammatical mistakes.	tense and makes many grammatical mistakes.	understand.
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ACTIVITY 1: Olwethu's Sadness

Olwethu was a Grade 6 learner. He had many friends, a nice family and he got good marks. However, Olwethu often felt very sad. Olwethu felt sad about life, and he felt sad about himself. One day, Olwethu decided to ask his cousin for help. His cousin Peter was a nurse and was very helpful and kind. Olwethu explained to Peter that he often felt sad. He also explained that he didn't know how to have fun or feel happy. Olwethu told his cousin that he really wanted to know what was wrong with him.

'Wow Olwethu,' said Peter, 'I am so glad you decided to tell me this. I think you may have depression.'

'What's that?' asked Olwethu.

'Well,' said Peter, 'Sometimes the chemicals in our bodies are not balanced. This can make us feel sad and tired all the time. You should see a doctor to get help. But there are a few things that you can try at home to help you too.'

Peter told Olwethu that regular exercise can sometimes also help depression. He also told Olwethu to talk to his mom about his feelings. Olwethu desperately wanted to feel better, so he took his cousin's advice. First, Olwethu spoke to his mother. She hugged Olwethu, and said that she would ask Peter to help them find a doctor.

Olwethu also started running. He ran every single day, working up to long distances. This seemed to help him feel a bit better. Then, one day, Olwethu noticed that he was smiling when he finished his run. Even though Olwethu still had times when he felt very sad, he felt better than before.

Being supported by his family, seeing a doctor, and running all helped Olwethu. He was so glad that he spoke to his cousin that day.

1. **What are some of the good things in Olwethu's life?** Olwethu had many friends, a nice family and he got good marks.
2. **What did Olwethu's cousin tell him he may have?** Olwethu's cousin told him he may have depression.
3. **Why do you think running made Olwethu feel better?** I think running made Olwethu feel better because regular exercise can sometimes help depression.

ACTIVITY 2: Keeping Chickens in the Garden

Zanele decided that she wanted to keep chickens in the back garden. She asked her auntie if it was okay. Zanele's auntie said Zanele must first give her three good reasons why they should keep chickens in their garden.

Zanele stood proudly in front of her auntie, 'That's easy. The first good reason is for their eggs...our chickens will lay fresh, delicious eggs daily. Everyone will want to eat our eggs!' Zanele's aunty nodded, 'The second reason?'

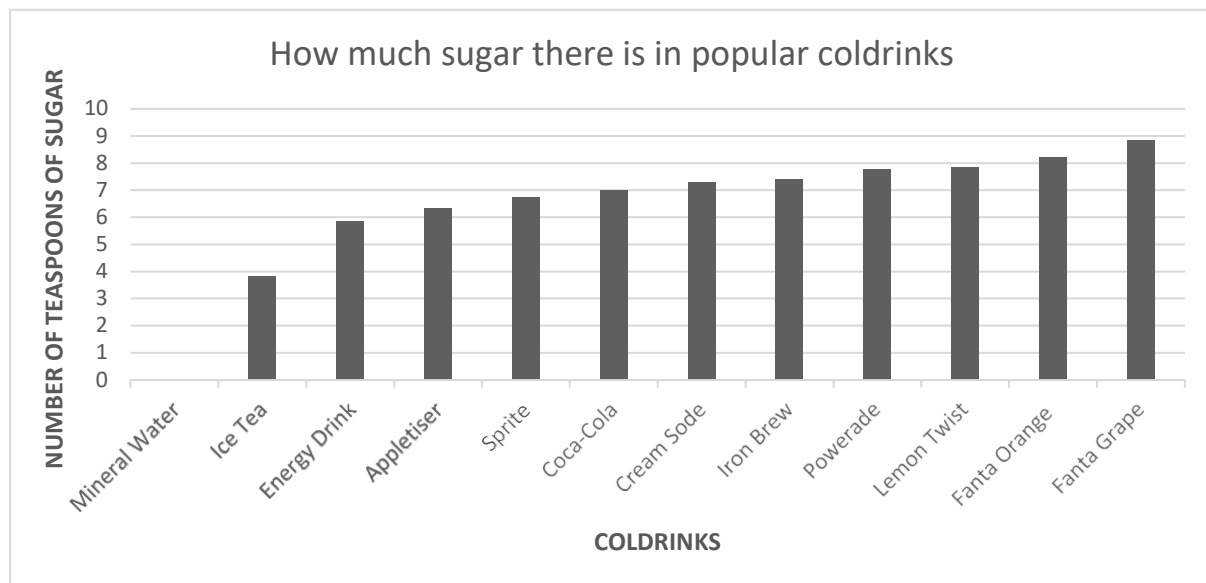
'The second reason is that chicken's poop is very good fertilizer! The chicken's poop will help our garden to grow. We will have a beautiful garden!'

Zanele's aunt liked the idea of having a healthy and beautiful garden, 'And the third reason?' Zanele looked at her aunt thoughtfully, 'We will know for certain that the chickens are being looked after properly and fed well. We don't know what happens to the chickens who live in big factories. We don't know if they are treated well or not. At least we will know that our eggs are coming from happy, looked after hens.'

Zanele's auntie laughed at her, 'You are a kind and crazy girl, Zanele! Worrying about the chickens! But okay, you have given me three good reasons, so you can keep some chickens! But remember, you have to care for them properly.'

1. **What did Zanele want to keep in the garden?** Zanele wanted to keep chickens in the garden.
2. **Would you like to keep chickens in your garden?** I would/would not like to keep chickens in my garden because...(any reasonable answer)
3. **Do you feel sorry for the chickens that live in a factory? Why?** I do / do not feel sorry for chickens that live in a factory because...(any reasonable answer)

ACTIVITY 3: Number of teaspoons of sugar in coldrinks



1. **Which coldrink has the most teaspoons of sugar in it?** Fanta Grape
2. **How many teaspoons of sugar does Coke have in it?** Coke has 5 teaspoons of sugar in it.
3. **Which drink do you think is the healthiest?** I think water is the healthiest drink because it has no sugar in it.

ACTIVITY 4: Summary – Keeping Chickens in the Garden

- Read ACTIVITY 2 again.
- Then, write down three good reasons to keep chickens in the garden.
- Work in your exercise book. Set out your work like this:

Summary – Keeping Chickens in the Garden

Three good reasons to keep chickens are:

1. They lay eggs for people to eat.
2. Their poop makes good fertilizer for the garden.
3. You will know that the chickens are well treated.

(or similar)

TEACHER ACTIVITY: A Spaceship in the Sky!

Faith Smith was tired. She had worked so hard that day. Every Sunday, friends and family members came to the Smith's farm for a big lunch. Faith and her brother and sister helped their mom and dad to clean the house and the garden. Then, they all helped to cook the food and set the table. After lunch, Faith and her cousins washed the dishes before they went to play. By the end of the day, Faith was exhausted. She decided to lie down on the grass and look at the sky. It was dark outside, and Faith could see the moon shining brightly, and millions of pretty, twinkly stars. Faith lay on her back, and counted the stars. Suddenly, something strange bolted through the sky – it looked just like a spaceship! The spaceship was very thin and round just like a plate! It was dark pink, surrounded by flashing blue lights! Faith couldn't believe her eyes! And then, it was gone... Faith quickly ran inside to tell her siblings that she now believed in aliens!

1. **Why was Faith lying on the grass?** Faith was lying on the grass because...
2. **What do you think the word 'bolted' means?** moved very fast / moved very slowly
3. **Why does Faith believe in aliens now?** Faith believes in aliens now because...
4. **Close your eyes and visualise what you think a spaceship looks like. Now describe the spaceship that you have visualised.** My spaceship looks...

ACTIVITY 1: First Dog in Space

In November 1957, a Russian aircraft called Sputnik 2 launched into space. This aircraft carried the first living thing to go into space. This living creature was a beautiful dog called Laika. Laika was a stray dog that was found in the streets of Moscow, a big city in Russia. The Russians wanted to win this part of the Space Race. They wanted to send the first living thing into space. So, the Russian government decided to send a dog into space. They thought that if a dog died on the first trip to space, people would not feel too sad. The Russians said that Laika lived for a full week in space. However, there is now proof that Laika died very quickly. Laika died during the first 5 – 7 hours of being in space. She became upset and her heart started to beat very fast. It was also very hot in the rocket. Poor Laika died from overheating and from stress. Many people felt sad when they heard that Laika died.

1. **What was the first living thing to go into space?** The first living thing to go into space was...
2. **What date did the first living thing go into space?** The first living thing went into space in...
3. **How does it make you feel that Laika died in space?** It makes me feel....because....

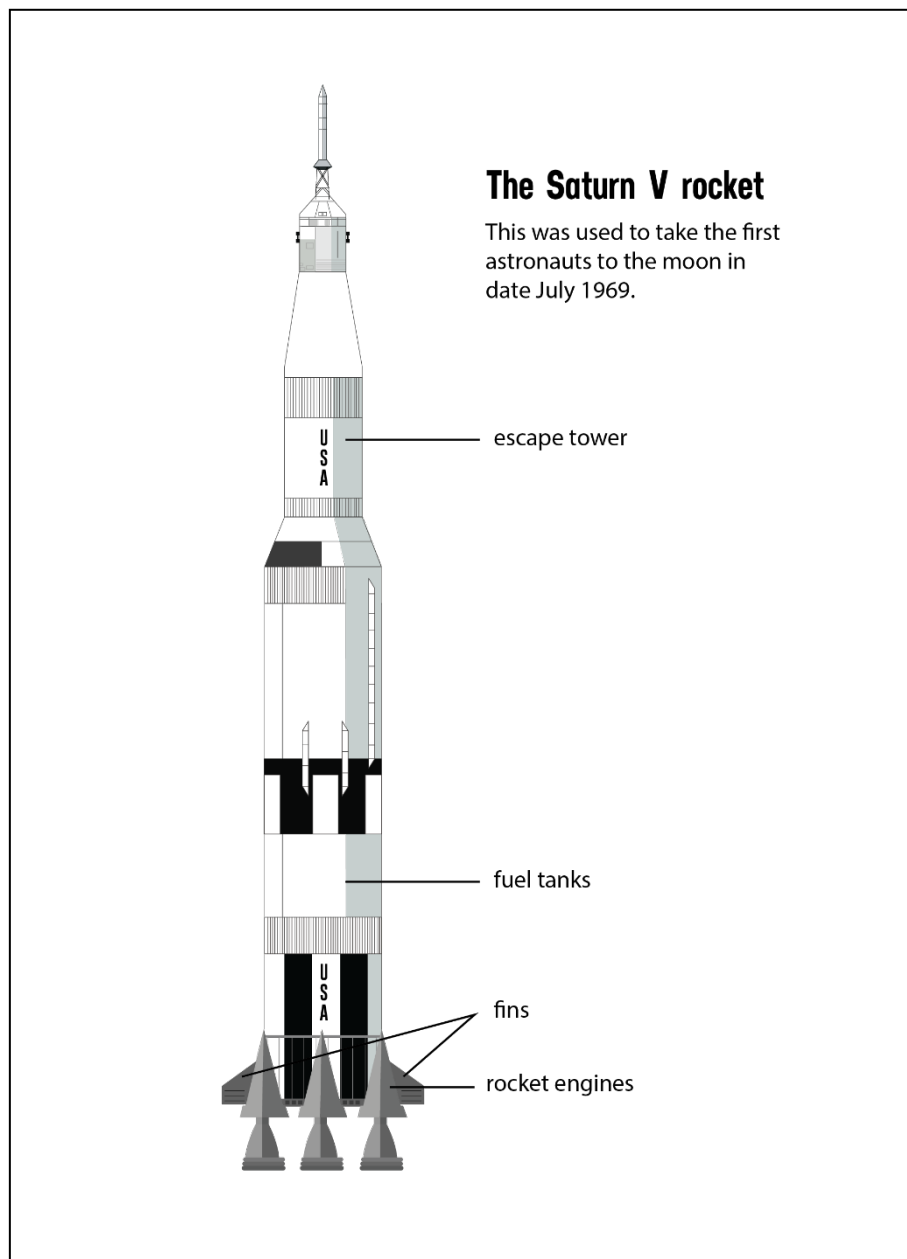
ACTIVITY 2: Facts about Mars

There are many interesting facts about Mars. Mars is one of the eight planets in our Solar System. Mars is a planet because it moves around the sun, just like Earth does. Stars do not

move around the sun. Mars is the fourth closest planet to the sun in our solar system. Mars is known as the 'Red Planet' because it is a bright red colour. Mars is the second smallest planet in our solar system. The smallest planet in our solar system is Mercury. Mars is approximately half the size of earth. Mars can get very, very cold! This is because it is far away from the sun! The highest mountain in our solar system is on Mars. This mountain is a volcano named Olympus Mons. It is about 24 kilometres high! The highest mountain on Earth is only about 8 kilometres high.

1. **What is the difference between a planet and a star?** A planet moves.....
2. **List three words/phrases that describe Mars.**
3. **Why is Mars known as the 'Red Planet?'** Mars is known as the red planet because...

ACTIVITY 3: The Saturn V Rocket



1. **What was the Saturn V Rocket used for?** The Saturn V Rocket was used to...
2. **If an astronaut needed to escape, which part of the rocket would they use?** If an astronaut needed to escape they would use the...
3. **Would you like to travel to space?** I would/wouldn't like to travel to space because...

ACTIVITY 4: Summary

- Read ACTIVITY 2 again.
- Then, write down five facts about Mars. A fact is something that is true.
- Work in your exercise book. Set out your work like this:

Summary – Interesting Facts about Mars

1. Mars...
2. It...
3. It...
4. It...
5. It...

TEACHER ACTIVITY: A Spaceship in the Sky!

1. **Why was Faith lying on the grass?** Faith was lying on the grass because she was tired / she had worked so hard that day.
2. **What do you think the word 'bolted' means?** moved very fast
3. **Why does Faith believe in aliens now?** Faith believes in aliens now because she saw a spaceship.
4. **Close your eyes and visualise what you think a spaceship looks like. Now describe the spaceship that you have visualised.** My spaceship looks...(any reasonable answer)

ACTIVITY 1: First Dog in Space

1. **What was the first living thing to go into space?** The first living thing to go into space was a beautiful dog called Laika.
2. **What date did the first living thing go into space?** The first living thing went into space in November 1957.
3. **How does it make you feel that Laika died in space?** It makes me feel...because...(any reasonable answer)

ACTIVITY 2: Facts about Mars

1. **What is the difference between a planet and a star?** A planet moves around the sun, stars do not move around the sun.
2. **List three words/phrases that describe Mars.** bright red, very cold, second smallest planet
3. **Why is Mars known as the 'Red Planet?'** Mars is known as the red planet because it is a bright red colour.

ACTIVITY 3: The Saturn V Rocket

1. **What was the Saturn V Rocket used for?** The Saturn V Rocket was used to take the first astronauts to the moon.
2. **If an astronaut needed to escape, which part of the rocket would they use?** If an astronaut needed to escape they would use the escape tower.
3. **Would you like to travel to space?** I would/wouldn't like to travel to space because...(any reasonable answer)

ACTIVITY 4: Summary – Interesting Facts About Mars

Summary – Interesting Facts about Mars

1. Mars is one of eight planets in our solar system
2. It is the fourth closest planet to the sun
3. It is known as the red planet
4. It is a bright red colour
5. It is the second smallest planet in our solar system
6. It is half the size of earth
7. It can get very, very cold
8. Olympus Mons is on Mars