

PSRIP
MANAGEMENT DOCUMENT
TERM 1 2021
GRADE 5

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Introduction: Returning to school during a pandemic

The PSRIP team welcomes new and returning colleagues to this programme. We also offer sincere condolences to colleagues who have lost family or friends to Covid.

In June 2020, the PSRIP training centred around the stories, 'Rupa Gets Ready' and 'Mr Bhatt's Visit', about a school adjusting to social distancing, rotational teaching and at-home learning. At the time, we expected the need for this kind of input to be short lived. Unfortunately, the pandemic continues, and so must our efforts to improve literacy teaching and learning, whatever the circumstances.

As a result, the PSRIP has included some guidelines for Grade 4-6 EFAL learning under pandemic circumstances. These guidelines include some of the latest updates from the DBE.

We wish all teachers, SMT members and district officials a safe and productive term.

And let's use our influence as educators to teach learners the social behaviours that are so important in preventing the spread of this virus.

Our very best wishes

The NECT PSRIP team

Guidelines for Implementing the PSRIP in 2021

Focus on technical reading skills

- The PSRIP Gr 4-6 programme has always included activities and texts for the development of technical reading skills.
- However, because many learners have fallen behind as readers due to lockdowns and rotational teaching, the development of technical reading skills must now be elevated in the IP programme.
- This has been done by strengthening the decoding programme that forms part of the lesson plans and the Reading Worksheets.
- Teachers are asked to please not neglect this aspect of teaching reading, and to move through the programme methodically and systematically.

Ensure that every learner has access to a 'PSRIP Reading Worksheet Pack' and a DBE Workbook.

- The PSRIP distributes a 'Worksheet Pack' to participating teachers.
- This contains 20 copies of the reading worksheets for the term.
- Schools should, wherever possible, please try to duplicate the 'Worksheet Pack' to ensure that every learner can take home a pack of reading worksheets, together with a DBE Workbook, should there be another lockdown, or for use during rotational teaching.
- The PSRIP will distribute a series of WhatsApp PSRIP@Home reading videos, that can be sent home to parents to support at home learning.

Adjust core methodologies for social distancing

Adjust the following core methodologies to comply with social distancing protocols:

1. **Song/Rhyme** – either ask learners to remain seated at their desks, or ensure that they do not touch each other whilst standing to sing.
2. **Question of the Day** – rather than calling learners to line up at the board to write their answers, tell them to answer from their desks, whilst you document their answers.
3. **Small Group Discussions** – this involves 3-4 learners holding a discussion. Either ensure that learners can sit in socially distanced groups, preferably outside, or else change the activity to have learners working in pairs. This should not involve them moving from their places in class.

4. **Post-Read: Dramatise the story:** This methodology is used infrequently in the intermediate phase. If it does occur, replace it with a different post-read activity, such as a written comprehension.

Work through the SLP in a systematic fashion, do not skip themes.

At the end of January 2021, the DBE released the following guidelines for school attendance:

- Grade 6 to attend school daily
- Grades 4-5 to attend school on a rotational basis

This makes it impossible to standardise curriculum coverage and assessment across schools, since rotational teaching has many forms, depending on the circumstances of each school.

- The PSRIP technical reading programme is carefully structured as an accumulative, incremental programme. It is important that this be followed systematically, in order to help learners improve decoding skills and oral reading fluency.
- In addition, the PSRIP theme vocabulary programme is also accumulative, meaning that theme words taught in a previous theme may appear in a current theme, in order to revise and consolidate learners' understanding of such words.
- All themes include all components of language as prescribed by CAPS, which means that regardless of the theme, learners acquire Listening & Speaking, Reading & Viewing, Writing & Presenting and LSC skills.

As a result, the PSRIP team requests that teachers DO NOT skip themes during the course of the year.

- Teachers must please track the curriculum coverage of every rotational group using the tracker in this document.
- All groups must work through the PSRIP themes systematically.
- The PSRIP has provided sample Term 1 Assessment Tasks and Tools in this document.
- These should be adjusted to ensure that learners are only assessed on work that has been taught.

Orientation to the use of a Structured Learning Programme (SLP)

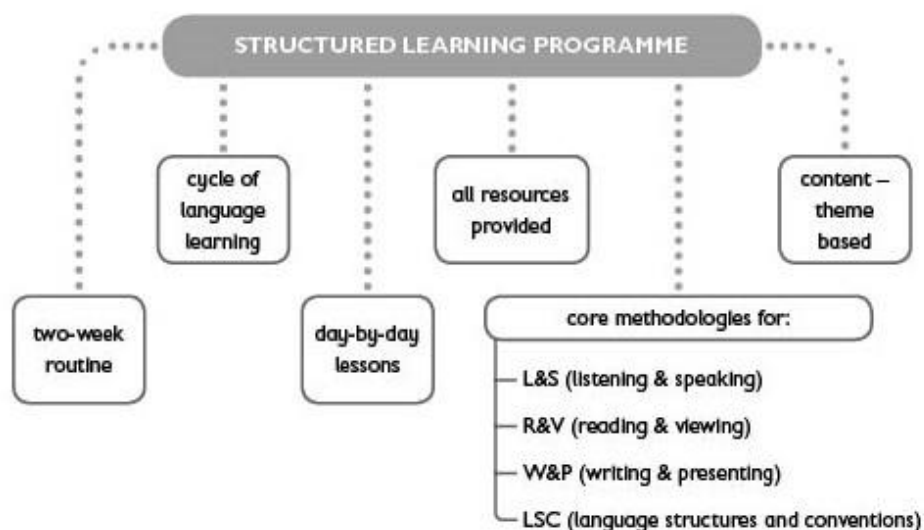
This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

As per policy, the programme is text-based, communicative, integrated and process orientated. In addition, the programme is designed to support the development of technical reading skills and comprehension skills in a structured, explicit manner.

It is important to fully understand the concepts embedded in this approach as follows:

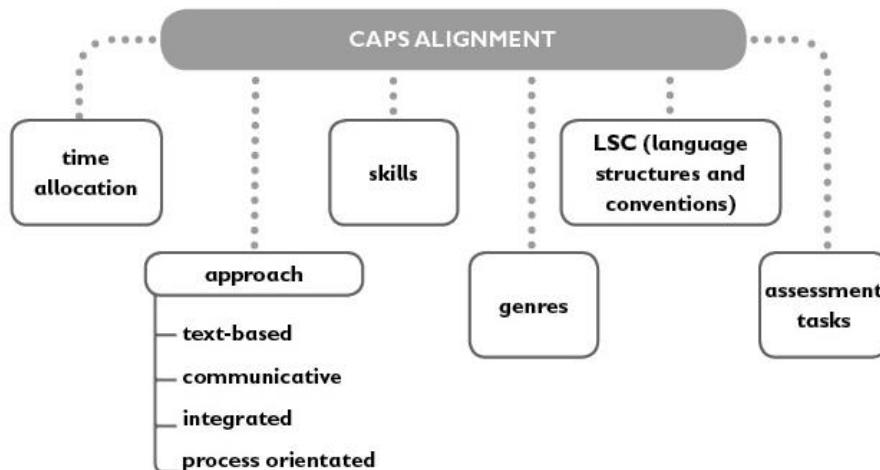
Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this IP EFAL programme, a routine has been designed to effectively teach each component of language in a 10 hour cycle, that extends across two weeks. Within this routine, selected pedagogies, or 'core methodologies' have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two-weeks, as per the cycle routine.



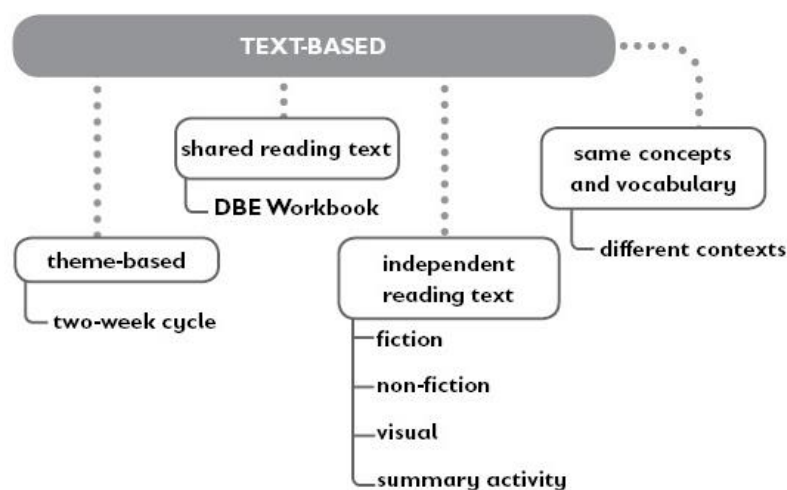
CAPS (Curriculum Assessment Policy Statement) aligned

The programme complies with policy in terms of time allocations, the approach to teaching, the specific skills and genres to be taught, the language structures and conventions to be taught, and the assessment tasks to be implemented.



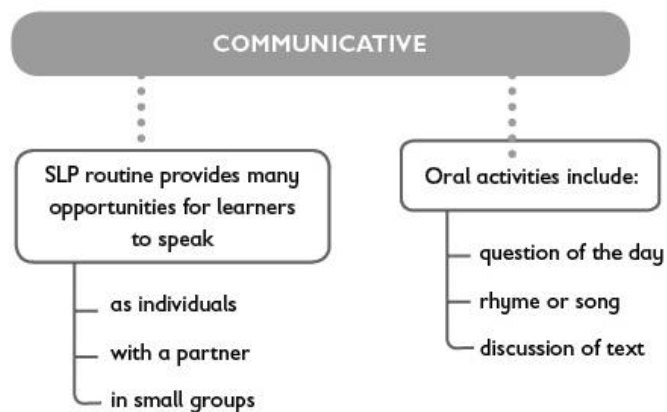
Text-based

A text-based approach relies on the continual use and production of texts. In this programme, learners critically engage with a series of theme-based texts in every cycle. The Shared Reading Text is selected from the **DBE Workbook**, and a variety of independent reading texts are provided in the **Reading Worksheets**. The independent reading texts always include a fiction text, a non-fiction text, a visual text, and summary activity. This gives learners multiple opportunities to engage with texts of different genres in every cycle. Learners also see the same concepts and vocabulary presented in different contexts.



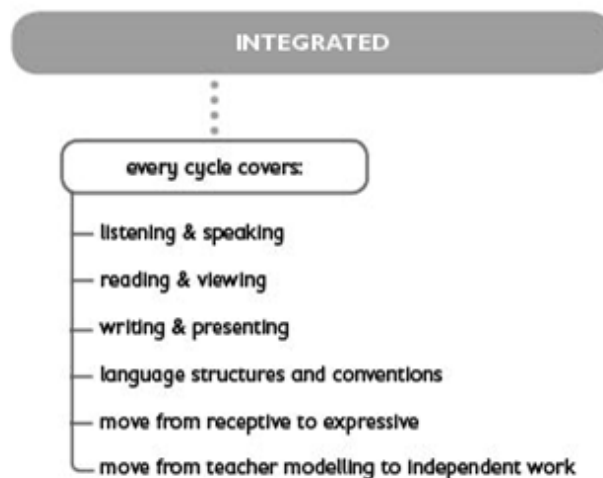
Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups.



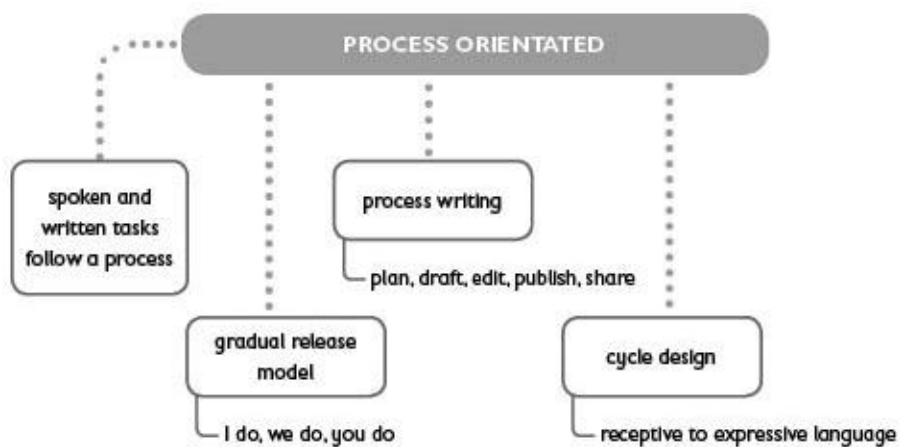
Integrated

The two-week cycle includes an integrated approach to language development by routinely covering all components of language development, moving from the receptive skills of listening and reading, to the expressive skills of writing and speaking. Another aspect of integrated learning that is accounted for is that all lessons move from the teacher first modelling good practice, to learners practicing the skills with a partner or in a group, to finally working independently.



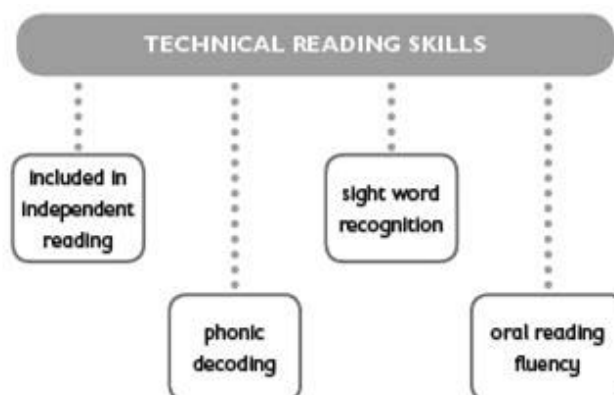
Process orientated

In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is used to produce a text for every cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear and read theme related language.



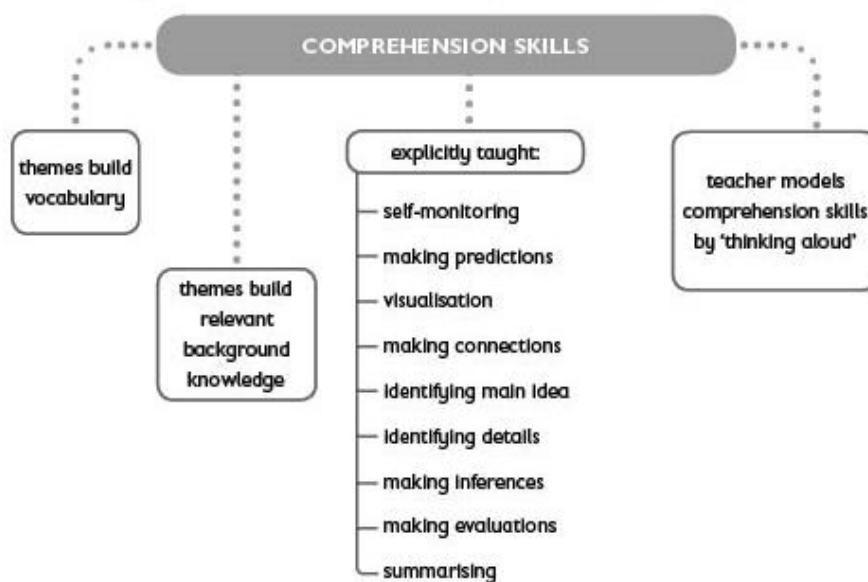
Support technical reading skills

This programme acknowledges that many learners in the intermediate phase have not yet achieved proficiency in terms of reading skills. Because of this, a decoding programme is included as part of the independent reading. This programme focuses on developing phonics, sight word recognition, and oral reading fluency.



Support reading comprehension skills

Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and learners are encouraged to build and use a personal dictionary. Another key factor that is addressed in this programme is that comprehension skills should be explicitly taught. This is done in every cycle, and during shared reading, the teacher models the use of the comprehension skill by 'thinking aloud'.



At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every two weeks, and the same activities are done every two weeks. Once this is mastered, it becomes easy to focus on the content of the cycle, and to really engage with learners in a meaningful way.

Term 1 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:					
shark	prey	fin	hunt	afraid	attack
brave	carnivore	ocean	plankton	safe	curious
dangerous	massive	lifeguard	species	current	scientist
beach	unique	barrier	communicate	overcome	confide
exhausted	realise	narrator	support	impatient	discrimination
succeed	ability	trapped	race	deaf	gender
blind	challenge	struggle	encourage	unusual	grass
sunlight	protea	soil	national	sprout	spiky
nutrient	wild	seedling	scent	replant	natural
compost	wood	manure	ingredient	moist	root
trunk	ivory	tusk	poacher	terribly	endangered
flap	stressed	enormous	illegal	mammal	wrinkly
herd	simile	ivory	calf	herbivore	bull
human	Asian				

READING & VIEWING: Phonic Decoding					
Learners should be able to decode the following words, as well as other phonic words:					
ant	ran	ram	rap	swam	ankle
can	can't	unlock	under	box	pox
kick	sick	moss	hot	wish	shade
bleed	blood	blade	sharp	market	farm
Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
people	yours	put	could	house	old
too	water	today	made	time	why
live	help	has	what	does	other
ask	want	make	forest	trees	clean
here	grow	because	should	good	cool
how	work	going	where	need	elephant
money	die	game	off	know	
COMPREHENSION					
Learners should be able to:					
<ol style="list-style-type: none"> 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 posters, infographics, bar graphs and a map 					
LANGUAGE STRUCTURES AND CONVENTIONS					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Recall and use new vocabulary in the correct context 2. Understand and be able to use past tense, adjectives, imperatives and similes. 3. Practice the identification and use of theme vocabulary, past tense, negative past tense, comparative adjectives, direct speech, abbreviations, antonyms, common nouns, imperatives, homonyms, idioms, gender, similes, adverbs and prefixes. 					

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:
 - A newspaper article
 - An SMS
 - Descriptive essay
 - Instructions
 - Haiku poem

Term 1 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 1:

- the ATP for Weeks 7-8 is implemented in PSRIP Weeks 9-10
- the ATP for Weeks 9-10 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 WEEK 1	PSRIP WEEK 1: ORIENTATION
	<ul style="list-style-type: none"> • Baseline assessment • Orientation 	<ul style="list-style-type: none"> • Week 1: Orientation
	DBE ATP WEEK 2	PSRIP WEEK 2: ORIENTATION
L&S	<ul style="list-style-type: none"> • Listens to story • Answers simple questions • Gives a simple recount 	<ul style="list-style-type: none"> • Week 2: Orientation <p><i>The focus of the orientation programme is to teach learners the routines and procedures of the programme, and to establish and practice using class rules. However, the orientation also includes activities related to:</i></p> <ul style="list-style-type: none"> - Answering simple questions - Giving a simple recount - Reading a story - Writing a personal recount - Creating a personal dictionary
R&V	<ul style="list-style-type: none"> • Reads a short story • Does comprehension activity on the text (oral or written) • Practices reading aloud 	
W&P	<ul style="list-style-type: none"> • Writes a simple personal recount using a frame • Creates a personal dictionary 	
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Countable nouns • Revises 'a' and 'the' with nouns • Personal and possessive pronouns • Regular and irregular verb forms • Subject verb concord • Simple past 	LSC is not covered in the orientation weeks.

	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: SHARKS
L&S	<ul style="list-style-type: none"> • Takes part in a class discussion to give a factual recount on a familiar topic • Practices one Daily Listening and Speaking practice activity 	<ul style="list-style-type: none"> • Week 3 Shared Reading Second Read: Sharks matter • Teach the Comprehension Strategy: Sharks matter • Weeks 3-4 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads informational text with visuals • Reads social text • Practices reading aloud 	<ul style="list-style-type: none"> • Week 3 Shared Reading: Sharks matter • Week 3 Teach the Genre: Shark warning for empty • Week 3-4 Worksheet: Be Safe in the Ocean
W&P	<ul style="list-style-type: none"> • Writes a factual recount • Writes an SMS • Records words and definitions in a personal dictionary 	<ul style="list-style-type: none"> • Week 4 Process Writing: Newspaper article & an SMS
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Connecting words • Simple present tense • Modal verbs • Use of 'must' to show necessity • Adverbs of time • Use of 'will' • Vocabulary in context 	<ul style="list-style-type: none"> • Week 3: Theme vocabulary • Week 4: Theme vocabulary • Week 4 LSC: Past tense
	DBE ATP WEEKS 5-6	PSRIP WEEKS 5-6: OVERCOMING BARRIERS
L&S	<ul style="list-style-type: none"> • Listens and responds to a story • Listening comprehension • Listens to and gives oral descriptions and answers • Expresses feelings and opinions about the story • Practices one daily Listening and Speaking activity 	<ul style="list-style-type: none"> • Week 5 Listening: Sindiswa's secret • Week 5 Speaking: Sindiswa's secret • Weeks 5-6 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads a story • Reading comprehension • Reads aloud • Reflects on texts • Shares opinions and emotional responses 	<ul style="list-style-type: none"> • Week 5 Shared Reading: The story of my life • Week 5-6 Worksheets: What a Year!
W&P	<ul style="list-style-type: none"> • Writes a simple story with a frame (narrative/descriptive) • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 6 Process Writing: Descriptive essay • Weeks 5-6 Oral: Theme vocabulary
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Countable nouns • Gender forms of some nouns • Uses different types of adjectives • Question forms • Correct use of reported speech and capital letters • Vocabulary in context 	<ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary • Week 6 LSC: Adjectives • Weeks 5-6 Worksheets: Antonyms, common nouns, rhyming words, direct speech

	DBE ATP WEEKS 7-8	PSRIP WEEKS 9-10: AMAZING ELEPHANTS
L&S	<ul style="list-style-type: none"> • Listens to and responds to a poem/song • Relates poem/song to own experience • Identifies rhyme and rhythm 	<ul style="list-style-type: none"> • Week 9 Shared Reading: Untitled
R&V	<ul style="list-style-type: none"> • Reads poem • Discusses topic and features of the poem • Answers written or oral questions about the poem • Reflects on text 	<ul style="list-style-type: none"> • Week 9 Shared Reading: Untitled • Week 9 Teach the Genre: Elephant Haikus
W&P	<ul style="list-style-type: none"> • Writes a simple poem with a frame or rhyming sentences • Explains poem and feelings towards poem • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 10 Process Writing: Haiku poem • Weeks 9-10 Oral: Theme vocabulary
LSC	<ul style="list-style-type: none"> • Spelling • Possessive form • Apostrophes to show possession • Irregular forms of some verbs • Vocabulary in context 	<ul style="list-style-type: none"> • Week 9: Theme vocabulary • Week 10: Theme vocabulary • Week 10 LSC: Simile • Week 9-10 Worksheet: adjectives, similes, prefixes, antonyms, adverbs, gender nouns
	DBE ATP WEEKS 9-10	PSRIP WEEKS 7-8: GROWING PLANTS
L&S	<ul style="list-style-type: none"> • Listens to and describes a simple process • Uses connecting words 	<ul style="list-style-type: none"> • Week 7 Listening: Kruti's tomatoes • Week 7 Speaking: Kruti's tomatoes
R&V	<ul style="list-style-type: none"> • Reads procedural text • Does written or oral comprehension activity on the text 	<ul style="list-style-type: none"> • Week 7 Shared Reading: How to grow a tree • Week 7 Teach the Genre: How to grow tomatoes
W&P	<ul style="list-style-type: none"> • Writes instructions using a frame • Uses correct details, sequence, connecting words and format 	<ul style="list-style-type: none"> • Week 8 Process Writing: Instructions • Week 7-8 Worksheet: Kamo's Gift
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Uses the dictionary to check spelling • Determiners 	<ul style="list-style-type: none"> • Week 7: Theme vocabulary • Week 8: Theme vocabulary • Week 7-8 Worksheet: homonym, negative form, imperatives, idioms

Term 1 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 and retells a short story</p> <p>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Listens to a story • Retells events in correct sequence, using simple past tense • Names the characters correctly 	<p>Reads a short 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: predicting from title and pictures • Uses reading strategies, e.g., making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Discusses the title, plot and where the story takes place (setting) • Expresses simple opinion on the story • Uses a dictionary <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 a personal recount of events</p> <ul style="list-style-type: none"> • Chooses appropriate content for the topic • Selects from experience • Stays on the topic • Frame used by struggling learners • Uses appropriate grammar, spelling, and punctuation. • Uses vocabulary related to topic <p>Creates/Uses a personal dictionary</p> <ul style="list-style-type: none"> • Labels pages with letters of alphabet • Enters 5 words and meanings (drawing/sentence using the word/ explanation of word) • Or continues to enter words into dictionary created in Grade 4 	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • 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 <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Understands and uses countable nouns (e.g. book – books) • Revises ‘a’ and ‘the’ with nouns. • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • Uses regular and irregular forms of the verb, e.g. walk, walked; run, ran • Builds on use of subject verb concord, e.g. There is one book/There are two books ... • Builds on understanding and use of simple past <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

Weeks 3-4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Takes part in a class discussion to give a factual recount on a familiar topic</p> <ul style="list-style-type: none"> • Recounts a recent event • Tells events in correct sequence • Asks and answers simple questions on the topic • Gives other learners a chance to speak • Listens to them and encourages their attempts to speak their additional language • Code switches if necessary <p>Practises Listening and Speaking (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 instructions / directions • Tells own news 	<p>Reads information text with visuals e.g., Charts /tables/ diagrams/ mind maps/ maps/pictures/ graphs</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: read and discuss title and look at pictures/diagrams/ maps • Uses reading strategies, e.g. skims for general idea, uses contextual clues to find meaning • Identifies main facts • Explains meaning of unfamiliar words • Answers questions about the text <p>Reads social texts, e.g. invitations</p> <ul style="list-style-type: none"> • Explains main message • Identifies features of text • Discusses purpose of text • Uses a dictionary to find meaning of new words <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, and expression 	<p>Writes a factual recount</p> <ul style="list-style-type: none"> • Selects appropriate content • Writes a title • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary and redrafts • Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mind maps/ maps /plans/ diagrams • Selects important information • Includes relevant labels <p>Writes an SMS/ email to accept or turn down an invitation</p> <ul style="list-style-type: none"> • Chooses relevant content • Organises information correctly • Uses correct format, e.g. salutation, date, etc. <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 and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Revises capital letters, full stop and comma, colon and semi colon <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Uses connecting words to show addition (and) and sequence (then, before) • Builds on understanding and use of simple present • Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission • Uses ‘must’ to show necessity • Uses adverbs of time (e.g. tomorrow, yesterday) or frequency (often) • Uses ‘will’ to indicate something that will happen, e.g. There will be a storm today <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

Week 3: Sharks

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral activities <ul style="list-style-type: none"> • Introduce theme: Sharks • 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: Sonto's beach adventure • Genre: Story • Three read • Model comprehension skill: Make evaluations • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Sonto's beach adventure • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /r/ /a/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 26: Sharks matter • 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 1 page 26: Sharks matter • Genre: Information text • Model comprehension skill: I wonder / make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 26: Sharks matter • Genre: Information text • Model comprehension skill: I wonder / 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 1 page 26: Sharks matter • Genre: Information text • Teach: Make inferences 	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Sharks matter • Genre: Information text • Written comprehension • Comprehension strategy: Summarise / make inferences 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Newspaper article / factual recount • SMS • Sample text: Shark warning for empty beach 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads information text, e.g. factual recount/news report	Date Completed
SUCCESSFUL OXFORD Oxford	Read and view facts about South Africa, 20 Read and view an event in the Free State, 24	
STUDY & MASTER Cambridge	Look at the book over and contents page, 20 Read this extract from Car designs silently, 22	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a class timetable, 19 Read the newspaper article, 20 Read the personal text, 21	
VIA AFRICA Via Africa	Read information texts with visuals, 16 Read a map, 18	
HEAD START Oxford	Read a visual text such as a photograph with captions, 16 Read factual information in a map, 18	
SOLUTIONS FOR ALL Macmillan Education	Read a factual text, 18	
PLATINUM Pearson	Read about another country, 14	
TOP CLASS Shuter & Shooter	Read a mind map, 11	

Week 4: Sharks

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Newspaper article & SMS • Topic: Write a newspaper article about an incident at the beach • Topic: Write an SMS invitation • Planning Strategy: Write lists 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 3&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 Weeks 3&4 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Past tense • Use plan to draft a newspaper article & an SMS 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • 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 Weeks 3&4 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit newspaper article & SMS using checklist • Publish and share newspaper article & SMS 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 3&4 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Conclusion 	

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Supplementary LSC Activity: Past Tense	Date Completed
SUCCESSFUL OXFORD Oxford	Verbs and tenses, 43 Future and the past, 63	
STUDY & MASTER Cambridge	Past tense, 169	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Present and past tenses, 12, 22, 118 Past tense, 55	
VIA AFRICA Via Africa	Past tense, using the verb 'to be' after 'have' or 'has', 75	
HEAD START Oxford	Past tense, 8 Using the verb 'to be', 64	
SOLUTIONS FOR ALL Macmillan Education	Past and present tenses, 19 Past, present and future tenses, 79	
PLATINUM Pearson	Simple past tense, 129	
TOP CLASS Shuter & Shooter	Using the verb 'to be', 30/ 74 Past tense 36	

WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Writing Activity: Writes a factual recount/writes about a news event based on personal experience	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a map, 19	
STUDY & MASTER Cambridge	Copy the mind map, 21	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a factual recount about events, 24	
VIA AFRICA Via Africa	Write a recount, 22	
HEAD START Oxford	Write a factual recount, 20	
SOLUTIONS FOR ALL Macmillan Education	Writing a factual recount, 24	
PLATINUM Pearson	Write a factual recount, 18	
TOP CLASS Shuter & Shooter	Write about a sports match, athletics meeting or gala, 13	

Theme Reflection: Sharks

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

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens and responds to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Chooses from oral descriptions to identify people in the story • Uses an oral description to identify people in the story • Expresses feelings and opinions about the story • Answers oral questions about the story <p>Practises Listening and Speaking (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 instructions/directions • Tells own news 	<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 title and pictures • Uses reading strategies, e.g., makes predictions, uses contextual clues to find meaning, reads to find detail • Answers questions about the story <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Shares opinions on the book • Relates text to own life • Expresses emotional responses to texts read 	<p>Writes a simple story with a frame (Narrative/ Descriptive)</p> <ul style="list-style-type: none"> • Writes at least four paragraphs • Writes an appropriate opening sentence • Writes about events logically • Uses connecting words (and, but) • Uses some adjectives as comparatives and superlatives • Writes an appropriate ending <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 and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Punctuates correctly: exclamation mark, question mark and inverted commas <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Understands and uses uncountable nouns (e.g. chalk) • Uses the gender forms of some nouns (e.g. cow/bull) • Uses different types of adjectives including what things are made of, e.g. woollen • Builds on understanding and use of comparative adjectives • Uses question forms, e.g. who, what, when, which, why, how • Understands and uses reported speech. • Capital letters for proper nouns, for titles and initials of people <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

Week 5: Overcoming barriers		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Overcoming barriers • 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: Sindiswa's secret • Genre: Story • Three read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: SPEAKING <ul style="list-style-type: none"> • Re-read Text: Sindiswa's secret • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /c/ /u/and /x/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 6: The story of my life • Genre: Non-fiction 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 1 page 6: The story of my life • Genre: Non-fiction story • Model comprehension skill: I wonder / make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 6: The story of my life • Genre: Non-fiction story • Model comprehension skill: I wonder / 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 1 page 6: The story of my life • Genre: Non-fiction story • Teach: Make inferences 	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 6: The story of my life • Genre: Non-fiction story • Oral recount • Comprehension strategy: Summarise 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Descriptive essay • Sample text: Sindiswa's secret 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	MacNamara's Band, 30	
STUDY & MASTER Cambridge	Read a diary entry, 31	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Greening in Alexandra, 29	
VIA AFRICA Via Africa	Sailors of long ago, 26	
HEAD START Oxford	Clean up time, 22	
SOLUTIONS FOR ALL Macmillan Education	The tired witch, 31	
PLATINUM Pearson	Achmat is upset, 22	
TOP CLASS Shuter & Shooter	Zak's hero, 18	

Week 6: Overcoming barriers

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Descriptive essay • Topic: Pretend you are Helen Keller. Write a descriptive essay about walking down the path in the sunshine feeling the water from the pump. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&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 Weeks 5&6 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Adjectives • Use plan to draft a descriptive essay 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&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 descriptive essay using checklist • Publish and share descriptive essay. 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&6 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Conclusion 	

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Adjectives	Date Completed
SUCCESSFUL OXFORD Oxford	Adjectives, 55 Adjectives showing temperature, 128	
STUDY & MASTER Cambridge	Comparative adjectives, 49, 112 Adjectives, 54, 69, 95	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 67, 191	
VIA AFRICA Via Africa	Adjectives in comparisons, 47	
HEAD START Oxford	Adjectives, 46, 51, 101	
SOLUTIONS FOR ALL Macmillan Education	Adjectives, 27, 46, 176	
PLATINUM Pearson	Adjectives, 70	
TOP CLASS Shuter & Shooter	Adjectives, 36, 45, 124	

WEEK 6 TEXTBOOK ACTIVITIES: Writing:

Week 6		
Textbook	Supplementary Writing Activity: Writes a simple description of people / Writes a short descriptive message	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present an invitation, 35	
STUDY & MASTER Cambridge	Write a paragraph describing the girl, 33	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph A planned event, 36	
VIA AFRICA Via Africa	Write paragraphs, 31	
HEAD START Oxford	Write descriptions, 26	
SOLUTIONS FOR ALL Macmillan Education	Write an invitation, 37	
PLATINUM Pearson	Write descriptions of people, 25 Write a short message, 25	
TOP CLASS Shuter & Shooter	Writing a message, 21 Write a paragraph, 21	

Theme Reflection: Overcoming barriers

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 9-10 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	Writing: & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Listens to and describes a simple process e.g. for making or doing something.</p> <ul style="list-style-type: none"> • Uses connecting words, e.g. first, next, finally, etc. 	<p>Reads procedural text</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. prediction, contextual clues • identifies specific details of text • identifies sequence of instructions <p>Does comprehension activity on the text (oral or written)</p>	<p>Writes instructions using a frame</p> <ul style="list-style-type: none"> • Uses correct specific details • Uses correct sequence, using connecting words, e.g. first, next, etc. • Uses present simple tense • Uses correct structure and format 	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Begins to use determiners such as one, two, etc. and first, second, last.

Week 7: Growing plants

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Growing plants • 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: Kruti's tomatoes • Genre: Story with a procedure • Three read • Model comprehension skill: Search the text • Oral comprehension 	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> • Re-read Text: Kruti's tomatoes • Genre: Story with a procedure • Group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /ck/ /o/ and /sh/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 64: How to grow a tree • Genre: Information text/instructions • 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 1 page 64: How to grow a tree • 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 1 page 64: How to grow a tree • 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 1 page 64: How to grow a tree • Genre: Information text • Teach: Search the text 	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 64: How to grow a tree • Genre: Information text • Written comprehension • Comprehension strategy: Search the text 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Information text: instructions • Sample text: How to grow tomatoes 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity: Reads procedural texts	Date Completed
SUCCESSFUL OXFORD Oxford	Read instructions for making a drum, 44	
STUDY & MASTER Cambridge	Read a recipe, 45	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a procedural text, 39	
VIA AFRICA Via Africa	Read a procedural text, 35	
HEAD START Oxford	Read instructions, 32	
SOLUTIONS FOR ALL Macmillan Education	Read an experiment, 44	
PLATINUM Pearson	Read instructions, 30	
TOP CLASS Shuter & Shooter	Read how to make a friendship bracelet, 25	

Week 8: Growing plants

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Instructions • Topic: Choose one topic and write instructions that tell someone exactly how to do it. Try to choose the topic that you think you know how to do best! • Planning Strategy: Make a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 7&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 Weeks 7&8 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Imperative • Use plan to draft instructions 	
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 Weeks 7&8 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit instructions using checklist • Publish and share instructions 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 7&8 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	Supplementary LSC Activity: Imperative	Date Completed
SUCCESSFUL OXFORD Oxford	Using, 'must', 'have to' and 'should', 96	
STUDY & MASTER Cambridge	Using, 'can', 'may' and 'must', 27	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Using, 'can', 'may' and 'must', 23	
VIA AFRICA Via Africa	Using, 'can', 'may' and 'must', 22	
HEAD START Oxford	Using, 'can', 'may' and 'must', 19	
SOLUTIONS FOR ALL Macmillan Education	Using, 'must', 'have to' and 'should', 94	
PLATINUM Pearson	Using, 'can' and 'may', 156	
TOP CLASS Shuter & Shooter	Using-, 'can', 'may' and 'must', 14	

WEEK 8 TEXTBOOK ACTIVITIES: Writing:

Week 8		
Textbook	Supplementary Writing Activity: Writes instructions / Writes account of procedure	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present instructions for a dance, 47	
STUDY & MASTER Cambridge	Write a set of instructions for cooking something, 47	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write instructions on how to set up a 'Giving Back' club, 45	
VIA AFRICA Via Africa	Write instructions, 40	
HEAD START Oxford	Write a recount of instructions, 34	
SOLUTIONS FOR ALL Macmillan Education	Write instructions on how to take a bath, 41	
PLATINUM Pearson	Write instructions, 33 Write how you decorate your sock puppet, 34	
TOP CLASS Shuter & Shooter	Write your own instructions, 27	

Theme Reflection: Growing plants

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 9-10 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 9-10 is aligned to Weeks 7-8 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	Writing: & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Listens and responds to a poem/song</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Talks about the poem (what poem is about) Relates to own experience Identifies rhyme and rhythm Gives personal response (likes/dislikes about the poem) 	<p>Reads poem</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Discusses the topic and main ideas in the poem Discusses rhyme Discusses words that begin with the same sound Discusses words that imitate their sound Discusses comparisons, e.g. 'He sings like a bird.'; 'She is a star.' Answers questions about the poem (oral or written) <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Compares books/stories/texts read 	<p>Writes a simple poem with a frame or rhyming sentences:</p> <ul style="list-style-type: none"> Repeats the same structure to create a poetic rhythm and pattern Uses words which imitate their sounds Uses words beginning with the same sound. <p>Writes about poem</p> <ul style="list-style-type: none"> Explains what the poem is about Expresses feelings about the poem <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 <p>Working with words and sentences</p> <ul style="list-style-type: none"> Understands the possessive form of the noun (e.g. Bongi's eyes) Uses apostrophes for showing possession Begins to use irregular forms of some verbs, e.g. run, ran <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

Week 9: Amazing elephants

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Amazing Elephants • 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: Bantu's big trip! • Genre: Story • Three read • Model comprehension skill: Visualise/ Evaluate • Oral comprehension 	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> • Re-read Text: Bantu's big trip! • Genre: Information text • Group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /bl/ and /ar/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 25: Untitled • Genre: Poem • 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 1 page 25: Untitled • Genre: Poem • Model comprehension skill: Visualise / Evaluate • Oral comprehension 	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 25: Untitled • Genre: Information text • Model comprehension skill: Visualise / Evaluate • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 24: Elephant facts • Genre: Information text • Teach: Visualise / Evaluate 	

Friday	Activity 1: LITERATURE Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 25: Untitled • 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: Elephant Haikus 	

WEEK 9 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Supplementary Reading Activity: Reads poem/poems	Date Completed
SUCCESSFUL OXFORD Oxford	Excuse me, Miss, 58	
STUDY & MASTER Cambridge	Spaghetti, 53	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Friendship, 51	
VIA AFRICA Via Africa	The Little Village, 46	
HEAD START Oxford	The Lion, 40	
SOLUTIONS FOR ALL Macmillan Education	Animal Facts, 54	
PLATINUM Pearson	The Balloon, 38	
TOP CLASS Shuter & Shooter	The Dry Grass Sings, 32	

Week 10: Amazing elephants

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Poem • Topic: Write a poem (Haiku) about your favourite animal • Planning Strategy: Use a mind-map 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 9&10 • 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 Weeks 9&10 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Simile • Use plan to write a draft poem (haiku) about your favourite animal 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 9&10 • 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 Weeks 9&10 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit poem (haiku) using checklist • Publish and share poem (haiku) 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 9&10 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Conclusion 	

WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: Writing:

Week 10		
Textbook	Supplementary Writing Activity: Writes a simple poem/s with a frame or rhyming sentences. Writes about poem.	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a poem, 64	
STUDY & MASTER Cambridge	Write a poem about an animal, 62	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a poem, 55	
VIA AFRICA Via Africa	Write a poem with a frame, 45	
HEAD START Oxford	Write a poem, 44	
SOLUTIONS FOR ALL Macmillan Education	Write a poem, 53	
PLATINUM Pearson	Write a poem, 42	
TOP CLASS Shuter & Shooter	Write your own poem, 35	

Theme Reflection: Amazing elephants	
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 1 2021 Programme of Formal Assessment

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

GRADE 5 TERM 1 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud (see rubric below)	20	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons.			
2	Writes a descriptive / narrative essay: 3 paragraphs (see rubric below)	20	6	Mon, Wed, Fri	Writing	
3	Response to text (see assessment task and memorandum below)	40	8	Mon - Fri	Group Guided Reading	
Total		80				

Term 1 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
MARKS	Maximum total of 20			
OBJECTIVE	Demonstrates oral reading fluency			
IMPLEMENTATION	<ul style="list-style-type: none"> Listen to individual learners read aloud throughout Term 1 Do this during Group Guided Reading 			
ACTIVITY	<ol style="list-style-type: none"> During Group Guided Reading, settle the group to read a text silently. Next, listen to each learner read aloud from DBE Workbook 1, page 44, Banding Together. Explain that the learner will have 1 minute to read. Instruct the learner to read this text out loud to you. Time the learner. Take note of the number and type of errors made. When 1 minute is up, instruct the learner to stop reading and assess using the rubric below. 			
	1-2	3-4	5-6	7-8
FLUENCY	The learner reads less than 70 words correctly in a minute.	The learner reads 70 - 90 words correctly in a minute.	The learner reads 90 - 110 words correctly in a minute.	The learner reads 110 words or more correctly in a minute.
	1	2	3	4
DECODING SKILLS	The learner struggles to decode phonetically regular words and common sight words independently.	The learner decodes some phonetically regular words and common sight words independently.	The learner comfortably decodes many phonetically regular words and common sight words independently.	The learner comfortably decodes most phonetically regular words and common sight words independently.
	1	2	3	4
VOLUME & EXPRESSION	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.

	1	2	3	4
PHRASING	The learner reads word-by-word in a monotone voice.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads with good phrasing; adhering to punctuation, stress and intonation.
	1	2	3	4
VOLUME & EXPRESSION	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.

TASK 2 DESCRIPTIVE ESSAY					
MARKS	Maximum total of 20				
OBJECTIVE	Writes a descriptive essay of 3 paragraphs				
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 6 the process writing task requires learners to write a narrative essay of 3 paragraphs 				
ACTIVITY	<ol style="list-style-type: none"> Write a descriptive essay pretending you are Helen Keller walking down the path in the sunshine and feeling the water from the pump. Work through the process writing lessons as per the lesson plan. Collect learners' essays at the end of the week for formal assessment. 				
CONTENT	1	2	3	4	5
	The learner's response is irrelevant to the topic.	The learner's response is not totally relevant to the topic.	The learner's response is relevant to the topic.	The learner's response is interesting and relevant to the topic.	The learner's response is interesting and exceeds expectations.
STRUCTURE	1	2	3	4	5
	The essay is not organised into 3 paragraphs. There is no connection in the ideas presented.	The essay has attempted to use paragraphs. But many ideas seem to be missing. The ideas are not connected.	The essay has 3 paragraphs, but they are not fully developed. The ideas are not totally connected.	The essay is organised and has 3 paragraphs. The ideas are connected, and the essay flows well.	The essay is well organised and has used 3 paragraphs. The ideas are well connected, and the essay flows very well.
PLANNING	1	2	3	4	5
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	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 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	4	5
	The learner has not used adjectives or described how things smell, taste or feel. The learner does not edit their own work.	The learner has only used 1 adjective and has tried to describe the senses. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses 2 adjectives and has described one or more of the senses. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses 2 adjectives and has described two or more senses. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses 2 or more adjectives and describes how things smell, taste and feel. The learner successfully edits their own work to correct grammar, spelling and punctuation.

TASK 3 RESPONDS TO TEXT	
MARKS	Maximum total of 40
OBJECTIVE	<ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Language Structures and Conventions (15 marks)
IMPLEMENTATION	<ul style="list-style-type: none"> • These assessments do not have to be written in one session. • The assessments can be administered during group guided reading time in Week 8.
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out the assessment tasks to learners. 2. Read through the texts and papers once, and explain what is required of learners. 3. Collect the assessments after each session and mark them using the memorandum provided.

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 1: READING COMPREHENSION TEXT

NAME _____

Instructions:

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



Showing Kindness	
1	<p>There was a girl at school named Thandeka. Thandeka used to bully me. Thandeka was in Grade 7 and I was only in Grade 5. She was much bigger and stronger than me. Every day, she would push me onto the ground, open my schoolbag and steal my lunch. Then, Thandeka would throw my bag into the air, and laugh as my books fell all over the ground. She would run to her friends with my lunch, shouting 'I got us snacks from that stupid Grade 5 girl!' Every day, I felt frustrated, embarrassed and lonely.</p>
2	<p>One day, I decided to tell mother that Thandeka was stealing my lunch. 'Instead of hurting her back, you should shock her with kindness. Maybe Thandeka is very hungry, and that is why she is bullying you, Nkosinathi' said my mother.</p>
3	<p>The next day, before Thandeka could hurt me, I went straight up to her, and put a sandwich into her hand, 'This is for you, Thandeka,' I said. I stared her in the eyes. I was scared that Thandeka was going to hit me. But instead, she gave me a small smile and quietly said, 'Thanks.' I could see there were tears in her eyes. 'I will bring you something to eat every day.' I whispered. Thandeka never bullied anyone again.</p>

Questions:

- 1. What are the differences between Thandeka and Nkosinathi? (2)**

The differences between the girls are _____
_____.

- 2. Why did Nkosinathi feel frustrated, embarrassed and lonely? (2)**

Nkosinathi felt frustrated, embarrassed and lonely because _____
_____.

- 3. Do you think Nkosinathi's mother's idea a good plan? Why or why not? (2)**

Her mother's plan was _____ because _____
_____.

- 4. What can you infer from the tears in Thandeka's eyes? (2)**

I can infer that Thandeka was _____
_____.

5. Why do you think Thandeka had been bullying Nkosinathi? (2)

She bullied Nkosinathi because _____

6. What would you do if you were being bullied? (2)

If I were being bullied I would _____

7. Find a word in paragraph 1 that means irritated. (1)

8. If you were Thandeka, what would you have done when Nkosinathi gave you the sandwich? (1)

If I were Thandeka, I _____

9. This story teaches us that: (Choose the correct one) (1)

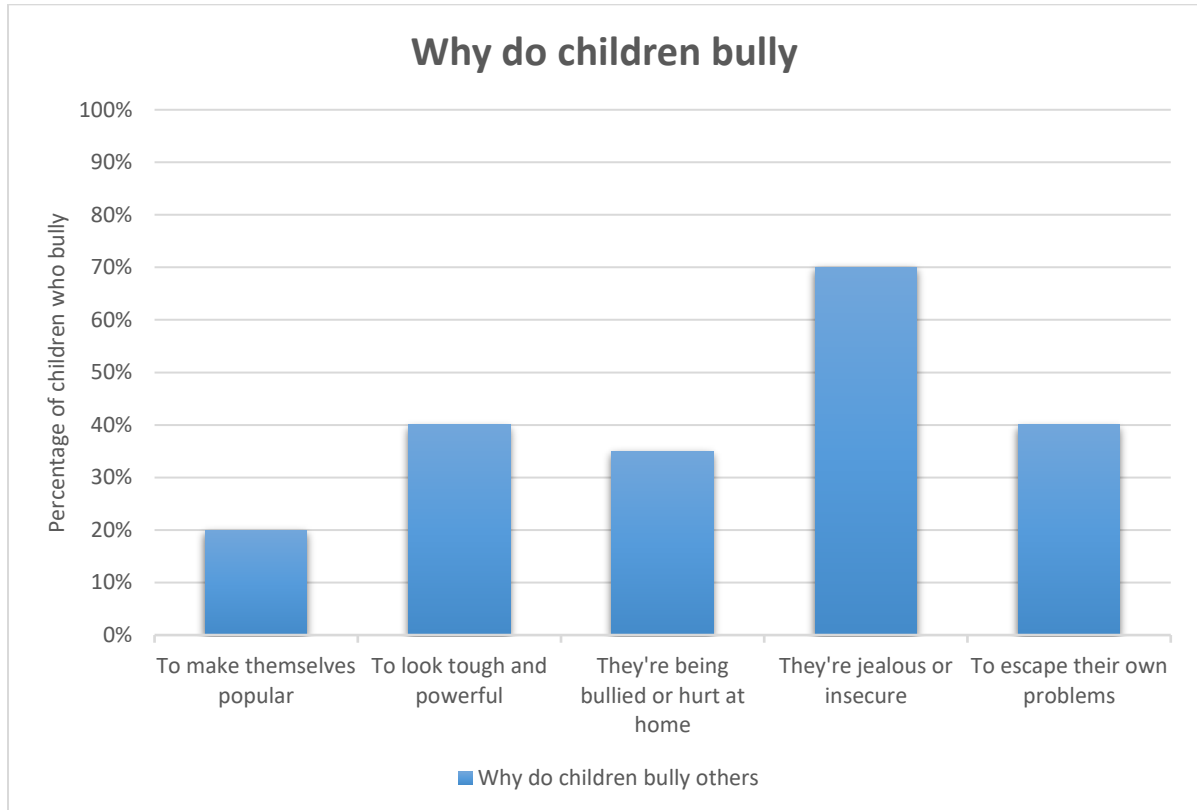
- a. The strongest always wins.
- b. Think about others before yourself.
- c. Always try to understand the other person's situation.

Marks: 15

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 2: VISUAL COMPREHENSION

NAME: _____



Questions:

1. **What is a bully?** (2)

A bully is someone who _____
_____.

2. **Why do most children bully?** (1)

Most bullies bully others because _____
_____.

3. Why do fewest children bully? (1)

Fewest bullies bully others _____

_____.

4. What percent (%) of children bully others because they are being bullied at home? (1)

5. Why do more children bully, because they're being hurt at home or to escape their own problems? (1)

More children bully _____.

6. What would you do if your friend was being bullied? (2)

If my friend were being bullied, I would _____

_____.

7. What ideas do you have to stop bullying in school? (2)

_____.

Marks 10

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 3: LANGUAGE STRUCTURES AND CONVENTIONS

NAME: _____

Instructions:

- Read the story 'A dream of university'.
- Answer the questions that follow.

	A dream of university
1	Sihle's mother worked very hard to provide for her family. She worked as a nurse at a hospital in town, and she often worked long, exhausting hours.
2	Sihle was grateful for everything that his mother did for him and his two younger sisters. Sihle was most grateful for the fact that his mother opened a savings account for him. Every month, she unflinchingly put some money into the savings account.
3	Sihle's mother was determined to send Sihle to university one day. Sihle dreamed of going to university, so he was thankful that his mother was saving money.
4	Sihle tried to help his mother as best he could. His mother was exhausted when she got home from work. Sihle helped her by cooking supper some nights. He also helped to clean the house and to put his little sisters into bed.
5	Sihle put in a lot of effort at school and did his homework every day. In his exams, he got excellent marks. He knew that this made his mother very proud. Sihle and his mother both worked very hard for his future!

1. Find an example of the following parts of speech:

- a. one proper noun (paragraph 4) _____ (1)
- b. one compound noun (paragraph 5) _____ (1)
- c. connector (paragraph 3) _____ (1)
- d. one adjective (paragraph 4) _____ (1)
- e. one adverb (paragraph 2) _____ (1)
- f. one pronoun (paragraph 2) _____ (1)

2. Rewrite this sentence – fill in all the punctuation marks. (4)

'Dont worry, Mama,i will make supper tonight, said sihle.

3a. Underline the connecting word that shows contrast: (2)

Sihle's sisters wanted to help but they were too little.

3b. Underline the connecting word that shows reason:

Sihle worked hard because he wanted to achieve and go to university.

4. Underline the imperative verb: (1)

If you want to go to university, work in class every day.

5. Change the following into the past tense: (2)

Sihle and his sisters are very helpful at home.

His mother goes to work early each morning.

15 MARKS

TERM 1 TASK 3 RESPONDS TO TEXTS MEMORANDA

QUESTION 1: READING COMPREHENSION MEMORANDUM

1. Thandeka is older / bigger / stronger than Nkosinathi.(2)
2. Nkosinathi felt frustrated, embarrassed and lonely because Thandeka was bullying her and she didn't know what to do / She felt stupid and helpless and humiliated / She didn't know who to speak to, so she felt alone was lonely. (2)
3. Her mother's plan was a good plan because she understood why Thandeka was bullying and she was able to stop her being a bully. (any suitable reason) (2)
4. I can infer that Thandeka was grateful to Nkosinathi and felt bad / sorry / ashamed/embarrassed that she had been so horrible / mean to her. (2)
5. She bullied Nkosinathi because she was embarrassed that she didn't have enough to eat. So, she acted strong / tough and pretended to hate her, but she actually needed the food every day. She was too ashamed to say she needed help. (Any suitable response) (2)
6. I would tell my parents / my teacher / try talk to the bully / show the bully kindness.(2)
7. frustrated (1)
8. If I were Thandeka, I would say thank you / I would give her a hug / I would turn away so she couldn't see me crying (any suitable answer) (1)
9. Always try to understand the other person's situation. ✓(1)

Marks: 15

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

1. A bully is someone who hurts / frightens / says mean things / teases / steals from others. A bully has power over others and makes others afraid.(2)
2. Most bullies bully others because they're jealous or insecure.(1)
3. Fewest bullies bully others to make themselves popular. (1)
4. 35% (1)
5. More children bully to escape their own problems.(1)
6. If my friend were being bullied, I would tell support my friend and let them know they are safe with me. I could tell a teacher / my parents. Other suitable answers.(2)
7. Speakers to talk about bullying / posters around the school / awareness campaign / support system / Learners' own suitable ideas.(2)

Marks 10

QUESTION 3: LANGUAGE STRUCTURES AND CONVENTION MEMORANDUM

1. Question 1:

- a. one proper noun (paragraph 4) Sihle (1)
- b. one compound noun (paragraph 5) homework (1)
- c. connector (paragraph 3) so (1)
- d. one adjective (paragraph 4) exhausted / little (1)
- e. one adverb (paragraph 2) unfailingly (1)
- f. one pronoun (paragraph 2) his / him / she (any 1) (1)

2. 'Don't worry, Mama, I will make supper tonight,' said Sihle. (4)

3. a. Sihle's sisters wanted to help but they were too little. (2)

b. Sihle worked hard because he wanted to go to university and achieve a lot.

4. If you want to go to university, work in class every day. (1)

5. Sihle and his sisters were very helpful at home. (2)

His mother went to work early each morning.

15 MARKS

Term 1 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: MY PET HEN IS ILL

1. Where did the vet set the hen?
The vet set the hen on the bed.
2. How did the vet test my hen?
The vet tested my hen with a pin.
3. Who are the pills for?
The pills are for the ill hen.

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: PEOPLE SWAM WITH SHARKS

1. Who goes to the beach?
People and children go to the beach.
2. What does the shark do?
The shark rammed the little children.
3. Who ran back into the water?
The men ran back into the water.

GROUP GUIDED REDAING TEXT: NOMSA'S DREAM

1. What does Nomsa dream of doing?
Nomsa dreams of going on a boat.
2. What does Sihle dream of doing?
Sihle dreams of playing with lions.
3. What inference can you make about how Sihle feels about sharks?
I can infer that Sihle feels scared because he is worried the sharks will jump on the boat and eat Nomsa. (See learners' answers).
4. Which would you rather experience: seeing a shark or seeing lions? Give a reason for your answer.
I would rather experience seeing... because... (See learners' answers).
5. Write the sentence below in the past tense:
What is your dream, Sihle?
What was your dream, Sihle?
6. Write the sentence below in the negative past tense:
I am safe on my beautiful boat.
I was not safe on my beautiful boat.

7. Complete the comparative adjectives for these three syllable words:
dangerous; more dangerous; most dangerous
beautiful; more beautiful; most beautiful
frustrating; more frustrating; most frustrating

NON-FICTION TEXT: THE GREAT WHITE SHARK

1. Which type of shark is very common in South Africa?
The Great White Shark
2. How do more people die than of shark attacks?
More people die from falling out of bed than from shark attacks.
3. An abbreviation is a shortened form of a word. Write the abbreviations for the following words:
 - *The abbreviation for kilogram is kg.*
 - *The abbreviation for centimetre is cm.*
 - *The abbreviation for millimetre is mm.*
4. Punctuate the sentence below to show direct speech:
I saw a shark's fin near me, so I swam as fast as I could! exclaimed Kuhle.
'I saw a shark's fin near me, so I swam as fast as I could!' exclaimed Kuhle.

NON-FICTION TEXT: BE SAFE IN THE OCEAN

1. What does it mean if the flag is green?
If the flag is green, it means it is safe to go in the water because there are no sharks.
2. What can you infer (work out) if everyone suddenly runs out of the sea?
If everyone suddenly runs out of the sea, it could mean that someone saw a shark. (See learners' answers).
3. Add the prefix 'un'; to change the meaning of the word safe.
The opposite of safe is unsafe.
4. Complete the sentence below:
When the flag is red you must not go into the water because there is a shark.
5. 'The sky is grey...'. What is another way to say this? (choose one from the list below)
 - *It is overcast*

VISUAL TEXT: SHARKS IN SOUTH AFRICAN OCEANS

1. What is the longest a Tiger Shark can grow?
The longest a Tiger shark can grow is 6m/6 meters.
2. How do you think the Tiger Shark got its name?
I think the Tiger shark got its name because it has stripes on it like a tiger.
3. Look at the poster carefully and choose shark names that will make the sentence below true:
The Hammerhead Shark is bigger than the Tiger Shark, but smaller than the Great White Shark.
(Learners can choose any combination which makes sense).

4. Use the antonym of tiny in the sentence below:

The Whale shark is a huge shark.

SUMMARY: THE GREAT WHITE SHARK

Summary: The Great White Shark

1. *These sharks have grey skin and eight fins.*
2. *They use their fins and tails to swim.*
3. *They eat other sea animals/meat.*
4. *They are dangerous but only attack people very rarely.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: HELPING PEOPLE WITH BARRIERS

1. When can we help people with barriers?
We can help people with barriers when they ask for help.
2. What are some barriers that people have?
Some barriers that people have are blindness, deafness, and other challenges.
3. Do you have a barrier? Or do you know anyone with a barrier? Write two sentences about this.
(See learners' answers)

GROUP GUIDED READING TEXT: WHAT A YEAR!

1. Why was Lesedi looking forward to going back to school? (Give 2 reasons)
Lesedi was looking forward to going back to school because she wants to hug her friends and play netball again.
2. What happened that made this school year different?
The thing that happened was a pandemic started because of a virus called COVID-19.
3. Name three things that changed for Lesedi.
Three things that changed for Lesedi were that she had to do schoolwork at home, wear a mask and socially distance.
4. Did you find the school year during the pandemic difficult? Give at least two reasons for your answer.
I found the year difficult because...
I did not find this year difficult because...(See learners' answers).
5. Find antonyms in the text for the words below:
 - *happy-unhappy*
 - *different-normal*
 - *shorter-longer*
 - *remember-forget*
6. Punctuate the sentence below to show direct speech:
Lesedi said, my teacher is Miss Lepheane. She seems very nice.
Lesedi said, 'My teacher is Miss Lepheane. She seems very nice.'

FICTION TEXT: I WISH HE WOULD STOP!

1. Why does the writer of the poem hate to go to class?
The writer of the poem hates to go to class because he gets bullied.
2. Name two things that bully does to the writer of the poem.
Two things the bully does to the writer of the poem are pulling her hair and glues her chair.
3. What should you do if you are being bullied at school?
If you are being bullied at school, you should ... (See learners' answers)
4. List all the words in the poem that rhyme with:
hair – chair, stair
me – be, knee
sad - glad

NON-FICTION TEXT: THE PARALYMPIC GAMES

1. What are the Paralympic Games?
The Paralympic Games is a sports competition for people with disabilities.
2. Name two of the disabilities the people who take part in the games might have?
Two of the disabilities that people who take part in the games might have are in wheelchairs and are blind (or other answers).
3. Which sports do these athletes take part in? (Name three)
Three sports that they take part in are cycling, rowing and swimming.

VISUAL TEXT: ACCESS TO CLEAN WATER

1. How many people globally do not have safe water at home?
The number of people globally that do not have safe water at home is 2.1 billion.
2. Name two sources of surface water.
Two sources of surface water are streams and lakes.
3. How much time do 263 million people spend collecting water each day?
Each day 263 million people spend more than 30 minutes collecting water.
4. Find three common nouns in the infographic.
Three common nouns are: water, stream, lake.

SUMMARY: THE PARALYMPIC GAMES

Summary: The Paralympic Games

1. *The Paralympic games is a sports competition for people with disabilities.*
2. *Disabilities can include being blind, missing limbs, being in a wheelchair or having issues with the muscles.*
3. *Some of the sports are swimming, rowing soccer and many other sports.*
4. *It started in 1948.*

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: GROWING PLANTS

1. What should plants have to grow?
Plants should have soil, water, and sunlight to grow.
2. What does the writer's wish? *List three things.*
The writer wishes that we all have water, shade, and plants.

GROUP GUIDED READING TEXT: KAMO'S GIFT

1. What is South Africa's national flower?
South Africa's national flower is a Protea.
2. What are two things Kamo liked about his flower?
Kamo liked the way the spikey leaves looked and the colour of the bright pink flower.
3. Why do you think Kamo named his protea Maria?
I think Kamo named his plant Maria because his best friend's name is Maria.
4. Write an instruction on keeping your plant healthy using the imperative verb: water. (Start with the verb.)
Water your plant every day.
5. Rewrite the following sentence filling the missing apostrophes:
Kamos plant looked beautiful and he always watered it to make sure it didnt die.
Kamo's plant looked beautiful and he always watered it to make sure it didn't die.

FICTION TEXT: BOITUMELO'S DREAM

1. What was the first thing Boitumelo saw in her dream?
The first thing Boitumelo saw in her dream was a large field, covered in thick, green grass.
2. Why do you think the writer called the tree wise?
I think the writer called the tree wise because it looked very old.
3. A homonym is a word that sounds the same but has two different spellings and two different meanings. Write two sentences that show you understand the meaning of flour and flower.
Flour: I used the rest of the flour to bake a chocolate cake.
Flower: My favourite flower is a rose.
4. Change the following commands into negative commands
 - a. *Don't touch the trees and plants.*
 - b. *Don't pick the flowers*
 - c. *Don't lie on the grass.*

NON-FICTION TEXT: AMAZING FACTS ABOUT PLANTS

1. Where are most plants found?
Most plants are found in the ocean.
2. What can we do with the African wild potato?
We can use it to help heal a cut or sore.

- Rewrite the sentence below into three sentences using the verbs in the imperative form. (Start with the verbs)
Remember to be quiet around your plants and to make sure they are in the correct environment and always water them.
 - *Be quiet around your plants.*
 - *Make sure they are in the correct environment.*
 - *Water them.*
- 'Take time to smell the flowers' - this is an idiom that means 'slow down and appreciate the good things in life.'
Match the following idioms with their correct meanings:
 - Needle in a haystack* - *Almost impossible to find something*
 - Barking up the wrong tree* - *Completely misunderstood something*
 - Olive branch* - *To try and make peace*
 - Through the grapevine* - *Heard it from gossip/other people*

VISUAL TEXT: HOW LONG IT TAKES VEGETABLES TO GROW

- Which vegetables all take the same number of days to grow?
The vegetables that take the same number of days to grow are broccoli, cabbage and carrot.
- How many days do beans take to grow?
Beans take 60 days to grow.
- Write two sentences to show you understand the meanings of homonyms, 'been' and 'bean'.
Been: I have already been to the shops.
Bean: I love green beans and steak.
- Use the information on the graph to complete the sentence below:
The broccoli takes longer to grow than the beetroot, but the cauliflower takes the longest to grow.

SUMMARY: BOITUMELO'S DREAM

Summary: Boitumelo's dream

- First Boitumelo saw a large field, covered in green grass.*
- Next Boitumelo saw a patch of pink flowers.*
- Lastly Boitumelo saw a large old tree.*

WEEKS 9 & 10 MEMORANDUM

DECODABLE TEXT: WE NEED TO HELP THE ELEPHANTS

- Why do the elephants need our help?
The elephants need our help because the poachers are killing them for their tusks.
- Why do poachers want the elephants' tusks?
Poachers want the elephants' tusks for their ivory tusks/to take to the market.
- How do you think we can help the elephants?
I think we can help the elephants by keeping the poachers off our game farms.

GROUP GUIDED READING TEXT: FACTS ABOUT ELEPHANTS

1. Name two species of elephants.
Two species of elephant are the Asian elephant and the African forest elephant.
2. Who is usually the leader of the herd?
The leader of the herd is usually the oldest female elephant.
3. How do you think the bulls feel when they have to leave the herd?
I think the bulls feel sad/scared/lonely etc. when they leave the herd.
4. Some nouns have different gender forms. Male elephants are called bulls. Female elephants are called cows. Complete the table below:

	Male	Female
<i>a</i>	<i>king</i>	<i>queen</i>
<i>b</i>	<i>cock</i>	<i>hen</i>
<i>c</i>	<i>uncle</i>	<i>aunty</i>
<i>d</i>	<i>lion</i>	<i>lioness</i>
<i>e</i>	<i>grandfather</i>	<i>grandmother</i>

5. Complete the sentence below using a simile:
When I see an elephant, it looks as big as a mountain/truck/whale etc.

FICTION TEXT: MEETING AN ELEPHANT

1. Try to visualise the stressed elephant. What was she doing?
The stressed elephant was swinging its trunk and flapping its ears.
2. If you see a stressed elephant, do you think it is better to move away or just stay very quiet? Why would you make that choice?
I think it is better to...because... (See learners' answers).
3. 'My mom slowly reversed the car. Then we carefully drove away.' Slowly and carefully are adverbs telling us more about the verbs. Complete the sentence below using an adverb to tell us how the elephant moved:
The mother elephant angrily/worriedly/quickly etc. moved past the car with her calf.
4. Complete the sentences below by replacing the underlined word with its antonym.
Example: We saw a very large animal. We saw a very small animal.
 - a. My mother drove quickly.*
 - b. The trip was boring.*

NON-FICTION TEXT: ELEPHANT POACHING

1. What is an elephant poacher?
An elephant poacher is somebody who kills elephants for their tusks.
2. How does it make you feel that more than 100 elephants are killed every day?
It makes me feel... (See learners' answers).

3. What do you think is a suitable (correct) punishment for an elephant poacher?
I think a suitable punishment for an elephant poacher is...(See learners' answers).
4. Choose from these prefixes to give the words below the opposite meaning: dis-/ im-/ non-/un-/mis-
 - *behave –misbehave*
 - *sense –nonsense*
 - *comfortable – uncomfortable*
 - *agree – disagree*
 - *possible - impossible*

VISUAL TEXT: MAP SHOWING WHERE ELEPHANTS LIVE

1. Name the places where elephants can be found.
The countries where elephants can be found are Africa, India, Thailand, Sri Lanka and Indonesia.
2. How many elephants are there in Africa? *415 000*
How many elephants are there in Asia? *40500*
3. Which place has the most elephants? *Africa*
Which place has the least elephants? *Indonesia*
4. Complete the sentence below with the correct adjective. Look at this example: Elephants from Africa are African elephants.
Tigers from India are Indian tigers.
Bears from America are American bears.

SUMMARY: MEETING AN ELEPHANT

Summary: Meeting an Elephant

1. *First, we saw a large elephant in the road.*
2. *Then, it started swinging its trunk and flapping its ears.*
3. *Next, my mom slowly reversed the car away.*
4. *Lastly, we waited for the elephant and its calf to cross the road.*