

PSRIP
MANAGEMENT DOCUMENT
TERM 4 2021
GRADE 5

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Introduction

Dear EFAL teachers,

It is important to remember that prior to the Covid pandemic, reading had already been identified as one of the biggest challenges facing South African education.

The impact of school closures and rotational teaching is yet to be measured, but will no doubt prove to be significant.

Because of this, we urge every intermediate phase teacher to do their utmost to ensure that learners:

- **Know the letter-sound relationships (phonics) for all the sounds in the programme**
- **Can segment and blend sounds to read and write words**
- **Can read many words with automaticity (by sight)**
- **Can read decodable texts (in the reading worksheets) with reasonable fluency and accuracy**
- **Listen to and read as many of the shared reading texts as possible (first-read, second-read)**
- **Know as many of the theme vocabulary words as possible**

We also urge you to please try your best to engage parents and guardians to assist in this matter.

Wishing you a productive and successful term – you can do this!

The PSRIP team

Term 4 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Say or sing 4 new rhymes or songs					
2. Discuss the listening text using a conversation frame					
3. Orally summarise a text that has been read					
4. Talk about their writing					
VOCABULARY					
Learners should be able to understand and use some of the following theme vocabulary:					
artist	musician	composer	image	performance	rehearsal
orchestra	violin	clarinet	concert	harmonica	instrument
audience	stage	harassed	gallery	exhibition	public
passionate	talent		lead	leader	population
independent	guilty	research	resource	independent	ambitious
slogan	inspire	ambition	determination	possibility	permission
business	company	entrepreneur	boss	in	charge
greed	greedy	wealth	wealthy	poverty	rich
poor	inequality	billionaire	millionaire	beg	stingy
generous	tip	enough	divorce	fancy	grateful
appreciate	share	tournament	annually	earn	bonus
paid	victory	defeat	glamorous	turf	triumphant
captain	co-captain	champion	parade	encourage	crowd
cheer	whistle	fan	score		

READING & VIEWING: Phonic Decoding

Learners should be able to decode the following words, as well as other phonic words:

knack	knock	knocked	knew	know	mean
team	dream	grow	owl	cow	joy
enjoy	destroy	choice	boil	join	art
part	bar	bark	queen	quick	quit
out	pout	about	house	saw	lawn
stand	stop	still	nest	sigh	light
delight	boat	coat	moat		

Sight & High Frequency Word Recognition

Learners should be able to read the following words by sight:

happy	sadness	arts	voice	express	thoughts
through	after	gave	please	different	ways
fast	learn	brains	unique	strength	new
couldn't	try	problem	call	enough	next
much	full	hungry	share	less	water
soccer	smile	family	together	than	play
every	I'll	these			

COMPREHENSION

Learners should be able to:

1. Make predictions about a text by skimming and scanning a text and identifying key words
2. Monitor their own understanding of a text
3. Recall details from a text
4. Identify the main idea in a text
5. Sequence events from a story
6. Visualise, make connections, make inferences, make evaluations, and wonder about the text
7. Summarise and retell the text
8. Use sentence starters to answer comprehension questions in writing
9. Engage with and understand visual texts including artworks, screenshot of website, cartoons, photographs

LANGUAGE STRUCTURES AND CONVENTIONS

Learners should be able to:

1. Recall and use new vocabulary in the correct context
2. Understand and be able to use demonstratives, modal verbs and future tense.
3. Practice the identification and use of theme vocabulary, determiners, suffixes, future tense, synonyms, demonstratives, adjectives, future tense, present progressive tense and negative form.

WRITING

Learners should be able to:

1. Record new vocabulary together with own definitions in their personal dictionaries
2. Plan, draft, edit, publish and present their writing
3. Use their plans to complete 3 paragraphs
4. Know the format, register and style to write:
 - Personal recount
 - Newspaper article
 - Print advertisement
 - Poster

Term 4 2021 ATP / PSRIP alignment

The table below shows the Revised 2021 DBE ATP on the left and the PSRIP programme on the right.

Please note that for Grade 5 Term 4:

- the ATP for Weeks 7-8 is implemented in PSRIP Weeks 5-6
- the ATP for Weeks 5-6 is implemented in PSRIP Weeks 7-8

Please also note that whilst the PSRIP is compliant in terms of all Listening & Speaking, Reading & Viewing, and Writing & Presenting activities, not all ATP listed Language Structures & Conventions are explicitly taught in the PSRIP. This would require more time than the one hour per cycle allocated to LSC. Only one LSC is explicitly taught per cycle, but in independent reading cycles, learners are required to identify and use additional LSC in context. Finally, teachers are encouraged to incidentally revise and teach LSC in context as they teach reading and writing lessons.

	DBE ATP WEEKS 1-2	PSRIP WEEKS 1-2: ART IS FOR EVERYONE
L&S	<ul style="list-style-type: none"> • Listens to oral description of places/people 	<ul style="list-style-type: none"> • Week 1 Listening: Art is for everyone (information text) • Week 1 Speaking: Listening: Art is for everyone (information text)
R&V	<ul style="list-style-type: none"> • Reads a story • Reading comprehension • Reads and solves a word puzzle 	<ul style="list-style-type: none"> • Week 1 Shared Reading: Let's make music (story) • Week 1 Post-read: Written comprehension • Week 1-2 Worksheet: Tebogo's talent (short story) • Week 1-2 Worksheet: Phila's dream (short story)
W&P	<ul style="list-style-type: none"> • Writes simple story (narrative essay) • Writing process • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 2 Process Writing: Personal recount • Week 1-2 Oral Activities: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly • Words end in l, double the l when you add a suffix (travel – travelling) <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Understands and uses uncountable nouns • Begins to understand there is no article with uncountable nouns • Builds on use of personal pronouns • Uses different types of adjectives • Builds on use of subject verb concord <p>Vocabulary in context</p>	<ul style="list-style-type: none"> • Week 1: Theme vocabulary • Week 2: Theme vocabulary • Week 2 LSC: Demonstrative pronouns • Week 1-2 Worksheet: determiners, suffixes, future tense, synonyms, demonstratives, adjectives

	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: LEARNING IN DIFFERENT WAYS
L&S	<ul style="list-style-type: none"> Participates in a class discussion on familiar topics Practices one Daily Listening and Speaking practice activity 	<ul style="list-style-type: none"> Week 3 Speaking: Khanya Proves her Point (story) (conversation frame & class discussion) Weeks 3-4 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> Reads media text Reading comprehension Practises reading 	<ul style="list-style-type: none"> Week 3 Shared Reading: Children take the lead on learning (newspaper article) Week 3 Teach the Genre: Newspaper article Week 3-4 Worksheet: Google (website screenshot)
W&P	<ul style="list-style-type: none"> Writes information text using a frame Designs a poster Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> Week 4 Process Writing: Newspaper article Week 3-4 Oral Activities: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Words with long vowel sounds Working with words and sentences Uses nouns that have only plurals Builds on use of demonstrative pronouns Builds on use of adjectives Uses different types of adjectives Begins to use irregular forms of some verbs 	<ul style="list-style-type: none"> Week 3: Theme vocabulary Week 4: Theme vocabulary Week 4 LSC: Modal verbs: can Week 3-4 Worksheet: indirect speech, apostrophes, antonyms, modals, idioms, proper nouns
	DBE ATP WEEKS 5-6	PSRIP WEEKS 7-8: THE BEAUTIFUL GAME
L&S	<ul style="list-style-type: none"> Takes part in a class discussion 	<ul style="list-style-type: none"> Week 7 Listening: Banyana Banyana Takes the Cup! (information text) Week 7 Speaking: Banyana Banyana Takes the Cup! (information text) (discussion using a conversation frame) Weeks 7-8 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> Reads information text from across the curriculum Reading comprehension Reads and understands a poster 	<ul style="list-style-type: none"> Week 7 Shared Reading: Let's play soccer (information text) Week 7 Teach the Genre: Poster Week 7-8 Worksheets: A great team (information text)
W&P	<ul style="list-style-type: none"> Designs a poster Writes information text using a frame Uses the writing process 	<ul style="list-style-type: none"> Week 8 Process Writing: Poster Weeks 7-8 Oral: Theme vocabulary
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Singular and plural forms of nouns Working with words and sentences 	<ul style="list-style-type: none"> Week 7: Theme vocabulary Week 8: Theme vocabulary Week 8 LSC: Revise future tense

	<ul style="list-style-type: none"> • Develops use of connecting words showing reason and purpose • Uses adverbs of manner • Future tense • Begins to use adverbs of degree • Present progressive tense • Uses the passive voice <p>Vocabulary in context</p>	<ul style="list-style-type: none"> • Weeks 7-8 Worksheets: future tense, homonym, present progressive tense, compound words, negative form, idioms,
	DBE ATP WEEKS 7-8	PSRIP WEEKS 5-6: GREED
L&S	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Week 5 Listening: Wealth and Poverty in the World (story) • Week 5 Speaking: Wealth and Poverty in the World (story)
R&V	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Week 5 Shared Reading: The rich man and the poor man (story)
W&P	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Week 6 Process Writing: Print advertisement • Week 5-6 Oral Activities: Use personal dictionaries
LSC	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary • Week 6 LSC: Modals indicating possibility • Week 5-6 Worksheet: modals, prefixes, antonyms, adverbs, synonyms

GRADE 4-6 REVISED ROUTINE: ROTATIONAL TEACHING

- This revised routine is designed for schools that have implemented rotational teaching due to Covid.
- This routine assumes that learners only have ONE HOUR of EFAL per week.
- The ATPs specify the completion of 3 main tasks in a 2-week cycle:
 1. Listening and Speaking
 2. Reading
 3. Writing
- The revised routine is not ideal, but aims to cover the main components of EFAL, as required by the ATP.
- LSC should be taught incidentally as part of shared reading and writing lessons.
- Each of the activities below must be completed in a 30 minute period.
- Homework activities must be clearly explained and closely monitored.

WEEK	Activity 1	Activity 2	Homework
WEEK 1	Vocabulary and Decoding: 1.1. Teach vocabulary 1.2. Phonics review 1.3. Paired reading: decodable text	Shared Reading: 2.1. Pre-Read 2.2. First-Read 2.3. Second Read	Learners must take their Reading Worksheets and exercise books home. They must: <ul style="list-style-type: none"> • Practice reading the phonic words aloud • Practice reading the decodable text aloud • Complete the 'Word Find' • Learn the meanings of vocabulary words • Practice reading the independent texts
WEEK	Activity 3	Activity 4	Homework
WEEK 2	Writing: 3.1. Teach the genre	Writing: 4.1. Planning 4.2. Drafting	Writing: 5.1. Editing 5.2. Publishing

Classroom Management

- Please arrange learners to work in 'mixed-ability' pairs during rotational teaching.
- This does not mean that they should sit very close to each other, but they will be required to do some paired work, either inside or outside the classroom.

REVISED CORE METHODOLOGIES

Week 1 Activity 1.1

Teach Vocabulary

1. Teach learners the vocabulary included in the first Monday of the cycle.
2. Some of this vocabulary is drawn directly from the texts. Some of the vocabulary will enable learners to talk and write about the texts.
3. Use the 'PATS' methodology to teach new vocabulary.
4. PATS is an acronym for Point, Act, Tell and Say.
 - **P - POINT** to a picture or real item, if possible.
 - **A - ACT** out the theme word, if possible.
 - **T - TELL** learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - **S - SAY** the word in a sentence, and have the learners repeat the word after you.
5. It is not always possible to do all four actions for each theme word – just do what is appropriate.
6. Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

Week 1 Activity 1.2

Phonics Review

1. A phonics review programme has been designed to cover most of the 44 English graphemes over the course of the year.
2. This is a short activity where teachers can explicitly teach English Phonics to learners who are struggling to read. It will also improve the spelling of all learners.
3. Phonics, knowing the sound of each letter or group of letters, and blending the sounds together to form words, is the key building block of reading and writing.
4. Implement the activity as follows:
 - a. **Show learners the flashcard of each sound.**
 - b. Point to each sound and say it, get learners to repeat after you. Do this three times.
 - c. **Show learners the flashcards of the example words.**

- d. Point to the letters and sound out the word. Get learners to repeat this after you. Do this with each example word.
- e. **Write the word find table on the chalkboard.**
- f. Review each sound in the table. Show learners how to build words using sounds from the table.
- g. **Tell learners to copy down the table, and to build as many words as possible over the two week cycle.**

Note: It is important for all EFAL teachers to know the English phonic sounds. Use the PSRIP English Phonics Video to help you master these sounds.

Week 1 Activity 1.3

Paired Reading: Decodable Text

1. Learners must work in their mixed ability pairs for this activity.
2. Instruct learners to have their learner books ready for this activity.
3. Tell learners to start by reading the phonic and sight words aloud.
4. Then, partners should take turns to read the decodable texts aloud. Tell learners to help each other by sounding out words and then reading them if they get stuck.
5. They should reread these texts until they are fluent.
6. Once learners have read the decodable texts fluently, they can move on to reading the independent texts.
7. You may instruct learners to complete some of the comprehension activities for homework.
8. As learners complete the paired reading task, call individual learners to your desk. Listen to these learners read and help to build their decoding skills and oral reading fluency.
9. Also use this time to complete individual oral or reading assessment tasks.

Week 1 Activity 2.1

Shared Reading: Pre-Read

1. Ask learners to turn to the Shared Reading text.
2. Start by telling learners to take a minute to look at the text features.
 - This includes features such as the title, the layout, paragraphs, diagrams, pictures, sub-headings, captions, and so on. (*You should incidentally teach learners about new text features as they appear.*)

- Ask learners: What do these features tell us about the text we are about to read?
 - At first, you may have to provide some further prompts, such as:
 - Do you think this is a fiction or non-fiction text? Why?
 - What kind of fiction or non-fiction text do you think this is? Why?
3. Read and explain the meaning of the title.
 4. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?

Week 1 Activity 2.2

Shared Reading: First Read

1. Tell learners to follow as you read the shared reading text aloud, and to listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.
 - If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
2. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
3. Finally, give learners the opportunity to answer questions.
 - The first two questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.

- Thereafter, there are 1-2 questions that demand more critical thinking.
- Allow learners the chance to turn and talk and discuss their answers with a partner.
- Then call on a few learners to share their answers.
- Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Week 1 Activity 2.3

Shared Reading: Second Read

1. Write the follow up questions on the board before the lesson.
2. Read through and explain these questions to learners.
3. Explain to learners that you are going read the text once again.
4. Tell learners to follow as you read the text once again.
5. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.
6. Read each paragraph or section fluently and clearly.
 - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
 - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
7. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.
8. Once again, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' shows learners how to think about the text in a deeper manner, to ensure that learners really start to think more critically about the text.
9. Next, give learners the opportunity to answer questions written on the chalkboard.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.

- Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.
10. Finally, if time permits, ask learners to formulate a question about the text.
- Ask learners to independently think of a question that they can ask about the text.
 - If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - It is a good idea to create an 'Anchor Chart' of 'question words' for your classroom. This chart is always there to remind learners of the kinds of questions they can ask.
 - Tell learners to turn and talk, and share their questions with each other.
 - Then, ask a few learners to share their questions with the class.
 - Give other learners the opportunity to answer these questions.

Week 2 Activity 3.1

Process Writing: Teach the Genre

1. The writing process begins by teaching learners about the specific genre.
2. Make sure you understand the genre by reading through the lesson plan carefully.
3. Work through the steps in the lesson plan to explain the genre and task to learners.
4. This includes explaining:
 - the purpose of the text
 - the audience
 - the structure
 - the language features
 - the appropriate register
5. Tell learners to write down the brief summary notes about the genre in their exercise books.

Week 2 Activity 4.1

Process Writing: Planning

1. This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
 - A writing frame
 - A mind map
1. Tell learners that very few writers start their process without planning.
2. Start this lesson by modelling the planning process for learners, so that they know exactly what to do. The lesson plan guides you on how to do this.
3. Write up your plan on the board to see, following this process:
 - Explain to learners that writers always think about what they are going to write.
 - Model this by explaining your thoughts out loud, so that learners can hear them.
 - Use the planning template to create your own writing plan.
4. Next, give learners a few minutes to think about what they are going to write.
5. Allow learners to turn and talk, and share their ideas with a partner.
6. Remind learners that their personal dictionaries, the theme wall in the classroom, and the class dictionary are all resources that may be used.
7. Finally guide and support learners as they use the planning template to complete their own plans.

Week 2 Activity 4.2

Process Writing: Drafting

1. Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
2. Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
3. Then, write the drafting frame on the board.
4. Briefly model how you use your completed plan to write a draft.
 - Start by explaining the drafting frame.
 - Next, model how you use your plan to create a draft by following the guidelines in the drafting frame.
 - Show learners that a draft is not the final piece of writing. Demonstrate that it is okay to make mistakes, or to change your mind and rewrite something.

- Explain that a draft may look messy, but that is okay, as this is when you figure out sentence structure, the best words to use, the order of your thoughts, etc.
5. Then, tell learners to start writing their own draft.
 6. Remind them that a draft is meant to have changes and errors, that there is no need to feel any fear or anxiety about committing their ideas to paper – they are supposed to have doubts and to make changes.
 7. As learners complete their draft, walk around the classroom, and hold mini-conferences.
 8. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
 9. Tell learners to complete their drafts for homework, should they not finish in class.
 10. Ensure that learners have copied down the drafting frame to work from.

Week 2 Homework Activity 5.1

Process Writing: Editing

1. At the start of the term, find some time for learners to copy down the standard editing checklist below:

Standard Editing Checklist
1. Is my spelling correct?
2. Is all punctuation correct? (capitals, full stops, commas, speech marks, etc.)
3. Have I left any words out?
4. Have I used the correct format?
5. Is my writing the correct length?
6. Is my writing original? (my own idea)
7. Have I used the LSC correctly? (which LSC?)

2. Explain to learners that they will complete their draft and then edit their work for homework.
3. Explain that they should use this standard editing checklist to help them with each writing task.
4. Remember to tell learners which specific LSC must be edited.

Week 2 Homework Activity 5.2

Process Writing: Publishing & Presenting

Explain to learners that these are the final step in the writing process.

Publishing:

1. Explain to learners that once they have edited their writing, they must publish it as part of their homework.
2. Tell learners that it is important for us to finalise our writing, after the editing phase.
3. Tell learners to do this by rewriting their drafts as final pieces, ensuring that they incorporate all the edits that were made.
4. Remind learners that it is human nature to want to read work that is well presented, so encourage learners to set out their writing properly, and to write as neatly as possible.

Presenting:

1. Tell learners to read their writing to a family member or friend.
2. Finally, collect learners' books in order to assess their writing.
3. Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing at the end of each writing cycle.

Term 4 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 1–2	<p>Listens to oral description of places/people</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies places/people Notes relevant information from a story, e.g. on a chart/table Identifies similarities and differences Answers literal questions Asks relevant questions and responds to questions Answers and begins to ask some more complex questions, e.g. Why couldn’t? What...? How do you think ...? Discusses ethical, social and critical issues in a story, code switching if necessary 	<p>Reads a story</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies, e.g. uses contextual clues to find the meaning of new words Discusses main idea and other details. Identifies the sequence of events Identifies the setting and characters Answers and begins to ask some more complex questions, e.g. Why couldn’t? What...? How do you think ...? Discusses ethical, social and critical issues in a story, code switching if necessary <p>Does comprehension activity on the text (oral or written)</p> <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> Uses relevant vocabulary Spells words correctly Explains meanings of words/uses them in a sentence 	<p>Writes a simple story (Narrative or Descriptive)</p> <ul style="list-style-type: none"> Uses story structure Uses language imaginatively especially a variety of vocabulary Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Uses correct tense consistently Uses the dictionary to check spelling and meanings of words <p>Writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using, e.g. mind maps Writes first draft Rewrites after feedback <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Words ending in -l : double the l when you add a suffix, e.g. travel, travelling <p>Working with words and sentences</p> <ul style="list-style-type: none"> Understands and uses uncountable nouns (e.g. chalk) Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of personal pronouns (e.g. I, you, it, us, them) Uses different types of adjectives including age/temperature/ what things are made of, e.g. woollen Builds on use of subject verb concord, e.g. There is one book/There are two books ... <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

Week 1: Art is for everyone!

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: The arts are for everyone! • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Art for everyone • Genre: information text • Third read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Art for everyone • Genre: information text • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /kn/ and /ea/ and /ow/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 112: Let's make music • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 112: Let's make music • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 112: Let's make music • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 112: Let's make music • Genre: Story • Teach: Make inferences 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 112: Let's make music • Genre: Story • Written comprehension • Comprehension strategy: Summarise / Make inferences 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Personal recount • Sample text: I sang my heart out 	

WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Fire in the forest, 172	
STUDY & MASTER Cambridge	Survival, 175	
INTERACTIVE ENGLISH St Mary's Interactive Learning	The ring queens, 186	
SOLUTIONS FOR ALL Macmillan Education	Man, 177	
HEAD START Oxford	Lost and found, 134	
VIA AFRICA Via Afrika	An exciting trip, 154	
PLATINUM Pearson	Take care, Sameera! 134	
TOP CLASS Shuters	Balacava boy, 111	

Week 2: Art is for everyone!		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Personal recount • Topic: Write about a time you participated in the arts. (Remember, the arts can include visual art, dance, music, or theatre!) • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 1 	
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:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 2 	
Wednesday	Activity 1:	LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Demonstratives • Use plan to draft a personal recount 	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
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"> • Class: Worksheet Week 2 • Group 4 	
Friday	Activity 1:	Writing Editing and Publishing <ul style="list-style-type: none"> • Edit personal recount using checklist • Publish and share personal recount 	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 5 	
Friday	Activity 3:	<ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	LSC Activity: Demonstratives	Date Completed
SUCCESSFUL OXFORD Oxford		
STUDY & MASTER Cambridge	Demonstrative pronouns, 193	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Demonstratives, 204	
SOLUTIONS FOR ALL Macmillan Education	Demonstratives, 191-192	
HEAD START Oxford		
VIA AFRIKA		
PLATINUM Pearson	Demonstrative pronouns, 146	
TOP CLASS Shuters	Pronouns to point things out, 123	

WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Writing activity: Story (narrative essay)	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a recount, 169	
STUDY & MASTER Cambridge	Writing, 181	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a recount of events, 192	
SOLUTIONS FOR ALL Macmillan Education	Write a short paragraph, 179	
HEAD START Oxford	Write a personal recount, 155	
VIA AFRIKA Via Afrika	Write a personal recount, 157	
PLATINUM Pearson	Write a personal recount, 139	
TOP CLASS Shuters	Write a personal recount, 114	

Theme Reflection: Art is for everyone!	
1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 3-4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Participates in class discussion</p> <ul style="list-style-type: none"> • Discusses familiar topics including from other subjects • Uses higher level thinking skills, e.g. discusses advantages and disadvantages, gives opinions • Uses concepts and vocabulary from other subjects • Takes turns, shows respect for others, respects others opinions <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> - Performs a short poem or rhyme - Plays a simple language game - Gives and follows simple instructions/directions - Tells own news 	<p>Reads media text, e.g. a magazine article or news report. Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts what text is about by previewing it • Uses a range of reading strategies, e.g. skimming, scanning • Answers questions • Discusses main ideas and specific details • Understands the layout and design of media texts <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression 	<p>Writes information text using a frame</p> <ul style="list-style-type: none"> • Selects a relevant topic • Includes relevant information • Includes information about advantages and disadvantages • Organise advantages and disadvantages into a table • Uses the following writing process • Brainstorms ideas using, e.g. mind maps • Writes first draft • Rewrites after feedback <p>Designs a poster</p> <ul style="list-style-type: none"> • Includes relevant information • Includes a picture • Uses print sizes effectively • Presents neat, legible, final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning 	<p>Spelling</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Words with long vowel sounds: add the silent -e at the end, e.g. cake, pole, mine, tune <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Uses nouns that have only plurals, e.g. scissors and trousers • Builds on use of demonstrative pronouns (e.g. this, that, those, these) • Builds on use of adjectives (before nouns), e.g. The small dog • Uses different types of adjectives including those relating to age/temperature/ what things are made of • Begins to use irregular forms of some verbs, e.g. run, ran

Week 3: Learning in different ways

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Learning in different ways • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Khanya Proves her Point • Genre: Story • Third read • Model comprehension skill: Make evaluations • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Khanya Proves her Point • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /oy/ and /oi/ and /ar/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Newspaper article • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Newspaper article • Model comprehension skill: Evaluate • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Newspaper article • Model comprehension skill: Evaluate • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Story • Teach: Evaluate 	

Friday	Activity 1: Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Newspaper article • Oral recount • Comprehension strategy: Recount / Summarise 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Newspaper article • Sample text: Learning through play 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Reading Activity: Reads a media text	Date Completed
SUCCESSFUL OXFORD Oxford	A celebration for good work, 179	
STUDY & MASTER Cambridge	Taking chances, 186	
INTERACTIVE ENGLISH St Mary's Interactive Learning	BMX Stars, 189	
SOLUTIONS FOR ALL Macmillan Education	Read a newspaper article, 188	
HEAD START Oxford	Reading a media text, 142	
VIA AFRIKA Via Afrika	Diamonds found by chef, 164	
PLATINUM Pearson	Read a media text, 144	
TOP CLASS Shuters	Reading a news report, 119	

Week 4: Learning in different ways		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Newspaper article • Topic: Pretend you are a reporter. Write an article about someone who learns something in a new and different way! You can write about a fictional person, or about someone real. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	

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:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 	
Wednesday	Activity 1:	LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Modal verbs: can • Use plan to draft a newspaper article 	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
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"> • Class: Worksheet Week 4 • Group 4 	
Friday	Activity 1:	Writing Editing and Publishing <ul style="list-style-type: none"> • Edit newspaper article using checklist • Publish and share newspaper article 	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 	
Friday	Activity 3:	<ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	LSC Activity: Modal verb- can	Date Completed
SUCCESSFUL OXFORD Oxford		
STUDY & MASTER Cambridge	'can' or 'may', 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning		
SOLUTIONS FOR ALL Macmillan Education		
HEAD START Oxford	'can' or 'may', 154	
VIA AFRIKA Via Afrika		
PLATINUM Pearson	The word 'can', 156	
TOP CLASS Shuters	Using 'can', 133	

WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Writing Activity: Write an information text	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a report, 182	
STUDY & MASTER Cambridge	Write a newspaper article, 196	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write an information text, 204	
SOLUTIONS FOR ALL Macmillan Education	Write an information text, 190	
HEAD START Oxford	Write an information text, 145	
VIA AFRIKA Via Afrika	Write an information text, 167	
PLATINUM Pearson	Write an information text, 147	
TOP CLASS Shuters	Write an information report, 122	

Theme Reflection: Learning in different ways

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

Weeks 5-6 CAPS / ATP Reference

Please note that the ATP has reserved week 7-8 for revision.

Week 5: Greed		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Greed • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Wealth and Poverty in the World • Genre: Story • Third read • Model comprehension skill: Visualise • Oral comprehension 	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> • Re-read Text: Wealth and Poverty in the World • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /qu/ and /ow/ and /aw/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story (narrative essay) • Model comprehension skill: Visualise • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text 	

Thursday	Activity 2:	Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story • Teach: Visualise 	
Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story • Text illustration • Comprehension strategy: Summarise 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Genre: Advertisement / poster / notices • Could your garden be nice? 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	A penknife and a marble, 192	
STUDY & MASTER Cambridge	The silver saxophone, 206	
INTERACTIVE ENGLISH St Mary's Interactive Learning	The Olympic oath and flame, 218	
SOLUTIONS FOR ALL Macmillan Education	Leopard and Baboon, 198	
HEAD START Oxford	It's no joke, 152	
VIA AFRIKA Via Afrika	The old elephant, 180	
PLATINUM Pearson	I'm not mall! 152	
TOP CLASS Shuters	From the streets to Soccer City, 127	

Week 6: Greed

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Print advertisement • Topic: Make a print advertisement to persuade people to make other people's lives better. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 1 	
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: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Modals to indicate possibility • Use plan to draft a print advertisement 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 	
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"> • Class: Worksheet Week 6 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit advertisement using checklist • Publish and share advertisement 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	LSC: Modals indicating possibility	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Fill in 'can' r 'may', 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning	'can' and 'may', 217	
SOLUTIONS FOR ALL Macmillan Education	'can' and 'may', 204	
HEAD START Oxford	Practice 'can' and 'may', 154	
VIA AFRIKA Via Afrika	-	
PLATINUM Pearson	'can' and 'may', 156	
TOP CLASS Shuters	Using 'can' and 'may', 133	

WEEK 6 TEXTBOOK ACTIVITIES: Writing

Week 6		
Textbook	Writing Activity: Poster	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present your own story, 196	
STUDY & MASTER Cambridge	Write a personal recount, 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a personal recount, 218	
SOLUTIONS FOR ALL Macmillan Education	Write a personal recount, 200	
HEAD START Oxford	Write a personal recount, 155	
VIA AFRIKA Via Afrika	Write a personal recount of events, 181	
PLATINUM Pearson	Write a story, 157	
TOP CLASS Shuters	Write a personal recount, 131	

Theme Reflection: Greed

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

Weeks 7-8 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 7-8 is aligned to Weeks 5-6 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Takes part in a class discussion</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners Listens to them and encourages them to speak Code switches if necessary Participates in discussion on less familiar topics, e.g. imagines and describes possibilities regarding the imaginary situation, such as what they would do with R100 Chooses relevant content Uses the conditional form 	<p>Reads information text from across the curriculum, e.g. a short report, description or explanation from another subject</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: reads and discusses headings and pictures Uses reading strategies, e.g. scans for information Notices the role that pictures and photographs play in constructing meaning Answers questions about the text Summarises a paragraph with support <p>Does comprehension activity on the text (oral or written)</p> <p>Reads and understands a poster</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Interprets the information Discusses the purpose of the text Discusses some of the language use Identifies and discusses design features such as colour and different sizes or kinds of print (font) Discusses the layout. 	<p>Designs a poster</p> <ul style="list-style-type: none"> Includes relevant information Includes a picture Uses print sizes effectively Presents neat, legible, final draft <p>Writes information text using a frame</p> <ul style="list-style-type: none"> Selects appropriate information Includes a chart, graph or diagram if appropriate Writes two to three paragraphs Uses correct facts and organises facts properly Uses correct spelling and punctuation Uses connecting words <p>Uses the writing process</p> <ul style="list-style-type: none"> Writes first draft Revises Proofreads Writes final draft Presents neat, legible final draft 	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Singular and plural forms of nouns <p>Working with words and sentences</p> <ul style="list-style-type: none"> Develops use of connecting words showing reason and purpose. Uses adverbs of manner (e.g. quickly, slowly) Future tense: uses 'will' to indicate something that will happen, e.g. There will be a storm today Begins to use adverbs of degree, e.g. 'very, really, almost, too' Present progressive tense (e.g. 'He is reading.') Uses the passive voice. <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

Week 7: The beautiful game

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: The beautiful game • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Banyana Banyana Takes the Cup! • Genre: Information text (article) • Third read • Model comprehension skill: Search the text • Oral comprehension 	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> • Re-read Text: Banyana Banyana Takes the Cup! • Genre: Information text • Group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review Word find with /st/ and /igh/ and /oa/	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 128: Let's play soccer • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 128: Let's play soccer • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 128: Let's play soccer • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 128: Soccer in South Africa • Genre: Information text • Teach: Search the text 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 128: Soccer in South africa • Genre: Information text • Written comprehension • Comprehension strategy: Search the text 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • information text: Poster • Sample text: Fun facts about Banyana Banyana 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Reading Activity: Information Text/ Poster	Date Completed
SUCCESSFUL OXFORD Oxford	Read a poster, 211	
STUDY & MASTER Cambridge	Read two posters, 210	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poster, 227	
SOLUTIONS FOR ALL Macmillan Education	Read a poster, 219	
HEAD START Oxford	Read a poster, 160	
VIA AFRIKA Via Afrika	Read a poster, 189	
PLATINUM Pearson	Read a poster, 164	
TOP CLASS Shuters	Learning from a poster, 137	

Week 8: The beautiful game

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Information text/ Poster • Topic: Make a poster advertising a soccer match. You can choose real teams or fake teams. Make up the details. The most important thing is to try to make as many people as possible come to the match! • Planning Strategy: Use a mind map 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 	
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: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: REVISE: Future tense • Use plan to draft a poster 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
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"> • Class: Worksheet Week 8 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit poster using checklist • Publish and share poster 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	LSC Activity: Future Tense	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Language- will, 217	
INTERACTIVE ENGLISH St Mary's Interactive Learning	The future tense: 230	
SOLUTIONS FOR ALL Macmillan Education	Using 'will', 217	
HEAD START Oxford	-	
VIA AFRIKA Via Afrika	-	
PLATINUM Pearson	The future tense, 165	
TOP CLASS Shuters	Change sentences to the future tense, 139	

WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Writing Activity: Poster	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a poster, 213	
STUDY & MASTER Cambridge	Design a poster, 211	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 232	
SOLUTIONS FOR ALL Macmillan Education	Design a poster, 220	
HEAD START Oxford	Design a poster, 166	
VIA AFRIKA Via Afrika	Design a poster, 191	
PLATINUM Pearson	Design a poster, 166	
TOP CLASS Shuters	Design a poster, 139	

Theme Reflection: The beautiful game

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

Term 4 2021 Programme of Formal Assessment

1. There are three formal assessment tasks for Grade 5 Term 4 2021.
2. Please complete these tasks as detailed below.

GRADE 5 TERM 4 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
7	Oral presentation of project (20 marks) <i>(see rubric below)</i>	20	<i>Continuation from Term 3:</i> Listen to individual learners present throughout the term during group guided reading lessons.			
8	Transactional writing: print advertisement <i>(see rubric below)</i>	10	6	Mon, Wed, Fri	Writing	
9	Controlled Test: Response to Texts <i>(see sample questions and memoranda below)</i>		Weeks 9-10			
	Question 1: Literary / Non-Literary	15				
	Question 2: Visual	10				
	Question 3: Summary	5				
	Question 4: LSC	10				
Total		70				

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
MARKS	Maximum total of 20				
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4				
ACTIVITY	<p><i>Note: All project activities are embedded in the lesson plan.</i></p> <p>Stage 3 Learners present their research projects during the following lessons for the duration of Term 3 and 4:</p> <ul style="list-style-type: none"> ○ Group Guided Reading 				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
CONTENT and STRUCTURE	1-2	3-4	5-6	7-8	9-10
10 MARKS	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and a conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
FLUENCY and EXPRESSION	1-2	3-4	5-6	7-8	9-10
10 MARKS	The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	Learner presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

FORMAL ASSESSMENT TASK 8: TRANSACTIONAL WRITING			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a print advertisement		
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 6 the process writing task requires learners to write a print advertisement 		
ACTIVITY	<ol style="list-style-type: none"> Work through the process writing lessons as per the lesson plan. Collect learners' advertisements at the end of the week for formal assessment. 		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the writer's original ideas.
STRUCTURE	0	1	2
	The learner's advertisement has not followed the correct structure.	The learner has attempted to structure the advertisement correctly.	The learner has used the correct structure and layout of a print advertisement.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not written in a suitable style. The learner has not included a slogan or rhyme. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use a slogan or rhyme. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner's style of language is correct. The learner has correctly included a slogan or rhyme. The learner successfully edits their own work to correct grammar, spelling and punctuation.

Formal Assessment Task 9: Response to Texts

Please note that sample questions and corresponding memoranda are included below. You may choose to use these questions or to adapt or replace them, in accordance with directives from your District / Province.

GRADE 5 TERM 4 PAPER 2 ASSESSMENT TASKS

Name	Class
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QUESTION 1: READING COMPREHENSION

Instructions:

- Read the story below twice.
- The numbers on the left side are the paragraph numbers.
- Answer the questions that follow.



First Aid to the rescue!

- 1 It was a beautiful Saturday afternoon. Musa and her mom decided to go to the shops because it was nearly Musa's cousin's birthday and they wanted to find him a present.
- 2 When they got to the main road, there were lots of people, cars, taxis and busses. It was busy and noisy. Suddenly they heard a terrible, screeching sound of a car's brakes trying to stop and then a very loud crash! They turned round and saw that a car had knocked over a woman crossing the road and smashed into a streetlight. The woman was lying in the road, bleeding. For a moment the whole street was still.

3	Then Musa’s mom rushed to the woman. She gently turned the woman onto her side. She folded up her jacket and placed it under the woman’s head. While she was doing this, she spoke quietly and kindly to the woman and asked a man to call an ambulance. She put her scarf around the woman’s arm where she was bleeding badly. Only when the ambulance came, she stepped away from the woman.
4	‘Mom! How did you know what to do? You were incredible!’ Musa gasped. ‘Years ago, I studied First Aid, so I’d know what to do if something happened to you at home. But this is the first time I’ve ever used it. I’m so glad I could help,’ her mother replied. ‘But now I feel quite shaken – I might need some First Aid myself!’ she laughed sitting down.

1. Why were Musa and her mom going to the shops? (paragraph 1)	<hr/> <hr/>	[1]
2. What is the best adjective to describe the main road? peaceful / bustling / exciting (paragraph 2)	<hr/>	[1]
3. Visualise the accident. What do you think it looked like when the car knocked the woman over? (paragraph 2)	<hr/> <hr/>	[1]
4. Why do you think the whole street went silent? (paragraph 2)	<hr/> <hr/>	[2]
5. What were three things Musa’s mom did to help the injured woman? (paragraph 3)	<hr/> <hr/>	[3]
6. True or False: The woman was bleeding a little. (paragraph 3)	<hr/>	[1]
7. How did Musa’s mom know what to do? (paragraph 5)	<hr/> <hr/>	[1]

8. What can you infer about what Musa thought of her mom after this happened? Why? (paragraph 4)

[2]

9. Why did Musa's mom say she needed First Aid herself after the ambulance left? (paragraph 5)

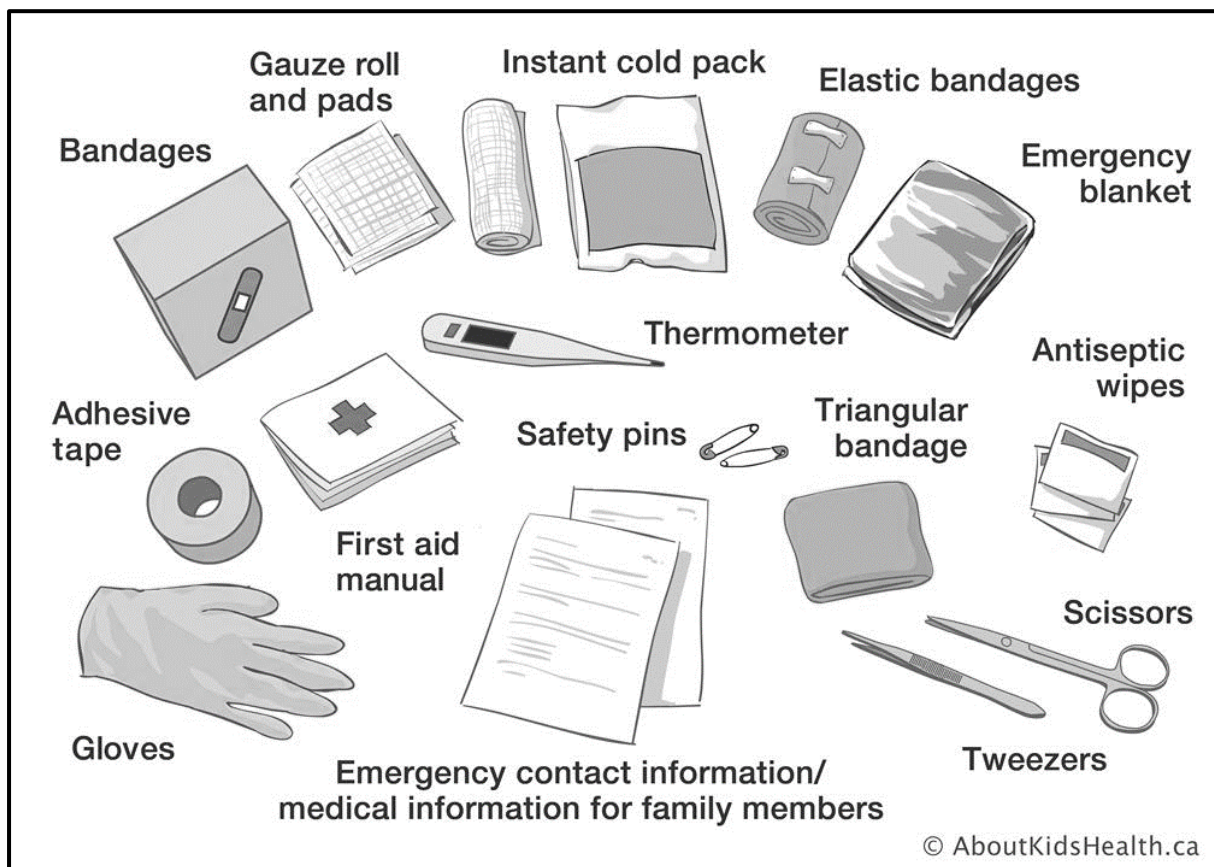
[1]

10. What would you do if someone was knocked over next to you in the road?

[2]

TOTAL: 15 MARKS

QUESTION 2: VISUAL TEXT



1. What does a thermometer do?

[1]

2. What would you use to remove a thorn or a splinter?

[1]

3. Name 2 things you could use to stop someone bleeding.

[2]

4. Why do you think there is a pair of gloves in the First Aid Kit?

[1]

5. What would you use in the First Aid Kit if someone was freezing and shivering?

[1]

6. In an emergency, do you think it can only be a Qualified doctor who can help? Why or why not?

[2]

7. 'Anti-' is a prefix meaning 'against' that give the word its opposite meaning. Add a prefix to change this word into the negative: helpful

[1]

8. Complete the idiom choosing the correct word: You shouldn't do that, it's really dangerous. You are playing with ice / fire / stones.

[1]

TOTAL: 10 MARKS

QUESTION 3: SUMMARY

Instructions:

Read the text 'First Aid to the rescue!' again.

Complete the summary:

1. This story is about _____

[2]

2. The main part was when _____

[2]

3. I liked it when _____

[1]

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'First Aid to the rescue' once again.
- Complete the following:

1. Find and copy the following words from the story:

a) one proper noun (paragraph 1) _____ [1]

b) one adjective (paragraph 2) _____ [1]

c) one adverb (paragraph 3) _____ [1]

d) one connecting word (paragraph 5) _____ [1]

2. a. Change this sentence to the past progressive tense.

Musa's mom rushed to the woman.

[1]

b. Change this sentence to the future tense.

She gently turned the woman onto her side.

[1]

3. Underline the modal verb showing possibility in the sentence below.

That woman could have died if Musa's mother had not been there.

[1]

4. Change the following sentence from the active voice to the passive voice.

Musa's mother helps the woman in the street.

[1]

5. Complete this sentence using the 1st Conditional.

If you know First Aid, then _____

[2]

TOTAL: 10 MARKS

GRADE 5 TERM 4: PAPER 2 Memorandum

QUESTION 1: *COMPREHENSION*

Instructions:

- *Read the story below twice.*
- *The numbers on the left side are the paragraph numbers.*
- *Answer the questions that follow.*

1. Why were Musa and her mom going to the shops? [1] (paragraph 1)

They were going to look for a present for Musa's cousin.

2. What is the best adjective to describe the main road? peaceful / bustling / exciting [1] (paragraph 2) bustling

3. Visualise the accident. What do you think it looked like when the car knocked the woman over? [1] (paragraph 2)

I can visualise the woman crossing the street with her shopping bags and then the car coming fast and trying to stop but crashing into the woman and knocking her to the ground. I can visualise the woman lying in the middle street, bleeding and the car crashed up against the streetlight.

4. Why do you think the whole street went silent? [2] (paragraph 2)

Everyone was shocked and stopped talking and moving to see what had happened. / People were worried the lady was dead.

5. What were three things Musa's mom did to help the injured woman? [3] (paragraph 3)

Musa's mom turned the woman onto her side. / She made a cushion for her with her jacket. / She spoke quietly and kindly to the woman. / She wrapped her scarf around the bleeding arm. / She asked someone to call an ambulance. Any 3 things.

6. True or False: The woman was bleeding a little. (paragraph 3) False

7. How did Musa's mom know what to do? [1] (paragraph 5)

Musa's mother had studied First Aid many years before.

8. What can you infer about what Musa thought of her mom after this happened? Why? [2] (paragraph 4)

Musa thought her mom was amazing, a hero. She said: 'You were incredible!'

9. Why did Musa's mom say she needed First Aid herself after the ambulance left? [1] (paragraph 5)

She probably felt very shaken up and anxious after being so brave and jumping in to help the woman.

10. What would you do if someone was knocked over next to you in the road? [2]

I would help them. / I would call for help / call an ambulance. / I would not know what to do. /
Learner's own response.

TOTAL: 15 MARKS

QUESTION 2: VISUAL TEXT

1. What does a thermometer do? [1]

It takes your temperature / see if you have a fever / learner's own response.

2. What would you use from the First Aid kit to remove a thorn or a splinter? [1]

I would use the tweezers to remove a splinter or a thorn.

3. Name 2 things you could use to stop someone bleeding. [2]

To stop someone bleeding you could use bandages / elastic bandages / gauze roll and pads.

4. Why do you think there is a pair of gloves in the First Aid Kit? [1]

The gloves are to protect the person doing First Aid, so they don't touch the blood or the wound when they are helping someone. / To keep everything and everyone clean and sanitised.

5. What would you use in the First Aid Kit if someone was freezing and shivering? [1]

If someone was freezing and shivering, I would use the emergency blanket and cover them and to warm them up.

6. In an emergency, do you think it can only be a qualified doctor who can help? Why or why not? [2]

I think only a qualified doctor can help because they are trained to know how to help people. / I think anyone can help, because even if you can just do a little thing it can still help the person, like Musa's mom helped. / Learner's own response.

7. 'Anti-' is a prefix meaning 'against' that give the word its opposite meaning. E.g. antiseptic.

Add a prefix to change this word into the negative: helpful [1]

unhelpful

8. Complete the idiom choosing the correct word: You shouldn't do that, it's really dangerous.

You are playing with ice / fire / stones. [1]

playing with fire

TOTAL: 10 MARKS

QUESTION 3: SUMMARY

Read the text *First Aid to the rescue!* again.

Complete the summary:

1. **This story is about** Musa's mother who uses First Aid to help a woman who was knocked down by a car. **[2]**
2. **The main part was when** the car couldn't stop and knocked the woman down and Musa's mom rushes in to help. **[2]**
3. **I liked it when...** Musa's mom knew what to do. / ...she stayed with the woman until the ambulance came. / ...Musa was so impressed. / Learner's own response. **[1]**

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'First Aid to the rescue' once again.
- Complete the following:

1. Find and copy the following words from the story:

- one proper noun (paragraph 1)** Saturday / Musa [1]
- one adjective (paragraph 2)** main / busy / noisy / terrible / screeching / loud [1]
- one adverb (paragraph 3)** gently / quietly / kindly / badly [1]
- one connecting word (paragraph 4)** so / but [1]

Change this sentence to the present progressive tense. [1]

Musa's mom rushed to the woman.

Musa's mom is rushing to the woman.

Change this sentence to the future tense. [1]

She gently turned the woman onto her side.

She will gently turn the woman onto her side. / She is going to gently turn the woman onto her side.

2. Underline the modal verb showing possibility in the sentence below. [1]

That woman could have died if Musa's mother had not been there.

3. Change the following sentence from the active voice to the passive voice. [1]

Musa's mother helps the woman in the street.

The woman in the street is helped by Musa's mom.

5. Complete this sentence using the 1st Conditional. [2]

If you know First Aid, then you will be able to help people. / ...you can save a life. / learner's own response.

TOTAL: 10 MARKS

Term 1 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: MY LITTLE VOICE

1. Who are people mean to?
People are mean to my sad little voice.
2. Who was knocking and offered to help?
The arts were knocking and offered to help.
3. What did the arts help the sad little voice with?
The arts helped the sad little voice to dream, to grow and to express its thoughts and feelings.

NON-FICTION TEXT: GERARD SEKOTO – A SOUTH AFRICAN ARTIST

1. Who was Gerard Sekoto?
Gerard Sekoto was one of South Africa's most famous artists.
2. What did Gerard Sekoto paint?
Gerard Sekoto painted pictures of the lives of black South Africans.
3. Why do you think Gerard Sekoto never came back to South Africa?
I think Gerard Sekoto never came back to South Africa because in South Africa there was Apartheid.
4. What is one fact that helps you infer that Gerard Sekoto missed South Africa?
I can infer Gerard Sekoto missed South Africa because he mainly painted pictures about the lives of black South Africans.
5. Choose the correct determiners from the list below to show if the nouns are singular or plural:
this that those these
 - a) *That picture over there is beautiful.*
 - b) *I can pick the fruit on those trees.*
 - c) *(See learner's answer) is my favourite Sekoto painting.*
 - d) *She was speaking about these artists yesterday.*
6. Find the correct suffix for each word. Write the new words in your exercise books:
For example: excite + ment = excitement
Position
Sickness
Thankful
Backwards
Religion
Friendship
Homeless
Religious
Friendship

FICTION TEXT: TEBOGO'S TALENT

1. What did Tebogo draw to make himself feel better? Draw what you think Tebogo's drawing looked like. (See learner's answer)
2. What was the main message Mr Maseko had for Tebogo?
Mr Maseko's main message for Tebogo was that we all have different talents.
3. What is your special talent?
My special talent is... (See learner's answer)
4. Circle the words that are NOT about education:
 - a) *sleep*
 - b) *cooldrink*
 - c) *uncle*
 - d) *rabbit*

FICTION TEXT: PHILA'S DREAM

1. What job did Phila have before she joined the band?
Phila worked as an accountant.
2. How can you infer that Phila's mother angry with her?
I can infer that Phila's mother was angry with her because her mother shouted at her.
3. Change the following into the future tense.
Use this structure: I see my sister on Sunday → I **am going to see** my sister on Sunday.
 - a) *The family am going to listen to Phila's announcement.*
 - b) *Phila is going to leave her job.*
 - c) *Phila is going to be a singer.*
 - d) *We are going to and watch her perform.*
 - e) *The whole family is going to her new passion.*
4. Find a word in the story that is a synonym for the following words:
 - a) *exhausted - tired*
 - b) *stress-free - relaxed*
 - c) *astonished - shocked*
 - d) *yelled - shouted*
 - e) *continually - usually*
 - f) *whole – entire*

VISUAL TEXT: ARTWORKS

1. Which picture do you like more? Why?
I like the picture...more, because.... (see learner's answer)
2. In the Banksy picture, what is happening to the girl's balloon? How does this make you feel?
The girl's balloon is... This makes me feel... (see learner's answer)
3. Complete the sentences using the correct demonstratives:
 - a) *The little girl can't hold (these/that) balloon.*

- b) *In the Banksy artwork, there is writing on (that / those) wall.*
 - c) *In the Sekoto painting, (those / that) people look lonely.*
 - d) *(These/Those) are two famous works of art.*
4. Choose the most appropriate adjective in the following sentences:
- a) *In the Sekoto painting, the street is (empty / bustling).*
 - b) *The balloon is (heart-shaped / square).*
 - c) *The little girl looks (nervous / helpless).*
 - d) *In Yellow Houses, the sky is (overcast / clear).*

SUMMARY: GERARD SEKOTO – A FAMOUS SOUTH AFRICAN ARTIST

Summary: Gerard Sekoto – a famous South African artist

This text is about the life and work of Gerard Sekoto, a famous South African artist.

I liked that he got invited to Paris.

I learnt that Gerard Sekoto lived for most of his life as an artist outside of Africa.

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: BRAINS ARE SMART

1. Why are brains smart, strong, and full of joy?
Brains are smart, strong and full of joy because they learn in different ways.
2. What are three ways people learn differently?
Some people learn fast other people learn slowly and other people learn alone.
3. What do people need when they find it hard to learn?
When people find it hard to learn, they need support.

FICTION TEXT: DIFFERENT DREAMS

1. Where was Kamo going to study instead of university?
Kamo was going to study at college in Johannesburg.
2. What lesson did Kamo's friends learn?
Kamo's friends learnt that we don't all have the same talents and dreams.
3. Make an evaluation about Kamo. What kind of person do you think he is? Why?
I think he is creative and unique because he doesn't want to study at university like everyone else and wants to have a creative job. (see learners' answers)
4. What are your dreams and plans for studying and work after Matric?
My plans are to...(see learner's answer)
5. Change the following sentences into indirect speech.
 - a) *Thumi said she could run fast.*

- b) *Palesa requested to please borrow a pencil.*
- c) *John said he could take her to the Sports Day tomorrow.*
- d) *My little sister begged to go with me.*
- e) *My mom said she can sing beautifully.*

6. Which of the following are NOT jobs? Circle the odd ones out:

- a) *Grass*
- b) *Knife*
- c) *Salary*
- d) *Excitement*
- e) *Maths*

FICTION TEXT: ZINZI GETS HELP

1. What was Zinzi struggling to understand?

Zinzi was struggling to understand long division.

2. How can we infer that Zinzi's father doesn't really expect her to buy data?

We know that Zinzi's father doesn't really expect her to buy data because he joked about Zinzi buying him data for his phone after she used data on her own phone to download videos.

3. Punctuation: its and it's

Its shows possession and it's is an abbreviation of it is.

Choose the correct form in each sentence:

- a) *The tree is losing (its/it's) leaves.*
- b) *(Its/It's) so cold today.*
- c) *(Its/It's) going to be an easy test.*
- d) *The dog wagged (its/it's) tail.*
- e) *(Its/It's) never going to work.*
- f) *The school announced (its/it's) plan for Heritage Day.*

4. Match the following antonyms from column 1 and column 2:

For example: first – last

Reward – punishment

Give – receive

Same – different

Easy – difficult

Excited – bored

Ahead – behind

NON-FICTION TEXT: GOOGLE

1. What was the most searched topic of 2013?

The most searched topic of 2013 was Nelson Mandela.

2. Which fact did you find most interesting from this information text? Why?

I found it most interesting that...(see learner's answer) because...(see learner's answer)

3. Change the following into questions using the modal 'can'.
For example: She can play soccer. → Can she play soccer?
 - a) *Can he borrow his mom's car tomorrow?*
 - b) *Can they sing well?*
 - c) *Can she explain the maths work?*
 - d) *Can you help with the organising?*

4. Find the meaning for each idiomatic expression and write it in your exercise book:
For example: Pull the plug means to end something
Blow a fuse - to become very angry and explode
Cutting edge - something advanced and ahead of others
Press my buttons - starting to irritate and annoy me
Well-oiled machine - something that works very smoothly and well
On the same wavelength - people having the same ideas and opinions

VISUAL TEXT, SCREENSHOT: GOOGLE

1. What question is Google answering here?
Google is answering the question: Which country has the largest population?

2. Would you like to visit China? If yes, why? If not, what country would you like to visit and why?
I would like to visit... because... (see learner's answer)

3. Which country has the second highest population?
The country with the second highest population is India.

4. Which four countries have the smallest populations?
The countries with the smallest populations are Vatican City, Monaco, Tuvulu and San Marino.

5. Change the underlined proper nouns into proper adjectives.
 - a) I love listening to African folktales.
 - b) Many of the Brazilian soccer players are excellent.
 - c) I love eating Ethiopian food.
 - d) There is some great American music.
 - e) Sometimes I watch Indian movies.

SUMMARY: GOOGLE

Summary: Google

This text is about Google, the biggest internet search engine in the world.

I liked that they use goats as lawn mowers.

I learnt that google gets over a billion requests for information every day.

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: SHARE WITH OTHERS

1. What are three things some people have too much of?
Some people have too much food, housing and money.
2. How does the person in the story feel about greedy people?
The person feels down.
3. How can we fix the problem in the story?
To fix the problem, we must learn to share.

NON-FICTION TEXT: MARRYING FOR MONEY

1. How much older is Dali than Tshifhiwa?
Dali is 18 years older than Tshifhiwa.
2. How did Tshifi infer that something was wrong?
Tshifi inferred that something was wrong because Her brother Dali was crying.
3. Why was Dali crying?
Dali was crying because he was going to get a divorce.
4. What lessons did Dali learn?
Dali learnt that marrying for money did not make him happy.
5. Write the sentences using the correct modals showing possibility:
 - a) *Yesterday we (could/will) have gone to visit the family.*
 - b) *I (can/might) be able to help you.*
 - c) *We (will/might) make him feel better.*
 - d) *He (might/can) be able to make a better choice in the future.*
6. Choose one of the prefixes mis / un / in / anti / dis, to form the antonyms of the following words. Each prefix can only be used once.
For example: like → dislike
 - a) *unsocial*
 - b) *dishonest*
 - c) *incorrect*
 - d) *misunderstand*
 - e) *unfriendly*

FICTION TEXT: KINDNESS COUNTS

1. What had the husband and wife bought at the mall?
They had bought a big trolley of food.
2. What do you think about the way the husband and wife treated the car guard?
I think...(see learner's answer)

3. What kind of person do you think Neo's mom is?
I think Neo's mom is a very kind person.
4. Complete these sentences with appropriate adverbs:
 - a) The old man with the walking stick walked slowly.
 - b) The greedy child screamed loudly when her mom took away sweets.
 - c) The happy girl sang sweetly as she shopped for new clothes.
 - d) The naughty brothers played roughly when their parents were out.
 - e) When she won the lottery, she jumped excitedly into the air.
5. Look in the text and find synonyms to the following:
 - a) carefully calmly
 - b) unloaded unpacked
 - c) pair couple
 - d) large big
 - e) enquired asked
 - f) caring kind

NON-FICTION TEXT: THE SIGNS OF GREED

1. What is one of the signs of a greedy person?
One of the signs of greed is self-centred behaviour.
2. Do you think it's a good thing or a bad thing to be greedy? Why?
I think it is... because...(see learner's answer)
3. Join the following sentences using one of the connecting words and / but / because:
You may use each connecting word more than once.
 - a) *Greedy people often treat others badly because they have little empathy (feelings for others).*
 - b) *Greedy people can hurt others but they can change their ways.*
 - c) *Greed is wanting more things and envy is wanting what others have.*
 - d) *If you are greedy you only think of yourself. You do not consider other people's feelings.*
 - e) *All my friends are kind because I could not be friends with a selfish person.*
5. Find the meaning for each idiomatic expression and write it in your exercise book:
For example: Save for a rainy day means to save your money for a time you need it.
Cost an arm and a leg - cost a lot of money
Spend money like water - to spend money as if there were no limit
Deep pockets - have a lot of money
On a shoestring - to have very little money
Itchy palms - a desire for money or a bribe

VISUAL TEXT: CARTOONS ABOUT GREED

1. Which picture best shows greed? Why do you think so?
I think picture A best shows greed because he is eating money and there is someone next to him who doesn't have a lot of money which shows that he is selfish.
2. In your view, is it worse to be greedy or angry? Why?
In my view it is worse to be... because...(see learner's answer)

3. Complete these sentences with the correct pronouns:
- She has lots of cars. They are hers.*
 - Their house is enormous. It belongs to them.*
 - You have such a great job. I wish I had yours instead of mine.*
 - His attitude is quite selfish. I don't agree with him.*
 - We are always saving money to pay for our house. One day it will be paid for.*
 - My life is full of friends and family. I have what I need.*
4. Circle the words that are NOT about money:
- strawberry*
 - cousin*
 - tractor*
 - lightbulb*

SUMMARY: THE SIGNS OF GREED

Summary: The signs of greed

This text is about greedy people.

I liked the text shows you how to be aware of greed.

I learnt that greedy people do not have empathy.

WEEKS 7 & 8 MEMORANDA

DECODABLE TEXT: MY SOCCER FAMILY

- What makes the soccer team like a family?
The soccer team is like a family because they work well together and support each other.
- How will the person in the story feel if they leave the soccer family?
The person will feel sad.
- What is soccer about for the person in the story?
For this person, soccer is about teamwork, supporting each other and having fun.

FICTION TEXT: A GREAT TEAM

- What does USWNT stand for?
USWNT stands for United State's Women's National Soccer Team.
- Who are the three co-captains on the United States women's soccer team?
The three co-captains of the women's national soccer team are Megan Rapinoe (age 33), Carli Lloyd (age 36) and Alex Morgan (age 29)
- How do the USWNT encourage peace and equality?
The USWNT encourages peace and equality by encouraging people to spread more love and less hate.

4. Do you think all famous sports people should use their fame to do good in the world? Why or why not?
I think famous sports people should /should not use their fame to do good because...(see learner's answer)
5. Change the following into the future tense using 'will'.
 For example: I play soccer. → I will play soccer.
- USWNT will win lots of soccer championships.*
 - All great sports players will use their influence to help others.*
 - I will train hard every day.*
 - We will love competing with other teams.*
 - She will play for the best team.*
6. Choose the correct homonym in each sentence:
- There were (four/for) players who were injured.*
 - I want to play (four/for) our national team.*
 - Did you (hear/here) the crowd cheering?*
 - (Hear/Here) is the best place to watch the game.*
 - The (whole/hole) team worked really hard for the season.*
 - There's a (whole/hole) in the ground – don't trip!*

FICTION TEXT: ODWA'S DREAM

1. What was Odwa's dream?
Odwa's dream was to play for Bafana Bafana one day.
2. Do you think it's more important to do well at your schoolwork or to follow your dream? Why?
I think it's more important to... because...(see learners' answers)
3. Change the following into the future tense using am / is / are going to.
 For example: I play soccer → I am going to play soccer.
- Odwa is going to play for the best school soccer team.*
 - His parents are going to go and watch the match.*
 - He is going to the only goal of the game!*
 - His parents are going to his special talent for soccer.*
 - Odwa is going to be so happy at his performance.*
 - I am going to train harder to get into that team.*
4. Join the words in column 1 and column 2 to form compound words about soccer:
 For example: superstar
- | | |
|--------------|----------|
| Football | |
| Championship | Halftime |
| Fulltime | Offside |
| Goalposts | |

NON-FICTION TEXT: THE SELECTION

1. Which countries have both won four World Cup titles?
Germany and Italy have both won four World Cup titles.
2. Why do you think soccer is seen as a second religion in Brazil?
I think soccer is seen as a second religion in Brazil because they respect it as much as they do their religions (see learners' answers).
3. Change the following sentences into the negative:
 - a) I am not going to practice three times a week.
 - b) In Brazil, the people will not go to work during the World Cup.
 - c) We are not going to cry when Bafana Bafana wins the World Cup.
 - d) We are not going to stop training every day.
 - e) They will not stop practicing.
4. Underline the words which are NOT about sport:
 - a) seed
 - b) flowers
 - c) sandwich
 - d) bear

VISUAL TEXT: SOUTH AFRICAN SOCCER FANS

1. Which fan do you like better and why?
I like the... fan better, because...(see learners' answers)
2. Who do you think spent more money on their head-dress? Why?
I think the Bafana Bafana fan spent more money on their head-dress because the Kaizer Chiefs fan's head dress is made from old things you can find in the garbage. (see learners' answers)
3. If you made a head-dress, what would you use and what would it look like?
I would use.... A description of my head-dress is...(see learners' answers)
4. Choose the correct soccer-inspired idiom that fits in the sentence:
 - a) The employee (blew the whistle / made a mountain out of a molehill) on her boss when so much money went missing.
 - b) The company (kept it under their hat / dropped the ball) when it failed to have a plan to save jobs.
 - c) I asked them what they wanted, but they were happy to go with my suggestions, so now (the ball is in my court / it's as easy as pie).
 - d) We're all exhausted, let's take some (icing on the cake / time out) and come back to this later.
 - e) At the start of the school year, everyone has to (learn the ropes / beat around the bush).

SUMMARY: THE SELECTION

Summary: The selection

This text is about the Soccer World Cup.

I liked that Brazil loves the sport as much as I do.

I learnt that people in Brazil call soccer their second religion.