Grade 5

ENGLISH

First Additional Language

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

ETDP•SETA

SACE

Term 1 Lesson Plan

ENGLISH

First Additional Language

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Lesson Plan

Term 1

Edition 5, 2023

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GRADE 4-6 EFAL ROUTINE

- This routines is designed for 30-minute lessons – this can be adjusted per school
- This routine assumes that EFAL is taught every day – this can be adjusted per school

Monday **Week 1 Day 1**	**Tuesday** **Week 1 Day 2**	**Wednesday** **Week 1 Day 3**	**Thursday** **Week 1 Day 4**	**Friday** **Week 1 Day 5**
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First-Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
Monday **Week 2 Day 1**	**Tuesday** **Week 2 Day 2**	**Wednesday** **Week 2 Day 3**	**Thursday** **Week 2 Day 4**	**Friday** **Week 2 Day 5**
W&P Planning	L&S / LSC Oral Activities	W&P Teach LSC Drafting	L&S / LSC Oral Activities	W&P Edit, Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension ***Theme conclusion:*** • *Build and monitor knowledge* • *Summarise theme learning (no formal time allocation)*

GRADE 6 EFAL ALTERNATIVE ROUTINE

- This routines is designed for 30-minute lessons – this can be adjusted per school
- This routine assumes that EFAL is taught every day – this can be adjusted per school

Monday **Week 1 Day 1**	**Tuesday** **Week 1 Day 2**	**Wednesday** **Week 1 Day 3**	**Thursday** **Week 1 Day 4**	**Friday** **Week 1 Day 5**
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First-Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
Monday **Week 2 Day 1**	**Tuesday** **Week 2 Day 2**	**Wednesday** **Week 2 Day 3**	**Thursday** **Week 2 Day 4**	**Friday** **Week 2 Day 5**
W&P Planning	L&S / LSC Oral Activities	W&P Drafting continued	L&S / LSC Oral Activities	W&P Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 1: 15 mins Group 2: 15 mins	W&P Teach LSC Drafting	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 3: 15 mins Group 4: 15 mins	W&P Editing	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 5: 15 mins Group 6: 15 mins ***Theme conclusion:*** • *Build and monitor knowledge* • *Summarise theme learning (no formal time allocation)*

GRADE 4-6 EFAL CLASSROOM CULTURE

Classroom culture essentially refers to the atmosphere and practices in a classroom. Ideally, for the effective implementation of this programme, teachers should strive to create well-organised, efficiently run classrooms, where learners are clear on the routines, rules, behavioural expectations and consequences. Ideally, many of these practices should be negotiated with learners in order to make them truly effective.

Then, it is important to acknowledge that learning a new language takes trust and confidence. It is very difficult for learners to orally try out new language if they think they may be cut down, reprimanded for errors, or even worse, laughed at or ridiculed. Because of this, it is important for language teachers to create safe spaces for learning – places of respect, tolerance and fun.

Some fundamental classroom management strategies are included below. These are strategies that are used all the time in this programme, so it is important to master them.

Purpose:

To improve time-on-task, curriculum coverage, effectiveness of teaching, learner behaviour and collaboration between learners. To reduce disruptions to learning. To give all learners the chance to speak independently, even in a large class. To introduce an element of play to learning. To create an environment that is a safe space for learning, where learners feel confident to try out new language without fear of ridicule.

Using a Name Jar

1. It is very important to direct questions to all learners in the class, rather than asking learners to raise their hands to answer.
2. Buy or collect ice-cream sticks, or throat depressors. These can be bought from most stationers and are not expensive.
3. Write each learner's name on a stick, and put all the sticks into a jar, labelled: **Grade 4P to ask.**
4. Have another empty jar, labelled: **Grade 4P asked**.
5. Then, whenever you have a question to ask, pull a stick out of the name jar labelled **to ask**, and ask that learner.
6. Then, put the stick in the jar labelled **asked**.
7. Once all the sticks have been transferred to the 'asked' jar, you can move them back to the 'to ask' jar, and start again.

Seating Arrangements and Group Management

1. Seating learners in the classroom
    a. **Seat learners in mixed abilities** – you do not want struggling learners to sit together, and strong learners to sit together. Mix learners up so that the whole classroom is a mixed-ability space.
    b. **Seat learners strategically to avoid conflict or excessive noise**. Do not seat learners who bother each other together. Do not seat learners who cannot stop talking together. Avoid problems by separating these learners.
    c. It is a good strategy to **change the seating arrangements** from time to time, to avoid learners becoming frustrated or bored. It is recommended that seating arrangements change at least once per term.
    d. You need to assign 3 different types of groupings for EFAL. Please make sure that learners know these groupings, and that they remember them. This will make your life easier. The 3 groupings are:
        - **Partners or pairs**
        - **Question of the day groups**
        - **Small discussion groups**

2. Working in partners or pairs
    a. Many activities in this programme require learners to 'turn and talk' and work with a partner.
    b. Again, a more 'mixed-ability' approach can be useful for helping struggling learners, but it is also good to allow learners to work with a same-ability partner.
    c. Train learners to respond as soon as they hear the instruction: 'turn and talk' – they should immediately turn to their partner.

3. Working in question of the day groups
    a. The question of the day is an activity that is done four times per cycle.
    b. Divide your class into 8 groups – this will ensure that each group does the question of the day at least twice in a term.
    c. Make these groups of convenience, i.e.: learners who sit in one part of the classroom.

4. Working in small discussion groups
    a. In the learning programme, there are a few activities that require learners to work in small discussion groups.
    b. These should be groups of 3-4 learners, seated close together. Do this so that when you tell learners to work in their 'small groups' they can form these groups quickly and efficiently, without moving too much.

c. If learners are seated in rows, an easy way to form small groups is to have two learners in the front row turn around and face the two learners just behind them in the second row. They can make a group of four quickly and efficiently.
d. Do not leave this up to learners. Decide how to form small groups in your classroom, and train learners to get into these groups quickly and quietly.
e. If you see that the dynamics of a group are not working, make changes to the group – do not force learners to work together.

Attention Getters

Instead of shouting or waiting for learners' attention, teach learners a few fun and effective attention getters. Use these attention getters to get all learners involved in an activity and listening to you, then keep their attention and begin the lesson.

1. Bread and Cheese
   a. Train learners to know that when you say: Bread and cheese
   b. They must respond: Everybody freeze
   c. Learners must keep absolutely quiet and still when they say this, and must wait for your next instruction.

2. I need 3….
   a. Use this activity to revise recently taught LSC.
   b. Say in a loud voice: I need 3….
   c. Learners must respond by quietening down and listening to you.
   d. Then say: Peter, I need 3 adjectives to describe a car.
   e. Peter must respond with 3 appropriate adjectives, for example: fast, shiny, powerful.
   f. Repeat a few times with different parts of speech.

3. One two three…
   a. Train learners to know that when you say: One two three, eyes on me
   b. They must respond: One two, eyes on you!
   c. Learners must point at you when they say this, and must wait for your next instruction.

4. Beanbag throw
   a. Have a beanbag or soft ball in your classroom.
   b. Get learners attention by saying: The topic of the day is what you did on the weekend.
   c. Then, throw the beanbag to a learner.
   d. They must say what they did on the weekend, and must then throw the beanbag to the next learner.

Transition Activities

In order to keep learners' attention, and to reinforce language learning through a **total physical response**, it is important to implement transition activities throughout EFAL lessons. Some examples of these activities follow.

1. Teacher Says
    a. Tell learners to stand up.
    b. Explain that you are going to do different movements, using verbs that have been taught to learners, for example: rotate; compare; arrange.
    c. If you first say 'teacher says', then learners must do the action.
    d. If you do not say 'teacher says', then learners must stand still.
    e. If a learner does the action when you did not say 'teacher says', then that learner is out and must sit down.
    f. The winner is the last learner standing.

2. My chair and me
    a. Tell learners to stand up next to their chairs. There must be some space around them.
    b. Give learners instructions to follow – they must do this quickly and quietly.
    c. These instructions are all related to the chair and they practise the use of verbs and prepositions. Only use verbs and prepositions that have been taught.
    d. Give instructions like:
        - Sit on your chair
        - Stand on your chair
        - Step over your chair
        - Hold your hand above your chair
        - etc.

3. One minute dance party
    a. Train learners that when you say: One minute dance party!
    b. They stand up and prepare to dance.
    c. Play some music on your phone for exactly one minute.
    d. When the music stops, learners must freeze.
    e. Then, give your next instruction.

GRADE 4-6 EFAL CORE METHODOLOGIES

The core methodologies used in this programme are based on best teaching practice. They are also designed to address the challenges South Africa is experiencing in terms of reading and comprehension.

In this document, the core methodologies are arranged per component, as follows:

- Language Structures and Conventions
- Listening & Speaking
- Reading & Viewing
- Writing & Presenting

This means that the core methodology descriptions do not follow the sequence of the cycle routine. This has been done to showcase the sequence and logic within each component.

ORAL ACTIVITIES: LSC / L&S

Introduce the theme

Instructions

1. Ask learners to turn to the theme text in the DBE workbook.
2. Give learners a few minutes to read the text title and look at the illustrations.
3. Call learners to attention, and tell them the theme title.
4. Ask learners: What do you think this theme is about? What interests you about this theme?
5. Listen to learners' responses.

Purpose

- This will help you understand what learners already know about the theme, and will give you a sense of their levels of interest.

Activate background knowledge

Instructions

1. At the start of each theme, activate learners' background knowledge by using a graphic organiser.

2. Tell learners that there are many different kinds of graphic organisers that they can use.
   - Explain that in Term 1, we will use a K-W-L chart as a graphic organiser for all themes.

3. Explain to learners that a graphic organiser helps us to keep track of our learning, which is actually an important part of learning! Keeping track helps us to remember things.
4. Draw a K-W-L chart on the board, and instruct learners to draw their own K-W-L chart in their exercise books.
5. Learners should use a double-page spread for this chart, and should start by writing the theme title.

Theme: Accidents		
K (what I know)	**W** (what I want to know)	**L** (what I have learnt)

6. The K-W-L chart has three columns, titled:

   K - What I ***know***

   W - What I ***want*** to know

   L - What I have ***learnt***

7. Ask learners to think about what they already know about this theme.
    - Remind them that they may have started learning about this theme in another subject. It is important for learners to make these connections, and to integrate their learning from different subjects or sources.
    - Tell learners to turn and talk, and discuss this with a partner.
    - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the K column.

8. Next, ask learners to think about what they want to know about this theme.
    - Tell learners to Turn and talk, and discuss this with a partner.
    - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the W column.

9. Finally, ask individual learners to share some of their ideas, and write these on the class K-W-L chart on the board.
    - Tell learners that they may add any of the class ideas to their own W column.

10. Tell learners that throughout the theme they will return to their K-W-L charts to document what they have learnt, and to add ideas about what they still want to learn.

Build and monitor learners' knowledge

Instructions

1. Explain to learners that throughout the theme, it is important for learners to return to their graphic organisers, to build and monitor their knowledge on the theme.

2. Ask learners to think about what they have learnt about this theme.
    - Tell learners to turn and talk, and discuss this with a partner.
    - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the L column.

3. Next, ask learners to think about what else they still want to know about this theme.
    - Tell learners to turn and talk, and discuss this with a partner.
    - After a few minutes, tell learners to *write key words, phrases or even draw pictures* for all their ideas in the W column.

4. Finally, ask individual learners to share some of their ideas, and write these on the class K-W-L chart on the board.
    - Tell learners that they may add any of the class ideas to their own L column.
    - Tell learners that they may add any of the class ideas to their own W column.

5. As you work through this process, and especially at the end of the theme, make the following points clear to learners:
    - Being aware of what we have learnt helps us to remember what we learn.

- The more we learn and know about a theme, the easier it will be for us to understand and learn new things about the theme.
- For this reason, it is important for us to monitor or keep track of our own knowledge.

Purpose

- The more background knowledge learners have on a theme or topic, the more likely they are to understand the texts that they will read.
- For this reason, it is important to activate learners' background knowledge, and to make them aware that they must bring their existing knowledge to the theme.
- Critical thinkers understand that all knowledge on a theme or topic is connected. We need to train learners to understand this, and to keep track of everything they know about a theme or topic.
- Learners must understand that they must try to make connections between all the knowledge that they have on a theme – even if it is from a different subject or source – it is all relevant.
- A graphic organiser like a K-W-L chart helps to organise information and ideas.
- It also helps learners to monitor and remember their learning by visualising the chart.

Build vocabulary

Instructions

1. Teach learners the vocabulary included in lesson plans.
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.

Purpose

- Vocabulary is an essential building block of comprehension.
- BICS, basic interpersonal communication skills, is the language that learners need to communicate in social settings. This is not sufficient for the language of learning and teaching.
- In this programme, the vocabulary that is taught to learners is CALP, cognitive academic language proficiency. This will help learners to make meaning of academic texts and learning.

Document vocabulary in personal dictionaries

Instructions

1. Train learners to take out their personal dictionaries at the start of all EFAL lessons.

2. As new vocabulary is taught using PATS, encourage learners to record the words in their dictionaries, together with their own definitions.
    - These definitions may include different forms, such as: code-switching; a short written explanation; a sentence that uses the word in context; a diagram or drawing.
    - Encourage learners to find the best way of recording definitions for themselves.

3. Tell learners to also record new words and their meanings during other parts of the EFAL programme, such as shared reading lessons.
4. Explain to learners that they should also record new English vocabulary words from other subjects in their personal dictionaries – again, this shows learners the links between knowledge.
5. Train learners to use their personal dictionaries as a resource whenever they are required to produce original language, whether in spoken or written form.

Purpose

- The personal dictionary is a core part of the learners' language development.
- For learners to understand and make meaning of a text and a theme, it is essential that they understand the key words or vocabulary they will encounter. These words need to be explicitly taught.
- In addition to the main vocabulary, learners also need to have relevant words so that they can discuss and write about the texts they read.
- Learners must be responsible for building their own 'bank of words'.
- Learners must practice and use their new vocabulary as a way of explicitly understanding ideas and growing their schemas.

Question of the day

Instructions

1. Divide the class into 4 or 8 x 'question of the day' groups.
    - These groups should be mixed ability groups.
    - They should be groups of convenience, i.e.: groups of learners who sit close together in class.
    - Train learners to know which group they belong to for this activity.

2. Write the 'question of the day' elements on the board.
    - Do this before the lesson begins.
    - Write the question of the day and the answer frame on one side of the board.
    - Draw a graph below this, with the answer options filled in.

3. For example:

When do you think most accidents happen? I think most accidents happen…		
Graph		
in the morning	*at night*	*on Saturdays*

4. Next, model filling out the graph as follows:
    - Read the question and answer options out loud to the learners.
    - Explain the meanings if necessary.
    - Point to and read the options from which learners may choose.
    - Explain which option you prefer.
    - Write your vote in the correct column by drawing an X.
    - Say your answer aloud, using the answer frame.

5. Call up the relevant 'question of the day group', and let them complete the activity as follows:
    - Train learners to stand in a line, and to answer one after the other.
    - The first learner draw an x in the relevant column, then says her/his answer aloud.
    - Repeat the learners' answer, so that learners hear their choices articulated, with the vocabulary words repeated many times.
    - Ensure that learners also incidentally learn correct language structures, just by *hearing* correct sentences – do not explicitly teach this grammar, unless learners ask.

- If a learner makes a grammatical error, just repeat the sentence in the correct form, do not explain unless the learner asks.
- For example, in the answers below, learners hear the correct gender pronouns, which can be difficult as gender is not identified in African language pronouns:

  *Nomsa: **I** think most accidents happen in the morning.*

  *Teacher: **She** thinks most accidents happen in the morning.*

  *Buhle: **I** think most accidents happen on Saturdays.*

  *Teacher: **He** thinks most accidents happen on Saturdays.*

6. Discuss the follow up questions as follows:
   - Count the number of crosses in each column and write down the total.
   - Ask one learner to answer the first follow up question: *How many learners think most accidents happen in the morning?*
   - Ask one learner to answer the second follow up question: *When do fewest learners think accidents happen?*
   - Ask one learner to answer the third follow up question: *When do most learners think accidents happen?*
   - Ask one learner to answer the fourth follow up question: *When do fewest learners think accidents happen?*
   - Ask a few individual learners (who were not in the question of the day group) to answer the question: *When do you think most accidents happen?*

Purpose

The 'question of the day' is a valuable and important activity for many reasons:

- It takes the average person 16-20 authentic interactions with a new word before they internalise it and are ready to use the word on their own. This activity reinforces new theme vocabulary for learners, by giving them the opportunity to use and repeat the target vocabulary words in complete oral sentences.
- It models correct grammar and syntax for learners in an authentic context.
- It creates regular opportunities for learners to hear and speak English in a real context.
- It requires listening, thinking, doing, speaking and seeing, which activates learners' total physical response.
- The question of the day asks learners an opinion-based question or a prediction type question. This means that all answers are correct. These types of questions allow learners to interact with new words without anxiety about making a mistake.
- Sometimes, additional information is shared at the end of the question of the day. This information encourages learners to think beyond the language classroom, to use all of their knowledge on a subject, and to make connections. These questions develop the learners' critical thinking skills.

Rhyme / Song

Instructions:

1. The specific rhyme or song which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these rhymes and songs, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).

4. The first time you do this with learners, teach them the rhyme or song line-by-line as follows:
    a. Sing or say the rhyme or song, and then explain the meaning of it to learners, using code-switching if necessary.
    b. Sing or say the first line, and then let learners repeat after you.
    c. Sing or say the second line, and then let learners repeat after you.
    d. Sing or say the first two lines together, and then let learners repeat after you.
    e. Continue on in this manner until you have taught learners the whole rhyme or song.

5. For the rest of the cycle, repeat the rhyme or song with the learners.
6. Always include appropriate actions with the rhyme or song. These actions help kinesthetic learners to remember the rhyme or song, and they build meaning.
7. Allow learners to request to sing their favourite rhymes or songs if you have any free time – this is a fun way of reinforcing the new language that they have learnt.

Purpose:

To consolidate learners' knowledge of new vocabulary. To learn through play.

LANGUAGE STRUCTURE & CONVENTIONS

Introduce the LSC in context

Instructions:

1. After completing the first read of the shared reading text, you will introduce the learners to a particular language structure or convention (LSC).
2. This is documented in the lesson plan, at the end of the Shared reading: First read lesson.
3. First, briefly explain the LSC to learners.
4. Next, show learners the examples of the LSC in the text.
5. Tell learners that you will engage more thoroughly with the LSC later in the cycle, in preparation for the writing task.

Purpose:

- When teaching a language structure or convention to learners, it is important for them to see that it has a real purpose. Showing learners the examples of the LSC in the text is an ideal way of illustrating this.
- It is also important to alert learners to the fact that they will be required to use this LSC correctly in their own writing, so that they take real notice of the examples.

Teach and practise using the LSC

Instructions:

1. Write the notes and activity on the board before the lesson.
2. Remind learners of the LSC you introduced them to, by showing them the examples in the text.
3. Remind learners that they will use this LSC in their writing this cycle, so it is important that they understand how it is used in a text.

4. Explicitly teach the use of the LSC using the gradual release method:
    - I do – model the use of the LSC for learners
    - We do – complete an example together with learners
    - You do – instruct learners to complete the rest of the examples independently

5. Do this as follows:
    - Explain the LSC to learners once again, and model how to use it, by completing the first example in the activity. (I do…)
    - Next, complete the second example in the activity together with learners. Read the example, and ask a learner to complete it. If the learner struggles, provide prompts. If the learner still cannot answer, ask another learner to explain, or to complete the example. (We do…)
    - Finally, tell learners to complete the rest of the activity on their own, in their exercise books. (You do…)

6. In the last few minutes of the lesson, go through the answers with learners. Allow learners to check their own answers and make corrections, as this is a valuable learning strategy.
7. *If you have access to an approved textbook, check the Curriculum Tracker in the Management Document, and assign practice activities for homework.*

Purpose

- Again, it is important for learners to understand that language structures and conventions can help them to access meaning in a text, and to write more proficiently. It is meaningless to teach this out of context.
- For this reason, it is important to show learners examples in a text, and to ensure that they use the LSC in the writing task for the cycle.
- It can also be difficult for learners to fully understand the LSC after one explanation.
- For this reason, the gradual release method is used. The repeated explanation and modelling of the use of the LSC, whilst transition from observation to independent work is an effective scaffold for learning.

LISTENING & SPEAKING

Listening Lesson

Instructions:

1. Be well prepared to read the text.
    - In the 30-minute lesson, you will read the text three times.
    - It is important that you model fluent, expressive reading to learners.
    - The text is written in a table in the lesson plan. The table has 3 columns, and the text is in the first column. The three columns each have a particular function:

Read 1	**Read 2**	**Read 3**
Text Read the text and explain.	Read the text. Model 'thinking aloud'.	Read the text. Ask oral comprehension questions.

2. Prepare learners for the lesson by telling them to have their personal dictionaries ready, and to listen carefully. They made add new words to their personal dictionaries at any time.
3. Remind learners of the theme, and then begin reading.

4. For the <u>first read, read the text fluently.</u>
    - As you read, embed meaning by using vocal expression, actions, gestures and facial expressions.
    - You may also explicitly build meaning by pausing to explain something, or even by code-switching.

5. For the second read, read the text fluently and then model 'thinking aloud' about the text.
    - As you read, embed meaning, but do not explain or code switch.
    - After reading each part of the text, share your thoughts on the text. Do this by 'thinking aloud'. There are cues on how to do this in the second column.
    - This is a critically important skill to model properly. Learners must see that good readers always think about what they are reading.
    - Make sure that there is a clear distinction between what you are reading, and what you are thinking.

6. Finally, on the third read, read the text fluently and then ask learners questions about the text.
    - Again, embed meaning as you read.
    - After reading each part of the text, ask the question in the third column.
    - Direct and distribute these questions in order to include many learners in the lesson.

- If a learner provides a partial answer, ask prompting and probing questions to try and complete the answer.

Purpose:

The listening lesson is very important for the following reasons:

- Learners acquire new vocabulary and language in context by hearing the repeated readings with embedded meaning.
- Learners see how the teacher 'thinks' about the text, and in time, will start to develop their own critical thinking about texts.
- Learners have the opportunity to answer questions orally and individually on the text.
- Learners become familiar with the structure and tone of different text genres, which helps them to develop their knowledge and understanding of text types.
- Learners develop a love for text, by hearing engaging texts read to them by a fluent, expressive reader.

Speaking Lesson

Instructions:

1. Divide the class into 'small discussion' groups.
    - These groups should be mixed ability groups.
    - Groups should have between 3-5 members, but ideally 4 members.
    - These groups should be set up based on proximity – arrange groups so that learners can easily and quickly get into these groups. For example, the teacher could form groups of four by asking learners at every second desk to turn around and face their partners.
    - Train learners to know which group they belong to for this activity.

2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
    - Explain that every learner in the group will take a turn to answer each discussion question.
    - Talking and listening may be controlled by a 'talking stick' or some other strategy.
    - Explain that the person who is holding the 'talking stick' gets to talk. Once he or she is finished, the stick is passed to the next person.
    - At first, groups should move the 'talking stick' in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
    - Once learners have mastered this, you should train them to start doing this in a more 'conversational' manner, with learners responding to, building on or asking questions about each other's points. When doing this, it is important to ensure that each group member still gets a chance to share their points.

- Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
- Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.

3. Implement the discussion as follows:
   - Remind learners of the 'listening text' that you read to them the previous day.
   - Then, read the discussion frame aloud, and briefly explain it to learners.
   - If necessary, share your own 'model answers' to the discussion frame. However, try to avoid doing this, as learners are likely to copy your answers.
   - Tell groups to begin the discussion.
   - As learners discuss, walk around the room and listen to different groups, giving instructions or assistance where needed.

4. When there are 10 minutes left in the lesson, call all learners back together.
5. Go through each point in the discussion frame, asking for feedback from the class. This can be done in different ways:
   - You can ask each member in one group to respond to a different point. This way, you get to hear every learner in one group speak. If you do this, make sure to rotate the groups, so that you always hear a report back from different groups.
   - You can ask one person from each group to report back on a different point. If you do this, make a note of which learners speak, so that you call on different learners every time you do this.

6. If answers are incorrect, ensure that you correct them, quickly and clearly.
7. If answers are incomplete, ask prompting questions to expand the answers.
8. Remember to give some feedback to learners after they respond.
9. Thank the learners for their answers and contributions.

Purpose:

- The Listening & Speaking component of a language programme should provide learners with opportunities for meaningful conversations in a supported, scaffolded manner.
- Having a discussion about a text that learners know and understand well is one way of providing this scaffolding, as it ensures that learners have the knowledge and language to engage in a discussion.
- Providing learners with a discussion frame and giving a clear explanation of this frame provides additional support and scaffolding.

- Ensuring that the classroom is a safe place for learners to try out new language without fear of ridicule or shame is another very important support mechanism. In order for learners to practice their language skills and build confidence in the language, they must feel safe and secure.
- Finally, allowing learners to code-switch or hold multilingual discussions about the more challenging aspects of the discussion leads to the development of critical thinking skills and new knowledge. If learners are interested and engaged in a topic, it is then easier to encourage them to learn the English vocabulary required to support their points.

READING & VIEWING

Shared Reading & Teaching the Comprehension Skill

Overview:

1. This component of language clearly has its own routine. The routine of these lessons is as follows:
    - Week 1 Tuesday / Day 2 - Shared Reading: Pre-Read
    - Week 1 Wednesday / Day 3 - Shared Reading: First Read
    - Week 1 Thursday / Day 4 - Shared Reading: Second Read
    - Week 1 Thursday / Day 4 - Teach the Comprehension Strategy
    - Week 1 Friday / Day 5 - Shared Reading: Post-Read

What follows is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Second Read; Teach the Comprehension Strategy and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson, as well as how the lessons work together.

Shared Reading: Pre-Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their exercise books and personal dictionaries for this lesson.

3. 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?

4. Read and explain the meaning of the title.

5. Next, instruct the learners to scan the text.
   - Explain that scanning is not reading every word. It is allowing your eyes to run over the text quickly to find certain words or pieces of information.
   - Instruct learners to scan the text and make a list of any words that they do not understand.
   - Also instruct learners to make a list of any words they think are important in telling us what the text is about.
   - Point out that some words may appear in both of their lists.
   - Train learners to document these words in their exercise books as follows:

Text: Schoolgirls save boy's life	
Words I don't understand	**Important words**
unconscious handling wound	fallen knocked head unconscious cut bleeding ambulance first aid wound

6. Call learners to attention and discuss the lists of words they do not understand as follows:
    - Ask learners to tell you which words they do not understand.
    - As learners list the words, make a class list on the board.
    - Identify the words that are important for learners to understand.
    - Find the word in the text, and read the sentence aloud.
    - Then, explain the meaning of the word in context.
    - Remind learners to include these words in their personal dictionaries.

7. Call learners to attention and discuss the lists of words they think are important as follows:
    - Ask learners to tell you which words they think are important.
    - As learners list the words, make a class list on the board.
        a. Help learners to make connections between these words. If they are struggling, model this for them by 'thinking aloud' to show your thought process.
        b. In the lesson plan, a suggested list of important words is provided, together with ideas of how they are linked. This helps to make meaning of the text.

8. 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?
    c. Why? (What evidence do you have?)
    d. Do you think you will enjoy this text? Why?

Purpose:

The Pre-Read teaches learners a 'routine approach' to engaging with new texts. This is a skill that learners can use with all texts that they are required to read independently. By going through this pre-reading routine, learners will begin to have an idea of what kind of text they are going to read, as well as what the text is about. This means that the learners are building their understanding of the text before they actually read it.

Shared Reading: First Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.

3. Tell learners to follow in their DBE Workbook, 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.

4. 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.

5. 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.

Purpose:

The first read is important for many reasons, including:

- Modelling fluent, expressive reading for learners
- Ensuring that learners gain a basic understanding of the text
- Helping learners to build enjoyment of and appreciation for texts

- Modelling 'thinking aloud' about the text, to show learners that good readers always think about what they are reading
- Modelling the use of specific comprehension strategies, for example: visualising or making connections

Shared Reading: Second Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.
3. Write the follow up questions on the board before the lesson.
4. Read through and explain these questions to learners.
5. Explain to learners that you are going read the text once again.
6. Tell learners to follow in their DBE Workbooks, listen carefully and think as you read the text once again.
7. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.

8. 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.

9. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.

10. 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.

11. 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.

12. Finally, 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.

Purpose:

- The repeated reading of the text gives learners the opportunity to reinforce their knowledge of the new vocabulary and content.
- It also allows learners to more deeply understand the text, by listening to the teacher 'thinking aloud' about the text.
- By giving learners the opportunity to formulate their own questions about a text, it encourages them to think about the text in a critical way.
- Thinking of and posing their own questions also also helps to build learners' confidence.

Teach the Comprehension Strategy

Instructions:

1. On Day 4 of the first week of the cycle, you will explicitly teach the comprehension strategy that has been modelled and practiced throughout the week.

2. This is done using the gradual release method:
   - I do – first, you will model the use of the comprehension strategy for learners
   - We do – next, you will complete an example of using the strategy together with learners
   - You do – finally, learners will complete an example of using the strategy independently

3. Do this as follows:
   - Start by sharing a brief explanation of the comprehension strategy, as included in the lesson plan.
   - The lesson plan also includes three examples of using the comprehension strategy to work through with the learners.
     a. Model how to use the comprehension strategy, by completing the first example in the lesson plan. This will involve reading part of the text again, and showing learners how to (visualise; make an inference; make a connection; etc). This is called: *I do…*
     b. Next, complete the second example in the lesson plan together with learners. Read part of the text, and ask learners to (visualise; make an inference; make a connection; etc). This is called: *We do…*
     c. Finally, give learners the third example of using the comprehension strategy to complete in pairs or on their own. This is called: *You do…*

4. Towards the end of the lesson, ask a few learners to share their answers with the class.
5. Use this opportunity to clarify any misunderstandings around the comprehension strategy.
6. Finally, end the lesson by asking learners to write down or re-read a simple reminder of the comprehension strategy.

Purpose:

- Ultimately, the aim is to develop learners who instinctively use all the comprehension strategies every time they read. The explicit teaching and practicing of strategies is a step in that direction.
- The table below provides the purpose/s of each comprehension strategy.

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about.
Purpose	Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts.
Steps *(For predicting with text structures)*	1. Ask learners to look over the whole text. 2. Ask learners: *What kind of text do you think this is? How is it laid out?* (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?) 3. Ask learners: *What do you think we might read about?* 4. If learners cannot answer, ask further prompting questions, or provide the answers.
Steps *(For predicting by scanning the text)*	1. Ask learners to scan the text and identify two lists of words: a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text.
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the text like a scene from a movie. They must try to <u>see</u> the text as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text.

Steps	1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds. 4. Read the text again. 5. Ask learners: What did you visualise? (What happened in your movie?) 6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text.
Strategy 3: Search the text	
Explanation	Search the text questions ask learners to recall information or events from the text. Learners need to understand what kind of information they are being asked to recall. They must then think about where in the text they would find that information.
Purpose	These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them: • How to identify the kind of information the question is asking for • How to locate the information in the text
Steps	1. Read the text. 2. Ask learners a question about the text, like: *What did person x do?* 3. Ask learners: What kind of information is this question asking for? *(an action – we need to identify what person x did)* 4. Ask learners: *When did we read about person x's actions? Was it at the beginning, the middle or the end of the text?* 5. Ask learners to locate the part of the text where the action took place. 6. Ask learners to read that part of the text, and to try and identify what person x did.
Strategy 4: Summarise	
Explanation	When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding.

Steps	1. Read the text. 2. Remind learners: When we summarise, we identify the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text. 4. Tell learners to use the following questions as a guide: a. What is this text about? b. What is the main purpose of the text? Why was it written? c. What did you learn from this text? d. What did you like about this text and why? 5. Always give learners time to think about the text. 6. Always instruct learners to turn and talk and discuss their summary with a partner. 7. Next, instruct learners to write their summary down. 8. Give learners a frame to help them to structure summaries.
Strategy 5: Think about the text (I wonder?)	
Explanation	When learners wonder about the text, they are thinking about an aspect of the text.
Purpose	By modelling how to think/wonder about a text, we teach learners two things: 1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. 2. Secondly, we show learners the kinds of thoughts that good readers have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.
Steps	1. Read the text on the page. 2. Think of a question or idea that a good reader might have about the text. (Ideas are provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I wonder … 4. Let learners think about this. 5. Learners do **not** need to answer – the point is to encourage them to think more deeply about the text.

Strategy 6: Make connections	
Explanation	When learners make connections, they compare the text to one of three things: 1. To their own lives or experiences - sometimes, learners gain a deeper understanding by thinking about how something from the text is like something in their own lives. This is called a text-to-self connection. 2. To another text - sometimes, learners gain a deeper understanding of a text by connecting it to a related text. These texts may deal with similar issues, or have characters who face the same challenges, or they may be about the same topic. This is called a text-to-text connection. 3. To the world - sometimes, learners must connect the situations or challenges in a text to a more global context. They must relate the text to what has happened or is happening in the world. This is called a text-to-world connection.
Purpose	Making connections helps learners go beyond the text itself and relate the issues in the text to a deeper understanding of their own lives and the broader world.
Steps	1. Read the text on the page. 2. Ask learners relevant connection questions, like: a. When was a time that you felt x? b. Do you remember when we read about x? Can you make a connection between these two texts? c. This text makes me think about something that is taking place in the world / South Africa / our town right now. Can anyone think of what that is?
Strategy 7: Make inferences	
Explanation	Making an inference involves using what you know together with what is written in the text, to make a good guess about what isn't explicitly written in the text. This is what is meant by 'reading between the lines'. Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, for readers to work out for themselves. If something is not explicitly stated or described in a text, learners need to make an inference or a good guess about this. They do this by putting what they *have read* together with *their own experiences and prior knowledge.*

Purpose	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
Steps	1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we work out about this? Is there something that the text does not say? 4. Listen to and **discuss** learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on … I can infer that …
Example	**Text:** We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes. **Inference:** Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.
Strategy 8: Evaluate	
Explanation	When learners evaluate a text, they make a judgement about an aspect of the text, based on the evidence in the text. Learners can make evaluations about: • Characters, people or events • Facts versus opinions • The author's perspective, opinions and motivations • What they like or find interesting • What they dislike or find boring
Purpose	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations.
Steps	1. Read the text on the page. 2. Ask learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure that learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: **I think** x did the right thing **because** x 5. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

Shared Reading: Post-Read

Instructions:

1. During the Post-Read, you will do one of the following activities:
    - Complete a written comprehension
    - Oral recount and summary
    - Visualise

Instructions for a written comprehension:

1. Before the lesson, write the title of the text as a heading on the chalkboard.
2. Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers. (Where applicable.)
3. Instruct learners to open their exercise books and write the heading.
4. Tell learners that today, they are going to think about and write the answers to these questions.
5. Read through the questions with learners and explain if required.
6. Tell learners they do not need to write down the questions, only the answers.
7. Walk around and help learners who struggle.
8. In the last few minutes of the lesson, go through the answers with learners.
9. Allow them to correct their own work, as this is a powerful learning mechanism.

Instructions for the oral recount or written summary:

1. Write the summary frame on the chalkboard before the lesson.

2. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can also include:
    - Why we think the text was written
    - What we learnt from the text
    - What we liked about the text, and why

3. Read through and explain the summary frame to learners.
4. Tell learners to complete this activity as an oral recount or a written summary – this is up to you.
5. Remind learners that they can skim and scan the text again, before coming up with their oral recounts or written summaries. This can help them remember what the text was about.
6. Give learners 10-15 minutes to think about their own recounts, or to write their own summaries in their exercise books, using the summary frame.
7. Then, tell learners to turn and talk, and share their recounts or summaries with a partner.
8. Finally, create a class recount or summary together – ask different learners to answer each part of the frame.

9. Write down the class summary.
10. Ask learners to go back to their own summaries, to see if they missed any important details. Give learners time to correct their summaries.

Instructions for a visualisation activity:

1. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
2. Tell learners that they are going to visualise something from the text. Remind learners that when they visualise something, they think about what it looks like, smells like, feels like, and sounds like.
3. They also visualise how they feel about this character, event or item from the text.
4. Ask learners to close their eyes and relax.
5. Read the text to them once more.
6. Then, ask learners to open their eyes, and draw what they have visualised from the text. Learners can add labels to explain details of the visualisation.
7. Then, learners must use the sentence starter/s to write a sentence or two about what they have visualised.
8. Finally, allow learners to turn and talk, and to share their visualisations with a partner.

Purpose:

- The post-read activities give learners the opportunity to consolidate their understanding of the text.
- Learners also get to use new language and vocabulary in an authentic context.
- Finally, these activities also give learners the chance to practice using the new comprehension skill that they have learnt.

GROUP GUIDED READING

Assigning Group Guided Reading groups and text selection:

1. In the first two weeks of school, listen to every learner read individually.
2. Assign learners to same-ability groups.
3. Use the rubric below to sort learners according to their abilities.
4. Ideally, try to have 5 groups, with no more than 12 learners per group.
5. However, if you have a very large class, you may have to have more groups and manage your time differently.
6. This rubric divides learners based on their technical reading skills.
7. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.

8. **In a Grade 5 class of 54 learners, there may be:**
    - *4 learners at level 1 – you may have to find time to work with these learners on a more regular basis.*
    - 1 group x 10 learners at level 2
    - 2 groups x 10 learners at level 3
    - 1 group x 10 learners at level 4
    - 1 group x 10 learners at level 5

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
• This learner knows no or very few sight words. • This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words.	• This learner knows just a few common sight words. • This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words.	• This learner knows many common sight words. • This learner needs help to decode some previously unseen words.	• This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency.	• This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class.

What to do with each group during Group Guided Reading:

1. Call a group to read to you.
    a. Make sure they all bring their reading worksheet or learner book.
    b. Seat the group in a circle.

2. Revise the week's phonic words and sight words.
3. When working with struggling readers, spend as much time as required on the decodable texts.
4. If the group does not need this, then allow learners to quickly read through the decodable texts, and then move on quickly to the Group Guided Reading Text.
5. Talk about the title of the text. Explain what it means.
6. Next, give learners a few minutes to skim the text in silence.
7. Then, ask each learner to read part of the text aloud, on his or her own.

8. Listen carefully as each learner reads.
    - If the learner is stuck on a word, give him or her some time to try and figure it out.
    - Then, help the learner to sound out the word.
    - If the word is irregular, and cannot be sounded out, tell the learner the word.
    - Ask the learner to re-read the sentence.

9. If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.

10. Next, go through the questions with learners.
    - Give learners an opportunity to discuss and answer the questions.
    - Use this time to further teach and practice the comprehension skill, or skills.
    - Show learners that there may be different answers to the same question, particularly when it comes to opinions.

11. Praise and encourage learners for their efforts as well as their successes.
12. Remember that confidence is a big part of reading – learners must feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

1. Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the week's phonic words with learners.

4. Next, practice reading the sight words with learners.
    - Ask learners to take note of the first sound in the word.
    - Then, tell the learners to look at the spelling of the word.
    - Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.

5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.

8. As each learner reads, do the following:
    - Be kind and patient.
    - Give the learner some time to try and work out the word alone.
    - Then, help the learner to sound out the word.
    - If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.
    - Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
    - Thank learners for their efforts, and praise learners for any improvements.

Note: *If these decodable texts are still too difficult for some learners, use flashcards of different sound to teach learners phonics, and to help them build and break down words.*

Purpose:

Decoding is the technical part of reading. This is the skill that allows learners to read all the words on a page. Decoding is usually taught in foundation phase, but has been included to help learners who haven't yet mastered the technical part of reading. It is useful to tell struggling learners that:

- *Reading is a code. With enough practice, anyone can learn the code.*
- *It is never too late to learn how to read.*

INDEPENDENT AND PAIRED READING AND COMPREHENSION

Independent or Paired Reading Activities

Instructions:

1. In the second week of every cycle, there are five lessons for reading and viewing.
2. During these lessons, you will work with each group guided reading group.
3. Whilst you are busy with reading groups, learners should work to complete the week's activities for independent or paired reading and comprehension.
4. At the start of the first lesson, take some time to orientate learners to the week's activities.
5. Instruct learners to have the following items ready for this lesson: their reading worksheets their personal dictionaries, and their exercise books.
6. Explain that learners must work independently or with a partner (this is up to you).
7. Orientate the class to the reading and comprehension activities that they must complete during this time.
8. Do this by going through the notes at the start of the reading worksheets titled: How to use these Reading Worksheets.

9. Then, orientate learners to the specific texts for the theme.
    - Give learners a brief overview of each text.
    - Ensure that learners know that once they have read the texts, they must complete the written activities that follow.
    - Remind learners to write the answers in their exercise books.

10. Develop your own system for learners to check their answers once they have completed the activities. You could do this in one of the following ways:
    - Make copies of the memoranda that are in the Management Document and display them in the classroom for learners to check their own work.
    - Take some time to go through the activities with learners.
    - It is good practice to allow learners to correct their own work, so they can see where they made mistakes.

11. As learners complete their independent work, walk around from time to time, and take note of common challenges.
    - Call learners to attention and tell them that you have noticed that there are common challenges.
    - Help learners by re-explaining to learners and showing them how to correctly answer the question.

Purpose:

- From Grade 4 onwards, learners need to improve their independent reading skills that allow them to 'read to learn'.
- In order to do this, they must have good technical reading or decoding skills.
- They must also have an expanded vocabulary, that includes cognitive academic terminology, to help them make meaning of texts.
- Then, having a strategy, such as a 'routine' way of working through a new text to try and make meaning is a useful strategy for learners.
- Finally, learners need confidence to tackle new texts independently.
    - This confidence can be built by equipping learners with decoding skills, an expanded vocabulary, and a strategy to approach and work through new texts.
    - It can also be built by ensuring that learners have many opportunities to read texts of different genres independently, so that they become familiar with this process.

WRITING & PRESENTING

Process writing: Teach the Genre

Instructions:

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.

Purpose:

- It is important for learners to learn about the different genres of writing, as throughout their lives, they will have to engage with these genres for specific purposes.
- This engagement will occur when learners have to write or read genre specific documents, as the same genres apply to both disciplines.
- There are standard forms and purposes for these genres that learners need to know.
- Understanding the structure, format and purpose of these genres will help learners to make meaning both when reading texts, and when writing texts.
- Learners will essentially engage with and use the same genres for the rest of their academic education, as well as for practical purposes in life.
- The length and complexity of writing tasks or texts will increase, but if learners have a good understanding of the genre, this will be very helpful to them.

Process Writing: Planning

Instructions:

1. This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
    - A writing frame
    - A mind map

2. Tell learners that very few writers start their process without planning.
3. 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.

4. 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.

5. Next, give learners a few minutes to think about what they are going to write.
6. Allow learners to turn and talk, and share their ideas with a partner.
7. Remind learners that their personal dictionaries, the theme wall in the classroom, and the class dictionary are all resources that may be used.
8. Finally guide and support learners as they use the planning template to complete their own plans.

Purpose:

- Writing original texts takes skill and confidence.
- Equipping learners with standardised and effective planning strategies provides meaningful support and scaffolding as they work through the process of producing original texts.
- Learners must understand that most professional writers start the writing process by planning.
- They must also understand that this planning process may involve:
    - *Understanding the purpose of the text, the audience, and the genre*
    - *Thinking about what they want to write – this must be original*
    - *Completing research to gather or verify information to include in the text*
    - *Completing a plan using a strategy that will help them to write in the genre*

Process Writing: Drafting

Instructions:

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.
    - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.
    - Implement mini-conferences with selected individual learners to go through their plans, to identify and address any challenges, and to then support them as they prepare to write their drafts.

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.

Purpose:

- Again, building confidence is a critical element of teaching writing.
- It is important for learners to truly understand that the purpose of a draft is to put their first thoughts and ideas down on paper, using their planning notes.

- Learners must understand that once they have done this, they should read and consider making changes or improvements to this draft.
- This could involve adding descriptions or details, reworking the sequence of events, changing the structure of a sentence, etc.

- Mini-conferences also play a vital role in getting learners to understand the writing process.
  - As you hold mini-conferences, really engage learners and their thoughts.
  - Ask learners to explain their writing piece, and then ask questions for clarity, or to prompt the learner's thinking about their writing.
  - Make sure that this is a positive, developmental experience for learners by always praising a good aspect of their drafts, before challenging or probing aspects that can be improved.

Process Writing: Editing

Instructions:

1. Before the start of the lesson, write your draft from the previous lesson onto the board. Purposely make a few errors that link to the draft.
2. Also write the editing checklist onto the board.
3. Tell learners to open their exercise books to their completed draft.
4. Read through and explain the criteria to learners.
5. Next, show learners how to correct a common mistake on your own draft.
6. Also, pay attention to the criteria that refers to the LSC.
7. Ensure that the LSC is included and correctly used in your own draft – point this out to learners, or add or correct the LSC if required.
8. Allow learners time to edit and correct their own writing, using the checklist.
9. Once they have self-edited, ask learners to swop with a partner and peer-edit each other's writing.
10. Again, as learners work on editing their own drafts, walk around and hold mini-conferences.
    - Plan which learners you will conduct mini-conferences with, and make a note of this. Do this to ensure that with each writing task, you conduct mini-conferences with a different group of learners.
    - Implement mini-conferences with selected individual learners to go through their drafts using the checklist, to identify and address any challenges, and to then support them as they edit their drafts.

11. 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.
    - This is a vital part of the editing lesson, as this is when you get to teach and explain the parts of writing that learners struggle with.

12. Ask learners to complete the editing process for homework if required.

Purpose:

- Learners must understand that drafting and editing go together.
- They must feel confident to get their thoughts and ideas onto paper without fear or anxiety during the drafting phase.
- They must then understand that the editing phase is used to correct and improve their drafts, and that the editing checklist provided guidance.
- It is also important for learners to know that as they progress to higher grades, editing checklists may focus on higher order skills.
- This does not mean that they should disregard the basics. Editing must always involve checking and correcting:
    - The format and structure of the document
    - Punctuation
    - Spelling
    - Grammar and syntax

Process Writing: Publishing & Presenting

Instructions:

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

Publishing:

1. Tell learners that it is important for us to finalise our writing, after the editing phase.
2. Tell learners to do this by rewriting their drafts as final pieces, ensuring that they incorporate all the edits that were made.
3. 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. Once learners have completed the publishing of their texts, move on to presenting.
2. Tell learners to swop books and read each other's writing.
3. Once each learner has read someone else's writing, the learner must say two things that they liked about the partner's writing.
4. Walk around the class and listen as learners do this, offering input as required.
5. Then, in the last five minutes of the lesson, ask 1-2 learners to read their writing to the class.
    - If learners are too shy to read themselves, you can offer to read for them.
    - Once each learner has read their piece, ask their partners to share their comments on the writing – what did they like about it?
    - End by giving these learners some feedback – both to the writers, and to the partners who gave feedback.
6. Finally, collect learners' books in order to assess their writing.
7. 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.

Purpose:

- Learners must see that writing has an audience and a purpose.
- Whenever possible and appropriate, try to provide learners with a wider and/or authentic audience for their writing tasks.
    - This could mean allowing learners to write for a real purpose: a letter of suggestion / complaint or compliment to a real person or organisation; a script for a drama to be presented to the school; a research report to inform a school or class policy; etc.
- Authentic and positive feedback will lead to improvements in learners' writing. for this reason, it is important to ensure that some kind of feedback process always takes place, whether it is just the feedback from a writing partner, feedback from other learners in the class, feedback from yourself, or feedback from a wider audience.

WRITING STRATEGIES

Introduction

1. Confidence is a very important part of becoming a successful writer.
2. Start by calling your learners **writers** during writing lessons. Let them know that they are not people 'pretending' to write, but that by expressing their own thoughts and opinions in writing, they are indeed writers.
3. Routine, doing the same thing over and over again, can make learners feel more secure and confident. Routines also give learners direction, so that they know what to do next. For this reason, teach learners the process writing cycle, and always include all steps of the cycle in your teaching.
4. In addition to the scaffolding and support provided by the routine, further scaffolding and support can be provided by teaching learners the strategies that follow, and encouraging them to use these strategies whenever they need extra support.
5. Teaching these writing strategies to learners, and using them over and over again, will give learners direction and confidence when writing.
6. Train learners to recognise these key phrases, and to understand what they must do when they hear them.

Strategy: Teacher models writing first

1. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).

   By watching the teacher, the learners have a clear idea of the task.
2. Part of modelling writing is to explain the way good writers think about writing. The teacher must verbalise all the thoughts she has as she goes through the writing process.

Strategy: Writers think before they write

1. Writing is the act of putting thoughts onto paper.
2. This means that writers must think first and decide what to write about before writing.
3. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
4. Always build-in time for learners to think about what they want to write.

Strategy: Writers turn and talk

1. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
2. This can be used to share ideas about what to write about, to read their writing to each other, or to check that they understand what to do.
3. Teach learners to face each other, take turns, and talk quietly as they turn and talk.

Strategy: Writers may create a framework

Use this as a remediation strategy for learners who struggle with writing.

1. Once learners have created their plan, they may need to create a framework before they write their draft.

2. This can be done as follows:
    a. First, learners must think about the format and layout of the text, and then draw pencil frames to indicate where they think each element of the draft will go on the page. For example: If learners are writing an essay, the can mark where the heading will go, and where each paragraph will go.
    b. Next, learners should take the first point in their plans, and think about how to write that as a sentence.
        - Then, they must say the sentence out loud, and count how many words are in the sentence.
        - Next, learners should draw lines to represent each word in the sentence.
        - Lines must be the approximate length of the words. Learners must say the word as they draw each line.
        - At the end of the sentence, the learner must add an appropriate end punctuation mark.
    c. When the lines are in place, the learner must fill in words that are known.
        - Next, learners must be encouraged to write words phonetically, i.e.: to write words as they hear them. This is known as 'invented spelling' and is proven to be an effective developmental writing and reading strategy.
        - At the very least, the phonetic word acts as placeholder so that the learner does not forget their thought.
    d. Then the learner can use resources like the personal or the class dictionary to check and correct their spelling before asking for help.

3. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

Strategy: Writers use resources to write words

1. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
    - Words on a word wall
    - Texts in their reading worksheets
    - Personal dictionaries
    - Classmates
    - Their own memories

Strategy: Writers read what they write

1. Learners must be trained to read their sentences aloud to themselves or to a peer.

2. Doing this helps learners to identify:
   - If the piece is properly sequenced, if it stays on topic, and if it makes sense
   - If any words are missing
   - If the sentence structure is incorrect
   - If there are problems with the tense

3. Once the final piece is published, it is important to give learners an audience for their writing, even if it is just a classmate.
4. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

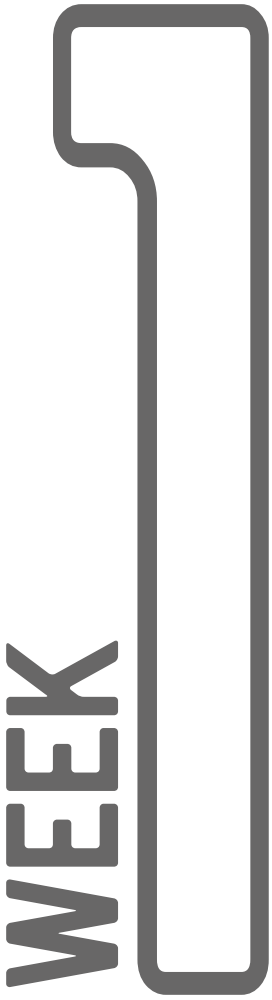
Strategy 8: Hold mini-conferences

1. Mini-conferences are a useful strategy to use with all phases of the writing process.
2. Once you have explained and modelled the task, you should conduct mini-conferences.
3. For every writing cycle, target a different group of learners for mini-conferences, so that over a period of time all learners will get to experience this. Keep a record of which learners you have worked with, to prevent duplication or missing a learner.

4. Conduct mini-conferences as follows:
   a. Ask the learner to tell you their idea for the task.
   b. Next, ask them to show you the different parts of the writing process that have been completed. Ask the learner to tell you about each part.
   c. Next, identify any challenges that the learner seems to be experiencing, and work with them on that point.

5. Make mental notes of common challenges that learners seem to be experiencing. Then, call the whole class to attention, and re-teach or explain the element that seems to be challenging.
6. Remember to give every learner some positive feedback, as well as some points for growth and improvement.

GRADE 5 - TERM 1



THEME:
ORIENTATION

"Things don't have to change the world to be important."
– Steve Jobs

Introduction to the Orientation Weeks

One of the most important aspects of this programme to focus on is pacing. In order to get the pacing right, and to complete all the cycle activities, there are certain things that you must work on with learners.

1. **Routines and procedures**
   - For any classroom to run smoothly and efficiently, learners must be trained to follow routines and procedures.
   - This programme follows a two-week routine.
   - Then, within the routine, many of the activities have their own routines or procedures.
   - The sooner learners know the routines and procedures, and what is required of them for each activity, the faster your lessons will go.
   - This is because learners will know what is needed for each activity, as well as what will be done in each activity.
   - In the orientation weeks, learners are introduced to routines and procedures for:
     - Entering and leaving the class
     - Handing out and collecting books
     - The question of the day
     - Working independently

2. **Rules and behaviours**
   - For any classroom to run smoothly and efficiently, learners need to know the rules of the classroom, and the behaviours that are expected.
   - In the orientation weeks, teachers take learners through processes to:
     - Set class rules together with learners
     - Control the volume of learners' voices
     - Use a bathroom pass
     - Respond to attention getters

3. **Seating and group arrangements**
   - Dividing learners into the groups required, and training them to get into groups quickly will help to improve the efficiency of the classroom.
   - In the orientation weeks, procedures are built in to:
     - Listen to each learner read aloud, in order to form proper same-ability reading groups
     - Divide learners into small discussion groups
     - Divide learners into question of the day groups
     - Divide learners into partners
     - Train learners to get into their different groups quickly and quietly

4. **Classroom culture**
   - Another important aspect of successful language classrooms is the culture of the classroom.

   - In the orientation weeks, some aspects of the classroom culture are established through:
     - Training learnings to follow the routines
     - Training learners to follow procedures
     - Designing rules
     - Establishing appropriate behaviours
     - Learning all learners' names
     - Playing games together
     - Creating a safe learning environment, where the teacher is clearly in control

If all of these aspects of the orientation programme are properly implemented, they will help enormously to ensure that the pace of the programme is achievable within the first term of implementation. For these reasons, the orientation programme is vital to the success of the PSRIP.

WEEKS 1&2: PHONICS REVIEW AND SIGHT WORDS	
Explanation	*During the orientation programme that runs over Weeks 1 and 2, please take some time to revise the following phonic sounds, phonic words and sight or high frequency words with learners.* *The decodable reading programme built into the reading worksheets assumes that learners know the phonic sounds that are the same in African languages and English, and that they can read approximately 75 basic sight or high frequency words.* *It is a good idea to review a few sounds and words every day.*
Sounds	**/b/ /d/ /e/ /f/ /h/ /i/ /j/ /k/ /l/ /m/ /n/ /p/ /s/ /t/ /y/ /v/ /w/**
Activity	1. Explain to learners that many single letters sound the same in African languages and in English. 2. Tell learners that you will spend some time revising these sounds, and you will practice blending these sounds together to make words. 3. Write the following sounds on the chalkboard: **b, d, e, f, h, I, j, k, l, m, n, p, s, t, y, v, w.** 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times.

<table>
<tr><td>Activity</td><td>5. Write the following words on the chalkboard and sound each word out as follows:
/b/ - /i/ - /d/ = bid
/h/ - /i/ - /t/ = hit
/t/ - /i/ - /n/ - tin
/w/ - /e/ - /b/ = web
/v/ - /e/ - /t/ = vet
/s/ - /i/ - /p/ = sip
6. Ask learners to sound out and read each word after you.</td></tr>
<tr><td>Word find</td><td>Write the following table on the chalkboard:
<table><tr><td>b</td><td>m</td><td>n</td><td>d</td></tr><tr><td>e</td><td>i</td><td>h</td><td>j</td></tr><tr><td>p</td><td>s</td><td>t</td><td>l</td></tr></table>
MODEL
1. Review all of the sounds in the table.
2. Tell learners to copy the table into their exercise books.
3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.
4. Show learners how to build one or two words, like: dip or sit</td></tr>
<tr><td>Sight or high frequency words</td><td>1. Explain to learners that there are some words that cannot be sounded out in English.
2. There are also some words that appear frequently in texts.
3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight.
4. Tell learners that during orientation, we are going to revise fifty common sight words.
5. Write a few of these the sight words on the chalkboard every day, and tell learners to take note of the following as you read the words:
a. The first sound
b. The spelling of the word
c. The meaning (unless it is a word that doesn’t really carry meaning)
6. Read the words three times and tell learners to repeat after you: the, and, a, to, said, in, he, I, of, it, you, they, on, she, is, for, at, his, but, that, with, all, we, can, are, up, had, my, her, there, out, this, have, went, be, like, some, so, not, then, were, go, little, ask, mum, one, them, do, me, down, dad, big, when, it’s, see, looked, very, look, don’t, come, will, into, back, from, children, him, Mr / Mrs, get, just, now, came, ill, about, got, their</td></tr>
</table>

ORIENTATION: WEEK 1 MONDAY	
MONDAY	
CLASSROOM ENTRANCE	***Getting ready*** 1. Go over your class list. 2. Organise the desks appropriately – preferably into groups of desks. 3. Decide how you will assign seats to learners. ***Instructions*** 1. Greet learners outside the classroom. 2. Explain that you don't want learners coming into the room in chaos. 3. Explain how you expect learners to enter the classroom. 4. Call on learners to enter the classroom. Instruct the learners where to sit.
QUESTION OF THE DAY	1. Today, you will need to assign learners into **Question of the Day** groups. 2. You will need our or eight groups, depending on the size of your class. Try not to have more than 8-10 learners per group. a. It is a good idea to seat each group together – these can be mixed-ability groups. b. Learners need to know which group they are in. c. Assign learners and name them. 3. Play a game with the learners to help them to remember their groups. a. Call different groups to stand up and then sit down.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Explain that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, some learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Explain that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc.). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself as an example, say: Ms Kgobane and clap three times. 6. All the learners must then say: Ms Kgobane and clap three times. 7. Call one Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.

CHOOSE BOOK MONITORS	1. Explain that in our class, we will have monitors who do different jobs. 2. One of the jobs will be to hand out books to all the learners in the class. 3. Explain that throughout the year different learners will get a turn to do this job, so everyone must pay attention! 4. Show learners where the DBE workbooks and EFAL exercise books are kept. 5. Show learners how the books are neatly stacked. You may want to sort your books, so that each group's books are together. 6. Explain that when you call the monitors, they must each take some of the books. They must look at the name on the front of the book and bring it to the correct learner at their desk. If they do not know the name, they can call the name out to see who the book belongs to. 7. Monitors must do this quickly and quietly, so we have time to do our work! 8. Choose the first set of book monitors (for instance: one person from each group of desks or one person per row).
EXPLAIN THE TOILET PROCEDURE	1. (We suggest utilising a bathroom pass. You can easily make a bathroom pass out of cardboard.) 2. Show learners where the bathroom pass is kept. 3. Explain to learners that only one learner will be allowed to use the bathroom at a time. 4. Learners do not need to ask the teacher to use the bathroom – the must take the bathroom pass and quickly go to the bathroom. 5. They must put the pass back in the correct spot when they return. 6. If the bathroom pass is being used, the next learner must wait for it. 7. *If it is an emergency, the learner may speak to the teacher.
INDEPENDENT WORK EXPECTATIONS	***Explanation*** 1. Explain that this year, learners will do a lot of work independently. 2. Explain that we will need to practice what it means to do independent work. 3. Explain that when learners do independent work, they must sit quietly at their desks. They must work on the assigned task. 4. Explain that if learners have a question or cannot read a word, they can ask the person sitting next to them. They may not get out of their seats. If they cannot find the answer to the question, they can: a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 5. Explain that if learners want to use the toilet, they must use the pass (as discussed above).

	6. Explain that if learners finish the assigned task, they may choose another text in the DBE workbook to read. You expect learners to be reading or writing for the entire period, until you call them back together! ***Instructions*** 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 2. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. Help monitors do this quickly and quietly.
ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. You have 8 days to assess learners. Divide your class into 8 so you know how many learners you must assess each day. *2. Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.* 3. Have three texts available (DBE books can be used): a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the following rubric to help you:

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
• This learner knows no or very few sight words. • This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words.	• This learner knows just a few common sight words. • This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words.	• This learner knows many common sight words. • This learner needs help to decode some previously unseen words.	• This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency.	• This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class.

BOOK MONITORS COLLECT BOOKS	1. Explain that at the end of a task, the book monitors will collect all the books and put them neatly back into the stack. 2. Explain that each monitor must collect the books from their seating group / row. 3. Then, they must quietly come and put them away. 4. Call on the new book monitors to practice this task. 5. Help them to complete the task.
DISMISSAL	1. Explain that when the bell rings, learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they hear the bell. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their Question of the Day groups. (For example, the red group is dismissed, the blue group is dismissed, etc.)

ORIENTATION: WEEK 1 TUESDAY	
TUESDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. **Ask learners:** How do I expect you to enter the classroom? 3. Remind learners about your expectations for how they enter the classroom. 4. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups. 2. Call different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you touch a learner on the head, they must walk quietly back to their seat.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, say: Ms Kgobane and touch your toes. 6. All the learners must then say: Ms Kgobane and touch their toes. 7. Call a new Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.
REVISE BOOK MONITORS	1. **Ask learners:** What do book monitors do? 2. Remind learners that the book monitors hand out books quietly and quickly to the other learners in the class. 3. Instruct all of the book monitors chosen on Monday to stand up. 4. Explain that these learners must be ready to hand out learner books at any time!

REVISE TOILET PROCEDURE	1. Remind learners that in this class, we have a special procedure for going to the bathroom. 2. Show learners where the bathroom pass is kept. 3. Remind learners that only one learner will be allowed to use the bathroom at a time. 4. Learners do not need to ask the teacher to use the bathroom – they must take the bathroom pass and quickly go to the bathroom. 5. They must put the pass back in the correct spot when they return. 6. If the bathroom pass is being used, the next learner must wait for it. 7. *If it is an emergency, the learner may speak to the teacher. 8. Show learners how they must hold the pass. 9. Explain that learners must not rip or write on the pass.
INDEPENDENT WORK EXPECTATIONS	***Explanation*** 1. Explain that today, we will continue to practice independent work. 2. Address any challenges or problems you saw on Monday. 3. Remind learners that when they do independent work, they must sit quietly at their desks. They must work on the assigned task. 4. Remind learners that if learners have a question or cannot read a word, they can ask the person sitting next to them. They may not get out of their seats. If they cannot find the answer to the question, they can: a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 5. Explain that if learners want to use the toilet, they must use the pass. 6. Explain that if learners finish the assigned task, they may choose another text in the DBE workbook to read. You expect learners to be reading or writing for the entire period, until you call them back together! ***Instructions*** 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 10. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up.

	5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. 7. Help learners do this quickly and quietly.
ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. *2. Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.* 3. Have three texts available (DBE books can be used): a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in Monday lesson) to help you.
BOOK MONITORS COLLECT BOOKS	1. At the end of the independent work time, call on book monitors to stand. 2. Remind the book monitors which books they must collect (their seating group or row). 3. Instruct monitors to collect the books and to quickly put them away.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their Question of the Day groups. (For example, the yellow group is dismissed, the pink group is dismissed, etc.)

ORIENTATION: WEEK 1 WEDNESDAY	
WEDNESDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups. 2. Play a game with the learners by calling different groups to do different tasks, like: a. Red group: stand up b. Orange group: clap three times c. Green group: spin around d. Etc.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, say: Ms Kgobane and make a silly face. 6. All the learners must then say: Ms Kgobane and make a silly face. 7. Call a new Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.
INTRODUCE ATTENTION - GETTER	***Getting ready*** Before class, decide on an attention-getter you will use with the class, like: **Teacher says:** Crocodile, crocodile **Learners say:** Chomp, chomp ***Explanation***: 1. Explain that throughout the year, it will be important for you to easily get learners' attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking, and put their eyes on the teacher.

	Practice: 1. Instruct learners to talk to their partner about anything they want. Wait a few seconds. 2. Say: 'crocodile, crocodile'. 3. Learners should say: 'chomp, chomp'. 4. Learners should stop talking immediately, put their hands in their lap and put their eyes on the teacher. 5. Call out learners who do this well (and quickly!) 6. Practise this a few times.
INDEPENDENT WORK EXPECTATIONS	***Explanation*** 1. **Ask learners:** What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: a. They must sit quietly at their desks. They must work on the assigned task. b. If they have a question or cannot read a word, they can ask the person sitting next to them. c. They may not get out of their seats. d. If they cannot find the answer to the question, they can: a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 4. If they want to use the toilet, they must use the pass. 5. If they finish the assigned task, they may choose another text in the DBE workbook to read. ***Instructions*** 1. Explain that today, learners will practice doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practice independent work using: DBE workbook 1, page 18. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. 7. Help learners do this quickly and quietly.

ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. *Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.* 3. Have three texts available (DBE books can be used): a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in Monday lesson) to help you.
BOOK MONITORS COLLECT BOOKS	1. Call learners together using the attention-getter you have taught. 2. At the end of the independent work time, call on book monitors to stand. 3. Remind the book monitors which books they must collect (their seating group or row). 4. Instruct monitors to collect the exercise books and to quickly put them away.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the beginning sound of their first name, like: a. All learners whose name begins with S may stand up and leave. b. All learners whose name begins with T may stand up and leave. c. Etc.
Note: These are a number of different attention - getters in the 'Classroom Culture' section of this document.	

ORIENTATION: WEEK 1 THURSDAY	
THURSDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups. 2. Call two different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you say a learner's name, they must come to you. 5. Conduct the following quick conversation with each learner who you call. a. Teacher: What is your name? b. Learner: My name is___. c. Teacher (asks class) What is his / her name? d. Class: His / her name is ___. 6. Then, they must WALK quietly back to their seat.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learner's name, and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach for their toes and then the sky, etc). 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, say: Ms Kgobane and make a silly face. 6. All the learners must then say: Ms Kgobane and make a silly face. 7. Call the remaining Question of the Day group up to the front of the room. 8. Allow each learner in the group to introduce themselves.
REVISE ATTENTION - GETTER	1. Remind learners that it is important for you to easily get their attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile', the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking, and put their eyes on the teacher. 4. Practise this one time with learners.

PRACTISE CAREFUL LISTENING	***Explanation*** 1. Explain that this year, we will do a lot of listening. 2. Explain that when it is listening time, learners must work hard to actively focus on what is being said or read. 3. Today, we will play a game to help learners practice their careful listening skills called Simon says. 4. Explain that in this game, learners must listen to the teacher. If the teacher says: Simon says… then the learner must do the action (like: Simon says: stand up). 5. However, if the teacher just says an action without the words 'Simon says', the learner must **not** complete the action (like: stand up). 6. Whoever is the best listener is the winner! ***Play the game*** 1. Call out different actions, like: a. Simon says: Touch your head b. Simon says: Jump c. Touch your toes 2. Learners who complete the actions like 'touch your toes' without the words 'Simon says' are out. They must sit down. 3. Play until you have a winner in the class – someone who has correctly listened to all the instructions!
INDEPENDENT WORK EXPECTATIONS	***Explanation*** 1. **Ask learners:** What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: 4. They must sit quietly at their desks. They must work on the assigned task. 5. If they have a question or cannot read a word, they can ask the person sitting next to them. 6. They may not get out of their seats. 7. If they cannot find the answer to the question, they can: a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 8. If they want to use the toilet, they must use the pass. 9. If they finish the assigned task, they may choose another text in the DBE workbook to read.

ORIENTATION: WEEK: 1 FRIDAY / DAY 5	
FRIDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	1. Today, you will remind learners of their Question of the Day groups.s. 2. Call the remaining two different groups up to the front of the room. 3. Instruct learners to line up by the chalkboard. 4. Explain that when you say a learner's name, they must come to you. 5. Conduct the following quick conversation with each learner who you call. a. Teacher: What is your name? b. Learner: My name is___. c. Teacher (asks class) What is his / her name? d. Class: His / her name is ___. 6. Then, they must WALK quietly back to their seat.
SONG (LEARN ALL NAMES IN YOUR CLASS)	1. Remind learners that it is important for you to know each and every learner's name and for learners to know each other's names! 2. Explain that today, a new group of learners will introduce themselves. Each learner will eventually get a turn to introduce themselves. 3. Remind learners that when it is their turn, the learner must say their name and do any action that they choose (like spin around, reach to their toes and then the sky, etc.) 4. Then, everyone in the class must repeat what the learner does: They will say the learner's name and do their action. 5. Introduce yourself again as an example, like say: Ms Kgobane and touch your toes. 6. All the learners must then say: Ms Kgobane and touch their toes. 7. Call a new Question of the Day groups. up to the front of the room. 8. Allow each learner in the group to introduce themselves.
REVISE ATTENTION GETTER	1. Reminds learners that it is be important for you to easily get learners attention. 2. Explain that anytime learners hear the teacher say 'crocodile, crocodile' the learners must say 'chomp, chomp'. 3. Then, learners must put their hands in their lap, stop talking and put their eyes on the teacher. 4. Practise this one time with learners.

PRACTISE CAREFUL LISTENING	***EXPLANATION*** 1. Remind learners that we need to be careful listeners! 2. Today we will play a game to help learners practise their careful listening skills called Simon says. 3. Remind learners that in this game, they must listen to the teacher. If the teacher says: Simon says… then the learner must do the action (like: Simon says: stand up) 4. However, if the teacher just says an action without the words 'Simon says', the learner must **not** complete the action (like: stand up) 5. Whoever is the best listener is the winner! ***PLAY THE GAME*** 1. Call out different actions, like: a. Simon says: Hop on one foot. b. Simon says: Cover your eyes. c. Spin around. 2. Learners who complete the actions like 'touch your toes' **without** the words 'Simon says' are out. They must sit down. 3. Play until you have a winner in the class – someone who has correctly listened to all the instructions! ***EXPLANATION*** 1. **Ask learners:** What must we do when it is independent work time? 2. Discuss this with learners. 3. Make sure learners know the expectations, like: 4. They must sit quietly at their desks. They must work on the assigned task. 5. If they have a question or cannot read a word, they can ask the person sitting next to them. 6. They may not get out of their seats. 7. If they cannot find the answer to the question they can: a. Skip the question or word. b. Circle the question or word so they can try to come back to it later. c. Write down their question so they remember to ask the teacher when the lesson is over. 8. If they want to use the toilet, they must use the pass. 9. If they finish the assigned task, they may choose another text in the DBE workbook to read.

INDEPENDENT WORK EXPECTATIONS	***INSTRUCTIONS*** 1. Explain that today, learners will practise doing work in their own DBE workbook. You will call individual learners to come up to your desk and read to you. All other learners in the class must keep working! 2. Explain that today, learners will practise independent work using: DBE workbook 1, page 52. 3. Explain that learners will read this story to themselves. 4. Call on the book monitors to stand up. 5. Point to where the DBE workbooks are located. 6. Instruct the book monitors to hand out the DBE workbooks. 7. Help learners do this quickly and quietly.
ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. *Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.* 3. Have three Home language texts available (DBE books can be used) a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found on Monday lesson) to help you.
BOOK MONITORS COLLECT BOOKS	1. Call learners together using the attention-getter you have taught. 2. At the end of the independent work time, call on book monitors to stand. 3. Remind the book monitors which books they must collect (their seating group or row). 4. Instruct monitors to collect the exercise books and to quickly put them away.
DISMISSAL	1. Remind learners must sit and wait to be dismissed – they must not grab all of their things and leave just because they the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the ending sound of their first name, like: a. All learners whose name ends with P may stand up and leave. b. All learners whose name ends with E may stand up and leave. c. Etc.

NOTES

GRADE 5 - TERM 1

THEME:
ORIENTATION

"The urgent can drown out the important."
– Marissa Mayer

<table>
<tr><th colspan="2">ORIENTATION: WEEK 2 MONDAY</th></tr>
<tr><td colspan="2">MONDAY</td></tr>
<tr><td>CLASSROOM ENTRANCE</td><td>1. Greet learners outside the classroom.
2. Remind learners about your expectations for how they enter the classroom.
3. Instruct learners to enter the classroom and find their seats.</td></tr>
<tr><td>QUESTION OF THE DAY</td><td>Before class, draw the following question and graph on the chalkboard:
What is your favourite colour?

<table><tr><td></td><td></td><td></td></tr><tr><td>orange</td><td>purple</td><td>green</td></tr></table>
1. Use modelling to show learners how to answer the question.
2. Call GROUP 1 to come and line up.
3. Explain that each learner must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
a. Teacher: What is your favourite colour?
b. Learner: My favourite colour is__.
c. Teacher (asks class): What is his / her favourite colour?
d. Class: His / her favourite colour is__.
6. Then, the learner must walk quietly back to their seat.
7. All other learners must listen carefully and quietly.

<table><tr><td>QUESTION</td><td>What is your favourite colour?</td></tr><tr><td>GRAPH</td><td>3-column graph</td></tr><tr><td>OPTIONS</td><td>orange / purple / green</td></tr><tr><td colspan="2">FOLLOW-UP QUESTIONS</td></tr><tr><td>QUESTION</td><td>What is your favourite colour?</td></tr><tr><td>ANSWER</td><td>I like orange.</td></tr><tr><td>ANSWER</td><td>I like purple.</td></tr><tr><td>ANSWER</td><td>I like green.</td></tr></table></td></tr>
</table>

DEVELOP CLASS RULES	1. Explain that we will work together to learn all year. It is important that our classroom is a happy and safe place for us all to work together. 2. **Ask learners:** What rules do you think must always be true in our classroom? 3. Brainstorm a list of rules on the chalkboard. Try to write rules in the positive and not the negative, like: a. We use kind words b. We try our hardest c. We encourage our friends d. We follow directions e. We listen carefully to the speaker (Try to avoid: We don't…) 4. Discuss learners' suggestions. 5. Come up with a final list of rules that all learners agree to follow. a. Try to have a maximum of 6 **to** 7 rules. These rules need to be easy for learners to memorise. b. Try to be specific – words like 'respect' can mean a lot of different things. Try to use rules that explain what something looks or sounds like! 6. Reminder: Use the attention-getter taught in Week 1 to get learners' attention! 7. After class, write these rules on a large paper or posterboard so they can be permanently displayed in the classroom for the year.
CHOOSE A VOLUME MONITOR	1. Before class begins, make a sign that says: CHECK YOUR VOLUME. 2. Explain that in our class, we will have monitors who do different jobs. 3. One of the jobs will be to help make sure the volume doesn't get too loud during independent work time. 4. Explain that different learners will get a turn to do this job throughout the year, so everyone must pay attention! 5. Explain that often, during independent work time, we will need to talk to other learners. 6. Explain that we will need to talk in a soft voice, so that our partner can hear us but other people cannot. 7. Model a soft voice for learners. 8. Instruct learners to turn to the person next to them and practise their soft voice. 9. Explain that the volume monitor will keep the volume sign. Hold up the sign and read it for learners: CHECK YOUR VOLUME. 10. Explain that if one person or pair is talking too loudly, the volume monitor will walk over to them and hold up the sign. 11. Choose one person to be the first volume monitor. Give this learner the sign.

INDEPENDENT WORK: SETTING UP A PERSONAL DICTIONARY	1. Explain that learners will set up a personal dictionary today, which they will use throughout the entire year for new vocabulary words. 2. Explain that a personal dictionary is a **resource** for learners – they can use it to remember words! 3. Hand out learner exercise books. (If your school has a separate exercise book that you can use as a personal dictionary, please do so.) 4. Instruct learners to turn to the back of their exercise books. 5. Instruct learners to count back 9 pages, so that they will have 9 full pages for their personal dictionaries. 6. At the top of the 9th page, learners must write: MY PERSONAL DICTIONARY: A special **resource** for new vocabulary words! 7. Then, learners must make a space for each letter of the alphabet. They should divide each of the 9 pages into 3, which will give them 27 spaces. They must then label each space with a letter of the alphabet, working in alphabetical order. The 9th page will look like this: MY PERSONAL DICTIONARY: A special **resource** for new vocabulary words! **Aa** **Bb** **Cc** 8. Remind learners to work independently. 9. Remind learners to use their soft voice as they work. 10. Remind the volume monitor to stand up and show the sign to any learners who are speaking too loudly!

ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. *Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.* 3. Have three texts available (DBE books can be used): a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric below to help you:

I think this learner reads at: Level 1	**I think this learner reads at: Level 2**	**I think this learner reads at: Level 3**	**I think this learner reads at: Level 4**	**I think this learner reads at: Level 5**
• This learner knows no or very few sight words. • This learner does not seem to recognise many letter - sound relationships, and struggles to decode most phonetically regular words, even common words.	• This learner knows just a few common sight words. • This learner does not recognise some letter - sound relationships, and struggles to decode many previously unseen words.	• This learner knows many common sight words. • This learner needs help to decode some previously unseen words.	• This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency.	• This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class.

DISMISSAL	1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their favourite colour. • All learners whose favourite colour is red may stand up and leave. • All learners whose favourite colour is brown may stand up and leave. • Etc.

ORIENTATION: WEEK 2 TUESDAY	
Tuesday	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	Before class, draw the following question and graph on the chalkboard: What is your favourite colour?

pink	blue	red

1. Use MODELLING to show learners how to answer the question.
2. Call GROUP 2 to come and line up.
3. Explain that each child must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
   a. Teacher: What is your favourite colour?
   b. Learner: My favourite colour is__.
   c. Teacher (asks class): What is his / her favourite colour?
   d. Class: His / her favourite colour is__.
6. Then, they must walk quietly back to their seat.
7. All other learners must watch quietly.

QUESTION	**What is your favourite colour?**
GRAPH	3-column graph
OPTIONS	pink / blue / red
FOLLOW-UP QUESTIONS	
QUESTION	**What is your favourite colour?**
ANSWER	I like pink.
ANSWER	I like blue.
ANSWER	I like red.

DISCUSS CLASS RULES	1. Show learners that you have made a poster that displays all the CLASS RULES that were decided on. 2. Ask each group of learners to come up and sign the class rules, to show that they accept them, and agree to follow them. 3. Then, stick the class rules in their permanent location. 4. Read each rule. 5. **Ask learners:** What does this rule mean? / What is an example of this rule? 6. Remind learners that they must always follow the rules in this classroom!
INTRODUCE TURN AND TALK PROCEDURE	1. Explain that this year, we will do a lot of sharing with a partner. 2. Explain that today, we will practise what to do when you are instructed to TURN AND TALK. 3. Instruct learners to look at the person next to them to find their partner. 4. Walk around the room and help make sure that each learner has a partner. 5. Explain that when learners TURN AND TALK, they will take turns talking and listening to their partner. 6. Explain that learners must talk in a soft voice – their partner must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners to use. 8. **Ask learners:** How old are you? 9. Instruct learners to practise turn and talk. They must turn to their partner and answer this question. 10. Give learners 30 seconds to answer the question with their partner. 11. Call learners back together. 12. **Ask learners:** What did your partner say? 13. Call on a few learners to tell you what their partner said. 14. Explain that during turn and talk, learners must listen carefully to what their partner says, so that they can always answer this question!
INDEPENDENT WORK: USING A PERSONAL DICTIONARY	***Getting ready*** Write the following page from the personal dictionary on the board before class begins: **Uu** **Vv** **Ww**

	Explanation 1. Remind learners that yesterday, they set up their personal dictionaries. 2. Remind learners that a personal dictionary is a resource for learners – they can use it to remember words! 3. Explain that each week, learners will add new vocabulary words to their personal dictionaries. 4. Explain that today, we will revise some important question words that learners will need to know and use throughout the entire year. ***Teacher explains and models (I DO)*** 1. Write the following words on the board: **who**, **what, when.** 2. Use PATS to explain the meaning of the word 'who', like: 'Who' is a question word that asks us to think about a person or character. 3. Explain that 'who' is a vocabulary word we will add to our personal dictionaries. 4. Explain that learners will need to find the letter Ww in their personal dictionaries. They will add the word and definition under the letter Ww so that it is easy to find later. 5. Explain that learners will not just add the word, but a definition or a sentence to help them remember the word. 6. Write an example definition on the board, like: **Who**: Who am I? I am Ma'am Mohlapo.
ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. *Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.* 3. Have three home language texts available (DBE books can be used): a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you.

TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES	1. Remind learners that before this activity, we learnt how to turn and talk. 2. Remind learners that they must turn to their partner and read the sentences they have written for the words 'who' and 'what'. 3. Remind learners that they must take turns reading and they must use a soft voice. 4. Give learners 3 **to** 5 minutes to turn and talk with their partner. 5. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 6. Call learners back together. 7. **Ask learners:** What did your partner write? 8. Call on 2 **to** 3 learners to tell you what their partner wrote.
TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES	1. Remind learners that before this activity, we learnt how to turn and talk. 2. Remind learners that they must turn to their partner and read the sentences they have written for the words 'who' and 'what'. 3. Remind learners that they must take turns reading and they must use a soft voice. 4. Give learners 3 **to** 5 minutes to turn and talk with their partner. 5. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 6. Call learners back together. 7. **Ask learners:** What did your partner write? 8. Call on 2 **to** 3 learners to tell you what their partner wrote.
DISMISSAL	1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the number of syllables in their first name, like: a. All learners whose name has 2 syllables may stand up and leave. b. All learners whose name has 3 syllables may stand up and leave. c. Etc.

ORIENTATION: WEEK 2 WEDNESDAY	
WEDNESDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	Before class, draw the following question and graph on the chalkboard: How do you feel today?

happy	angry	sad

1. Use MODELLING to show learners how to answer the question.
2. Call GROUP 3 to come and line up.
3. Explain that each child must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
   a. Teacher: How do you feel today?
   b. Learner: I feel __.
   c. Teacher (asks class): How does he/she feel today?
   d. Class: He/she feels __.
6. Then, they must walk quietly back to their seat.
7. All other learners must watch quietly.

QUESTION	**How do you feel today**
GRAPH	3-column graph
OPTIONS	happy / angry / sad
FOLLOW-UP QUESTIONS	
QUESTION	**How do you feel today?**
ANSWER	I feel happy.
ANSWER	I feel angry.
ANSWER	I feel sad.

DISCUSS CLASS RULES	1. Point out the class rules in their permanent location. 2. Read each rule. 3. **Ask learners:** What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom!
REVISE TURN AND TALK PROCEDURE	1. Explain that today, we will practise what to do when you are instructed to turn and talk. 2. Instruct learners to look at the person next to them to find their partner. 3. Walk around the room and help make sure that each learner has a partner. 4. Remind learners that when they turn and talk, they will take turns answering a question, telling each other something, or reading to each other. 5. Remind learners that they must talk in a soft voice – their partner must be able to hear them, but it should be quiet enough that no one else can! 6. Model the volume you expect learners to use. 7. **Ask learners:** What is something you like to do outside of school? 8. Instruct learners to practise turn and talk. They must turn to their partner and answer this question. 9. Give learners 30 seconds to answer the question with their partner. 10. Call learners back together. 11. **Ask learners:** What did your partner say? 12. Call on a few learners to tell you what their partner said. 13. Remind learners that during turn and talk, learners must listen carefully to what their partner says so that they can always answer this question!
INDEPENDENT WORK: USING A PERSONAL DICTIONARY	***Explanation*** 1. Remind learners that a personal dictionary is a **resource** for learners – they can use it to remember words! 2. Explain that each week, learners will add new vocabulary words to their personal dictionaries. 3. Explain that today, we will revise some important question words that learners will need to know and use throughout the entire year. ***Teacher explains and models (I DO)*** 1. Write the following words on the board: **how, where, why.** 2. Use PATS to explain the meaning of the word 'how', like: 'How' is a word that is used in lots of different ways. It tells us about the way in which something happened. 3. Explain that 'how' is a vocabulary word we will add to our personal dictionaries.

INDEPENDENT WORK: USING A PERSONAL DICTIONARY	4. Explain that learners will need to find the letter Hh in their personal dictionaries. They will add the word and definition under the letter Hh so that it is easy to find later. 5. Explain that learners will not just add the word, but a definition or a sentence to help them remember the word. 6. Write an example definition on the board, like: **How**: How do I get to school? I walk to school. ***Teacher and learners do together (WE DO)*** 1. Use PATS to explain the meaning of the word 'where', like: 'Where' is a question word that asks us to think about a place. 2. **Ask learners:** Where will you put this word in your personal dictionary? 3. Make sure learners understand it must go under the letter Ww. 4. **Ask learners:** What sentence can you make using the word 'where'? 5. Write some examples on the board, like: a. Where do you live? b. Where do you go to school? c. Where is your mother? d. Where do you want to go? 6. Use PATS to explain the meaning of the word 'why', like: 'Why' is a question word that asks us about the reason for something. 7. **Ask learners:** What sentence can you make using the word 'why'? 8. Write some examples on the board, like: a. Why do we go to school? We go to school to learn. b. Why are you sad? c. Why are you happy? ***Learners do independently (YOU DO)*** 1. Tell the book monitors to hand out the learners' exercise books. 2. Instruct learners to turn to their personal dictionaries. 3. Remind learners that they will need to add the words: 'how', 'where' and 'why'. 4. Explain that learners should not copy one of the sentences from the board – they should write a sentence that makes sense to them! 5. Give learners time to add the words and definitions / sentences to their personal dictionaries. 6. Remind learners that if they finish early, they may add details or sentences to their entry. 7. Remind learners to work independently. 8. Remind learners to use their soft voice as they work. 9. Remind the volume monitor to stand up and show the sign to any learners who are speaking too loudly!

ASSESS EACH LEARNER'S READING LEVEL	1. While the learners are busy practising independent work, call learners up individually to read to you. 2. *Make sure to monitor and check on learners' independent work between each learner who reads – get up and walk around to check that learners are on task. Praise learners who are working independently.* 3. Have three home language texts available (DBE books can be used): a. One average text b. One easier text c. One harder text 4. This will allow you to group learners according to their abilities for Group Guided Reading. 5. Use the rubric (found in the Monday lesson) to help you.
TURN AND TALK PRACTICE: DISCUSSING DICTIONARY ENTRIES	1. Remind learners that when we turn and talk, we turn to our partner and talk softly. 2. Remind learners that they must turn to their partner and read the sentences they have written for the words: 'how', 'where' and 'why'. 3. Give learners 3-5 minutes to turn and talk with their partner. 4. As learners turn and talk, walk around the room and make sure learners are reading to each other in a soft voice. 5. Call learners back together. 6. **Ask learners:** What did your partner write? 7. Call on 2 **to** 3 learners to tell you what their partner wrote.
DISMISSAL	1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by the number of syllables in their first name, like: a. All learners whose name has 2 syllables may stand up and leave. b. All learners whose name has 3 syllables may stand up and leave. c. Etc.
NOTE: YOU MUST DETERMINE SAME-ABILITY READING GROUPS BEFORE THURSDAY. Remember, there should be 5 different groups.	

ORIENTATION: WEEK 2 THURSDAY	
THURSDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
QUESTION OF THE DAY	Before class, draw the following question and graph on the chalkboard: How do you feel today?

happy	angry	sad

1. Use MODELLING to show learners how to answer the question.
2. Call GROUP 4 to come and line up.
3. Explain that each child must use the CHALK to make an X in the graph.
4. Then, they must pass the chalk to the next person in line.
5. Next, they must step over to the teacher to answer a question.
   a. Teacher: How do you feel today?
   b. Learner: I feel __.
   c. Teacher (asks class): How does he/she feel today?
   d. Class: He/she feels __.
6. Then, they must walk quietly back to their seat.
7. All other learners must watch quietly.

QUESTION	**How do you feel today**
GRAPH	3-column graph
OPTIONS	happy / angry / sad
FOLLOW-UP QUESTIONS	
QUESTION	**How do you feel today?**
ANSWER	I feel happy.
ANSWER	I feel angry.
ANSWER	I feel sad.

DISCUSS CLASS RULES	1. Point out the class rules in their permanent location. 2. Read each rule. 3. **Ask learners:** What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom!
INTRODUCE SMALL GROUP DISCUSSION PROCEDURE	1. Explain that this year, we will do some work in small groups of four. 2. Explain that today, we will practise what to do when you are instructed to BREAK INTO SMALL GROUPS. 3. Instruct learners to split into small groups. (These small groups should just be based on who learners are sitting near! They can change from day to day. Explain how learners should do this – this will depend on how your room is set up!) 4. Walk around the room and help make sure that each learner is in a small group of four learners. 5. Explain that when learners discuss in a small group talking and listening to the other learners in their group. 6. Explain that learners must talk in a soft voice – the people in their group must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners to use. 8. **Ask learners:** Which rule do you think is most important? Why? 9. Instruct learners to practise discussing this question in their small groups. 10. Give learners 2 **to** 3 minutes to discuss this question in their group. 11. Call learners back together. 12. **Ask learners:** What did the people in your group think? Did you agree or disagree? 13. Call on a few learners to tell you about their discussion. 14. Explain that during small group discussion, learners must listen carefully to what their group members say, so that they can always answer this question!
WRITING HEADINGS	1. Explain that in our writing, it is important that we write quickly and that we don't waste too much time writing a header. 2. Explain that each time the learners write, they must write the date. 3. They must not write their name at the top of the page – their name is already on the front of their books! 4. Point out where the date is located on the board, so learners know where to find it!

COMPLETE A SHORT WRITING TASK	***Explanation*** 1. Explain that when we do writing tasks this year, you will expect learners to write for the entire writing period. 2. Explain that you do not want to hear the words 'I'm done'. 3. Explain that when learners think they are done, they can add details or sentences to their writing. We can use the time to improve our writing! ***Teacher models (I DO)*** 1. Write the following questions on the board: a. Who are you? b. What do you like to do? c. Where do you live? d. When is your birthday? e. Why do you like school? 2. Explain that learners should write a paragraph about themselves that answers all of these questions in it. 3. Remind learners that they must write a quick heading (the date!) at the top of their papers. 4. Model writing the heading. 5. Model answering one of the questions, like: I am Mr Mabona. 6. Remind learners that they must keep writing until the time is up – if they think they are done, they can add details or sentences to their writing to make it more interesting! ***Learners write (YOU DO)*** 1. Tell the book monitors to hand out the learners' exercise books. 2. Instruct learners to turn to the first blank page. 3. Give learners 10 minutes to write their paragraphs. 4. Remind learners to keep writing for the entire time! 5. As learners write, walk around the room and help learners. ***Small Group Discussion*** 1. Remind learners that when we have a small group discussion, we work in groups of four. 2. Instruct learners to form small groups again with the people sitting near to them, same as we just did! 3. Give learners time to discuss their paragraphs with their group. 4. As learners discuss, walk around the room and make sure learners are reading to each other and discussing in a soft voice. 5. Call learners back together. 6. **Ask learners:** What did you learn about the people in your group? 7. Call on one learner from each small group to answer the question.

GROUP GUIDED READING GROUPS	1. Before class begins, you must determine who will be in each same-ability reading group. 2. Today, you will need to assign learners into their GROUP GUIDED READING GROUPS. 3. Explain that learners will come read with the teacher once every second week with their group. 4. ***Note:*** *Make sure learners do not know that these are same- ability groups, and they do not know the level of each group. This is just for the teacher to know!* 5. Assign groups. Call out learners' names and instruct them to meet with the other learners in their groups. 6. Instruct each group to choose a group name (like an animal, flower, brand name, etc.). 7. Give learners 2 **to** 3 minutes to choose a group name. 8. Call on each group to tell you their group name. Write down the group names so you remember the group names and can use them! 9. Instruct learners to go back to their seats. 10. Play a game with the learners to help them to remember their groups. a. Call different groups to STAND UP and then SIT DOWN.
DISMISSAL	1. Remind learners that they must sit and wait to be dismissed – they must not grab all of their things and leave just because the bell rings. (The bell indicates the period is over, but the teacher dismisses them!) 2. Explain that when the bell rings, learners must begin putting things away. 3. They must then sit quietly in their seats and wait to be dismissed. 4. Call learners to be dismissed by their group guided reading groups.

ORIENTATION: WEEK 2 FRIDAY	
FRIDAY	
CLASSROOM ENTRANCE	1. Greet learners outside the classroom. 2. Remind learners about your expectations for how they enter the classroom. 3. Instruct learners to enter the classroom and find their seats.
DISCUSS CLASS RULES	1. Point out the class rules in their permanent location. 2. Read each rule. 3. **Ask learners:** What does this rule mean? / What is an example of this rule? 4. Remind learners that they must always follow the rules in this classroom!
REVISE SMALL GROUP DISCUSSION PROCEDURE	1. Explain that this year, we will do some work in small groups of four. 2. Explain that today, we will practise what to do when you are instructed to BREAK INTO SMALL GROUPS. 3. Instruct learners to split into small groups. (Explain how learners should do this – this will depend on how your room is set up!) 4. Walk around the room and help make sure that each learner is in a small group of four learners. 5. Explain that when learners discuss in a small group talking and listening to the other learners in their group. 6. Explain that learners must talk in a soft voice – the people in their group must be able to hear them, but it should be quiet enough that no one else can! 7. Model the volume you expect learners to use. 8. **Ask learners:** Which rule do you think is most important? Why? 9. Instruct learners to practise discussing this question in their small groups. 10. Give learners 2 **to** 3 minutes to discuss this question in their group. 11. Call learners back together. 12. **Ask learners:** What did the people in your group think? Did you agree or disagree? 13. Call on a few learners to tell you about their discussion. 14. Explain that during small group discussion, learners must listen carefully to what their group members say, so that they can always answer this question!
COMPLETE A SHORT WRITING TASK	***Small Group Discussion*** 1. Remind learners that when we have a small group discussion, we work in groups of four. 2. Instruct learners to form small groups again with the people sitting near to them, same as yesterday! d. What do you want to read about this year? e. What is something you are good at in school? f. What is something you want to improve on in school?

	3. Give learners time to discuss their paragraphs with their group. 4. As learners discuss, walk around the room and make sure learners are reading to each other and discussing in a soft voice. 5. Call learners back together. 6. **Ask learners:** What did you learn about the people in your group? 7. Call on one learner from each small group to answer the question.
INTRODUCE PAIR READING EXPECTATIONS	1. Revise the expectations for working independently. 2. Explain that sometimes when we work independently, we will do pair reading. 3. Explain that pair reading is when we take turns reading with a partner. 4. While our partner is reading, we listen to them read. We follow the words on the page with our eyes and read inside our heads! 5. Explain that if our partner gets stuck on a word, we can try to help them figure it out. If neither of us can figure it out, we can skip the word and keep reading. 6. Hand out DBE workbooks. (Call on book monitors to do this. Help book monitors do this quickly and quietly as needed!) 7. Instruct learners to turn to **page 18**. They will read the lead (first paragraph) of the text ***Girl rescues three-year-old*** with their partner. 8. Instruct learners to turn and read with their partner. 9. As learners read, walk around the room and make sure learners understand how to do pair reading. 10. After 3 **to** 5 minutes call learners back together. Address any challenges you have seen. 11. Then, explain that learners will first read the text alone and with a pair. If the pair has time, they can then discuss the questions at the bottom of **page 18.**
COMPLETE A SHORT WRITING TASK	***Explanation*** 1. Explain that when we do writing tasks this year, you will expect learners to write for the entire writing period. 2. Explain that you do not want to hear the words 'I'm done'. 3. Explain that when learners think they are done, they can add details or sentences to their writing. We can use the time to improve our writing! ***Teacher models (I DO)*** 1. Write the following questions on the board: a. What do you like to learn about? b. What is your favourite subject? c. What do you hope to learn about this year?

	d. What do you want to read about this year? e. What is something you are good at in school? f. What is something you want to improve on in school? 2. Explain that learners should write a paragraph about themselves that answers all of these questions in it. 3. Remind learners that they must write a quick heading (the date!) at the top of their papers. 4. Model writing the heading. 5. Model answering one of the questions, like: I like to learn about different cultures. 6. Remind learners that they must keep writing until the time is up – if they think they are done, they can add details or sentences to their writing to make it more interesting! ***Learners write (YOU DO)*** 1. Tell the book monitors to hand out the learners' exercise books. 2. Instruct learners to turn to the first blank page. 3. Give learners 10 minutes to write their paragraphs. 4. Remind learners to keep writing for the entire time! 5. As learners write, walk around the room and help learners.
GROUP GUIDED READING GROUPS	1. Today, you will remind learners of their GROUP GUIDED READING GROUPS. 2. Take turns calling each group up to the front of the room. 3. Instruct learners in the group to sit on the carpet on the floor. 4. Instruct the rest of the class to keep reading **page 18** independently or with a partner. 5. Sit down quickly with the small group. 6. Tell learners that they are a reading group. They will help and support each other to be better and more critical readers this year! 7. Instruct the learners to go back to their seats and go back to reading page 18.
CONCLUSION AND DISMISSAL	1. Explain that you are very proud of learners for all of their hard work over the past few weeks. 2. Explain that we have learnt so many things to help our classroom become a happy and safe place to learn this year. 3. Explain that next week, we will begin learning about the theme: **Sharks**. 4. Call learners to be dismissed by their group guided reading groups.

GRADE 5 - TERM 1

THEME:
SHARKS

"Sharks are beautiful animals and if you're lucky enough to see lots of them, that means you're in a healthy ocean. You should be afraid if you are in the ocean and you don't see sharks."
- Sylvia Earl

TERM 1: WEEK 3	
OVERVIEW	
THEME	**Sharks**
THEME VOCABULARY	shark, fin, afraid, brave, ocean, safe, dangerous, lifeguard, current, beach
LSC	Past tense
COMPREHENSION STRATEGY	Think about the text (Wonder) Make inferences
WRITING GENRE	Factual recount
WRITING TOPIC	An incident at the beach
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting articles about shark attacks. 5. Try to find some pictures of sharks, the beach or the ocean. Try to find some real objects for your theme table, such as some sand, a shark's tooth or some sharkskin. 6. Do some research on the internet to find out some interesting information to prepare for this theme. For instance, find out how long sharks have been in existence. (Clue: it's longer than dinosaurs!)

<table>
<tr><th colspan="3">WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES</th></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 26
2. Instruct learners to look at the title, headings and pictures in the text.</td></tr>
<tr><td>INTRODUCE THE THEME</td><td colspan="2">1. Tell learners the title of the theme.
2. Activate learners' background knowledge about the theme.
3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.
4. Fill in the first part of the K-W-L chart.</td></tr>
<tr><td rowspan="9">SONG / RHYME</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Three little fish, swimming in the sea</td><td>Hold up <u>three</u> fingers</td></tr>
<tr><td>Teasing Mr Shark: 'You can't catch me, you can't catch me!'</td><td>Put your hands on your out by your ears, like you are teasing</td></tr>
<tr><td>But along came Mr Shark, quiet as can be</td><td>Put your hands together, pretend they are a swimming shark</td></tr>
<tr><td>And SNAP!</td><td>Clap your hands together once, like they are a shark's mouth</td></tr>
<tr><td colspan="2">(Repeat with two and one)</td></tr>
<tr><td>No little fish, swimming in the sea</td><td>Hold up <u>zero</u> fingers</td></tr>
<tr><td>Along came Mr Shark, hungry as can be</td><td>Put your hands together, pretend they are a swimming shark</td></tr>
<tr><td>Please don't get me, please don't get me!</td><td>Pretend to swim as fast as you can!</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">shark, fin, afraid, brave, ocean</td></tr>
<tr><th colspan="3">QUESTION OF THE DAY</th></tr>
<tr><td>Question</td><td colspan="2">How would you feel if you saw a big grey fin in the water?</td></tr>
<tr><td>Answer frame</td><td colspan="2">I would feel (afraid / brave) if I saw a big grey fin in the water.</td></tr>
<tr><td>Graph</td><td colspan="2">2-column graph</td></tr>
<tr><td>Options</td><td colspan="2">afraid / brave</td></tr>
</table>

FOLLOW-UP QUESTIONS	
Question	**How many learners would feel afraid if they saw a big grey fin?**
Answer	__ learners would feel afraid if they saw a big grey fin.
Question	**How many learners would feel brave if they saw a big grey fin?**
Answer	__ learners would feel brave if they saw a big grey fin.
Question	**How would more learners feel if they saw a big grey fin?**
Answer	More learners would feel __ if they saw a big grey fin.
Question	**How would fewer learners feel if they saw a big grey fin?**
Answer	Fewer learners would feel __ if they saw a big grey fin.
Question	**How would you feel if you saw a big grey fin in the water?**
Answer	I would feel afraid if I saw a big grey fin in the water.
Answer	I would feel brave if I saw a big grey fin in the water.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: MONDAY / DAY 1: LISTENING

LISTEN TO…

1. This week, learners will listen to a story: *Sonto's beach adventure*
2. **FIRST READ**: Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions and actions.
3. **SECOND READ**: Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ**: Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	Second Read: Share Thoughts (Model)	Third Read: Ask Questions
Sonto had waited for months for her family's beach day to finally come. It would be her first time to see the ocean. Sonto was so curious about the sea. She was curious about how the sea would smell. She was curious how the sand would feel between her toes. She was curious about how it would feel to swim in the big waves. Today was finally the day she would find out!	Sonto is curious about the ocean in so many ways. I can **infer** that it is because she has never been to the ocean before.	1. Who are the characters in the story? (Sonto and her family.) 2. What was Sonto waiting for? (Her family's beach day.) 3. What did Sonto feel curious about? (How the sea would smell, how the sand would feel, how it would feel to swim in the big waves.)
In the early morning, her family took their bags, which were all packed with snacks and towels and walked to the taxi rank. They found the taxi going to the beach and hopped in. It only took a few minutes to fill with other passengers. Then, they were on their way.	I can **infer** that she must not live too far from the ocean – they don't need to take a bus or an airplane, just a taxi!	1. What was in their bags? (Snacks and towels.) 2. How will they get to the beach? (They will take a taxi.)

When they finally arrived at the beach, Sonto couldn't believe her eyes! She hadn't expected the sea to look so big. It went on forever and ever. She took a deep breath in and smelled the salty sea. She dug her feet into the sand and felt the soft sand around her feet. 'I never want to leave!' Sonto thought.	Sonto was curious about how the sea would smell. She was curious about how the sand would feel. Now she knows! The sea smells salty and the sand feels soft.	1. How did the sand feel? (It felt soft.) 2. How did the sea smell? (It smelled salty.) 3. How can we infer that Sonto loves the beach? (Because she thinks that she never wants to leave!)
Sonto watched the big waves crash against the shore. She still felt curious about how it would feel to swim in the big waves. She helped her parents lay out the towels. Then, she ran straight into the big waves. She felt afraid, but her excitement also made her feel brave. She swam deeper and deeper into the sea. 'I love swimming in the waves!' Sonto thought.	Sonto is a little bit scared of those big waves, but she is more excited than she is afraid. I can **infer** that her fear goes away, because she swims deeper out into the water!	1. How does Sonto feel in the waves? (She feels afraid but she feels more excited and brave.) 2. What does Sonto think of the waves? (She loves swimming in the waves.)
But Sonto's thoughts were interrupted by a loud whistle. Sonto swam closer towards shore. She saw the lifeguard calling swimmers out of the water. Then, she heard a loud siren. People were rushing out of the water! 'I wonder what is wrong?' she thought. Sonto quickly followed everyone onto the beach.	Everyone must get out of the water. I **wonder** what is wrong? I **wonder** why everyone is getting out of the water?	1. What did Sonto hear? (She heard a whistle and a siren.) 2. Whyt did Sonto get out of the water? (Because she saw the lifeguard calling swimmers out of the water. / Because other people were getting out of the water. / Because she saw that something was wrong).

She went and got her towel. She noticed people pointing at the sea. 'What do they see?' Sonto asked her mother. Then she saw it – a big grey fin. 'I was almost shark prey!' she said, laughing. 'Don't laugh!' said her mother, looking afraid. 'Sharks are dangerous! You could have been attacked!'	Oh! There is a big grey fin in the water. I can **infer** that everyone got out of the water because they saw that big fin. I can **infer** that everyone thinks that it is a big shark fin!	1. What are people pointing at? (A big grey fin.) 2. Why did the people get out of the water? (Because they saw a big grey fin. / Because they thought they saw a shark.)
Sonto heard the whistle blow again. Swimmers and surfers were getting back into the water. Sonto looked for the big grey fin. But she didn't see it. Instead, she saw a dolphin jumping in the waves. Sonto began to laugh. 'That wasn't a shark fin! It was only a silly dolphin fin,' she said. She ran back towards the water. 'Be careful!' Sonto's mother yelled. 'Next time, it might really be a shark!'	Oh! It wasn't a scary shark. Sonto sees that it was just a dolphin. I can **infer** that swimmers and surfers are not afraid of dolphins, because they all get back into the water!	1. What did Sonto see? (A dolphin in the waves.) 2. Who was getting back into the water? (All of the swimmers and surfers.) 3. What was really in the water? (A dolphin.) 4. Do you think people are afraid of dolphins? Why or why not? (No, because they all get back into the water.) 5. Who can you **infer** that people feel more afraid of: Sharks or dolphins? (We can infer that people feel more afraid of sharks than dolphins.)

WEEK 3: TUESDAY / DAY 2: SPEAKING
DISCUSS…
1. This week, learners will discuss **a story**: Sonto's beach adventure 2. **Before class begins, write the following conversation frame on the board:** a. In this story… b. I can infer that Sonto is… c. I like / dislike this story because… 3. Break learners into their small discussion groups. 4. Complete the speaking activity as per the core methodology.

WEEK 3: TUESDAY / DAY 2: PRE-READING	
TITLE	Sharks Matter
DBE workbook 1, PAGE	26
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	**Predict**
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills.
PRE-READING ACTIVITY	
1. Ask a learner to read the title: Sharks Matter. 2. Explain the meaning of the title, e.g. Sharks are important. 3. Explain that when we scan the text, we look for particular words. 4. Instruct the learners to scan the text for the word: shark 5. **Ask learners:** What word do you often find next to the word 'shark'? 6. Instruct learners to think about the pictures, caption and title. 7. Conduct the Pre-Read activity as per core methodology.	

<table>
<tr><th colspan="2">WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS</th></tr>
<tr><td>Sounds</td><td>/r/ /a/</td></tr>
<tr><td>Activity</td><td>
1. Explain to learners that some letters sound different in English.
2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words.
3. Write the following sounds on the chalkboard: r, a.
4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times.
5. Write the following words on the chalkboard and sound each word out as follows:
/r/ - /a/ - /n/ = ran
/r/ - /a/ - /m/ = ram
/r/ - /a/ - /p/ - rap
/sw/ - /a/ - /m/ = swam
/a/ - /n/ - /k/ - /le/ = ankle
/a/ - /n/ - /t/ = ant
6. Ask learners to sound out and read each word after you.
</td></tr>
<tr><td>Word find</td><td>
Write the following table on the chalkboard:
<table>
<tr><td>a</td><td>r</td><td>v</td></tr>
<tr><td>m</td><td>d</td><td>f</td></tr>
<tr><td>t</td><td>m</td><td>b</td></tr>
</table>
MODEL
1. Review all of the sounds in the table.
2. Tell learners to copy the table into their exercise books.
3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.
4. Show learners how to build one or two words, like: bat or mad
</td></tr>
<tr><td>Sight or high frequency words</td><td>
1. Explain to learners that there are some words that cannot be sounded out in English.
2. There are also some words that appear frequently in texts.
3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight.
4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words:
a. The first sound
b. The spelling of the word
c. The meaning (unless it is a word that doesn't really carry meaning)
5. Read the words three times and tell learners to repeat after you:
people, yours, put, could, house, old, too, water, today, made
</td></tr>
</table>

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	Three little fish, swimming in the sea	*Hold up <u>three</u> fingers*
	Teasing Mr Shark: 'You can't catch me, you can't catch me!'	*Put your hands out by your ears, like you are teasing*
	But along came Mr Shark, quiet as can be	*Put your hands together, pretend they are a swimming shark*
	And SNAP!	*Clap your hands together once, like they are a shark's mouth*
	(Repeat with two and one)	
	No little fish, swimming in the sea	*Hold up <u>zero</u> fingers*
	Along came Mr Shark, hungry as can be	*Put your hands together, pretend they are a swimming shark*
	Please don't get me, please don't get me!	*Pretend to swim as fast as you can!*
THEME VOCABULARY	safe, dangerous, lifeguard, current, beach	
QUESTION OF THE DAY		
Question	**Do you think swimming in the ocean is safe or dangerous?**	
Answer frame	I think swimming in the ocean is (safe / dangerous).	
Graph	2-column graph	
Options	safe / dangerous	
FOLLOW-UP QUESTIONS		
Question	**How many learners think it is safe to swim in the ocean?**	
Answer	__ learners think it is safe to swim in the ocean.	
Question	**How many learners think it is dangerous to swim in the ocean?**	
Answer	__ learners think it is dangerous to swim in the ocean.	
Question	**Do more learners think it is dangerous or safe to swim in the ocean?**	
Answer	More learners think it is __ to swim in the ocean.	

Question	**Do fewer learners think it is dangerous or safe to swim in the ocean?**
Answer	Fewer learners think it is __ to swim in the ocean.
Question	**Do you think swimming in the ocean is safe or dangerous?**
Answer	I think swimming in the ocean is safe.
Answer	I think swimming in the ocean is dangerous.
EXPLAIN	Explain that swimming in the ocean can be dangerous, but it isn't always dangerous! There are certain things you must do when you swim in the ocean to keep safe. First, you must read the signs at any beach so you know what the dangers might be. There can be dangerous animals in the ocean, but shark attacks are actually very rare. The bigger danger are currents under the water which can pull you! It is safest to swim at a beach with a lifeguard and to make sure other people (like your parents) know where you are.
PERSONAL DICTIONARIES	1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries. 2. Remind learners to add a **picture** or **definition** for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: WEDNESDAY / DAY 3: FIRST READ	
TITLE	*Sharks Matter*
DBE workbook 1, PAGE	26
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Make inferences**
PURPOSE	• To show learners that good readers always think about the text. • To give learners an understanding of the text, by modelling how good readers think about the text.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the information text on **page 26**.
3. Allow learners a few minutes to try and read the text on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** with the story as you read.
5. Read the story with fluency and expression to learners.
6. Read the **Text** first and then say the comment in the **First Read** column.

Text	Think Aloud: First Read
Bull sharks are thought to be the most dangerous sharks in the world. This is because they tend to hunt in waters where people often swim. Bull sharks live throughout the world, in shallow, warm ocean waters. There have even been cases of these sharks swimming up into freshwater rivers.	I always thought great white sharks were the most dangerous sharks in the world. I learnt from this that I was wrong! Bull sharks are the most dangerous.
People are not part of a bull shark's usual prey. Scientists think that when a bull shark goes after a person it's because it is curious or because it simply mistakes a person for prey. Bull sharks will eat almost anything, but their diet consist mainly of fish. They also sometimes eat dolphins and sea turtles. Bull sharks even eat other sharks.	Oh! I can **infer** that one thing that makes bull sharks dangerous is that they will eat almost anything and they are both curious and very strong. This makes them very scary animals!

They hunt during the day and at night. Before the bull shark attacks its prey, it head-butts the animal. This head-butting habit, along with its short, blunt snout and grumpy personality, led to its name of "bull" shark.	I can **infer** that the name "bull" comes from cattle. Just like bulls are known for running and charging, a bull shark swims and charges its prey. That must be what they mean here.
Bull sharks are unusual among sharks in their ability to survive in fresh water. Sharks must keep salt in their bodies to survive and most sharks can live only in salt water. But bull sharks have special kidneys and gland near their tails that help them to keep salt in their bodies even when they're in fresh water. Scientists are still studying these sharks to find out why they have developed this unusual ability.	Oh! I remember in the first paragraph, it said that these sharks swim in freshwater rivers sometimes. Usually sharks can only survive in the salty ocean. **I wonder** what scientists will find out about this?
Although bull sharks are not on the endangered species list, people try and catch bull sharks mainly for their fins. Researchers believe that their populations may be shrinking.	People try to catch bull sharks for their fins. **I wonder** what people do with their fins? I can **infer** that they might be valuable.
FOLLOW-UP QUESTIONS	**Responses**
When do bull sharks hunt?	They hunt during the day and at night.
What do bull sharks have that helps them survive in fresh water?	They have special kidneys and glands near their tails.
Why question	**Possible responses**
What can you infer makes bull sharks the most dangerous sharks in the world?	• They swim in waters where people often swim. • They swim in rivers sometimes – we don't usually think sharks will be in a river! • They eat almost anything! • They are curious and strong. • They head-butt their prey. • They are grumpy.

Introduce the LSC in context

1. Explain to learners that this cycle, they will learn about: past tense.
2. Introduce this LSC as follows: The tense of a text indicates when it took place. If it has already happened, then we say it is written in the past tense. Many stories are written in the past tense, because they have already happened.

WEEK 3: THURSDAY / DAY 4: SECOND READ	
TITLE	Sharks Matter
DBE workbook 1, PAGE	26
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Make inferences**
PURPOSE	• To give learners a deeper understanding of the text, by modelling how to think critically and creatively about a text. • To show learners how to make inferences about the text - how to use what is written, together with what we know, to make good guesses about the text.

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *What kind of water do bull sharks like to swim in?*
   b. *What does a bull shark do when it hunts?*
   c. *Why do you think people want to kill bull sharks?*
2. Read the **follow-up questions** out loud to learners.
3. Hand out the DBE workbooks.
4. Instruct learners to turn to the information text on **page 26.**
5. Explain that you will read the story to learners. They must **follow along** with the text as you read.
6. Read the text with fluency and expression to learners.
7. Read the **Text** first and then say the comment in the **Second Read** column.
8. Next, instruct learners to **turn and talk** with a partner.
9. Instruct learners to take turns **reading the text** to each other.
10. Tell learners to **orally** discuss the FOLLOW-UP QUESTIONS together.

Text	Think Aloud: Second Read
Bull sharks are thought to be the most dangerous sharks in the world. This is because they tend to hunt in waters where people often swim. Bull sharks live throughout the world, in shallow, warm ocean waters. There have even been cases of these sharks swimming up into freshwater rivers.	People like to swim in warm, shallow water. I can **infer** that bull sharks must attack people more often because they like to swim in the same kind of water as people.

People are not part of a bull shark's usual prey. Scientists think that when a bull shark goes after a person it's because it is curious or because it simply mistakes a person for prey. Bull sharks will eat almost anything, but their diet consist mainly of fish. They also sometimes eat dolphins and sea turtles. Bull sharks even eat other sharks.	I can **infer** that bull sharks must be more aggressive than other sharks. I have never heard of any other kind of shark that eats sharks.
They hunt during the day and at night. Before the bull shark attacks its prey, it head- butts the animal. This head-butting habit, along with its short, blunt snout and grumpy personality, led to its name of "bull" shark.	**I wonder** if the words 'bull' and 'bully' are related. It sounds like bull sharks are like bullies – they attack smaller, weaker animals.
Bull sharks are unusual among sharks in their ability to survive in fresh water. Sharks must keep salt in their bodies to survive and most sharks can live only in salt water. But bull sharks have special kidneys and gland near their tails that help them to keep salt in their bodies even when they're in fresh water. Scientists are still studying these sharks to find out why they have developed this unusual ability.	I can **infer** that bull sharks' ability to swim in fresh water must make them more dangerous. People never expect to see a shark in a river! This must make people especially afraid of bull sharks.
Although bull sharks are not on the endangered species list, people try and catch bull sharks mainly for their fins. Researchers believe that their populations may be shrinking.	**I wonder** why their population is shrinking? **I wonder** if it is because people are afraid of them and want to kill them. We have learnt that there are lots of reasons to fear them!
FOLLOW-UP QUESTIONS	**Responses**
What kind of water do bull sharks like to swim in?	They like to swim in warm, shallow water.
What does a bull shark do when it hunts?	It head-butts its prey.
Why question	**Possible response**
Why do you think people want to kill bull sharks?	• **I can infer** that people want to sell their fins for money. • **I can infer** that people kill them because they swim in waters where people often swim and people don't want them there!

	• **I can infer** that people kill them because they swim, in waters where people often swim so people see them often. • **I can infer** that people kill them because they are scared of them. • **I can infe**r that people kill them because they are aggressive and people want to get rid of them so that people don't get attacked!

Ask learners to formulate a question about the text.

1. Ask learners to independently think of a question that they can ask about the text.
2. 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.
3. Tell learners to turn and talk and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.
5. Give other learners the opportunity to answer these questions.

WEEK 3: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY	
Modelling **(I DO**)	1. Explain that this week, we have been working on making **inferences**. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to **page 26**. 5. Read out loud while learners follow along: *Bull sharks are thought to be the most dangerous sharks in the world. This is because they tend to hunt in waters where people often swim. Bull sharks live throughout the world, in shallow, warm ocean waters.* 6. Explain that we can make inferences that: a. Bull sharks must kill people sometimes. b. Bull sharks kill people while they are hunting. c. People swim in shallow, warm waters. 7. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.
Work with learners **(WE DO)**	1. Read out loud while learners follow along: *People are not part of a bull shark's usual prey.* 2. **Ask learners:** What inferences can you make after you read this sentence?

	3. Listen to learners' ideas, like: a. Bull sharks sometimes eat people. b. Bull sharks don't normally eat people. c. Bull sharks don't really try to eat people, even if they sometimes do. d. When they eat people, it is a mistake.
Pair work **(YOU DO**)	1. Explain that now, learners will work with a partner to make an inference. 2. **Ask learners:** How do you infer that people feel about bull sharks? 3. Instruct learners to discuss this with their partners. 4. After 3 **to** 5 minutes, call learners back together. 5. Call on 2 **to** 3 learners to share their answer to the question, like: scared, afraid. 6. **Ask learners:** What helps you infer how people feel about bull sharks? 7. Explain that the DBE workbook text never says that people are afraid of bull sharks, but we can infer this because: a. Bull sharks are dangerous. b. Bull sharks sometimes hunt people. c. People are afraid of things that can hurt them.
NOTES	**Tell learners to open their exercise books and copy down the following notes to remind them of what an inference is:** **<u>Making Inferences</u>** To make an inference, we take: what is written + what we already know and we make a good guess about the text.

WEEK 3: FRIDAY / DAY 5: POST-READING	
TITLE	*Sharks Matter*
DBE workbook 1, PAGE	26
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	**Summarise** **Make inferences**
PURPOSE	To help learners to clarify and consolidate their understanding of the text by independently summarising the main points about the text.

POST-READING

1. Before the lesson begins, write the following heading, questions and sentence starters on the board.
2. Read through the questions with learners and explain them if necessary.
3. Tell learners that next, they are going to turn and talk and discuss these questions with a partner.
4. Then, learners must open their exercise books, write the date and heading and write the answers to the questions.
5. Explain that learners do not have to write the questions, but they must write the sentence starters.
6. In the last five minutes of the lesson, go through the answers with learners and allow them to correct their own work.

Sharks Matter

1. Which are the most dangerous sharks in the ocean?
   The most dangerous sharks in the ocean are...
2. Why can these sharks live in freshwater rivers?
   These sharks can live in freshwater rivers because...
3. Read the following sentences and then make inferences:
   a. Bull sharks are thought to be the most dangerous sharks in the world.
      I can infer that...
   b. People are not part of a bull shark's usual prey.
      I can infer that...
   c. Although bull sharks are not on the endangered species list, people try and catch bull sharks mainly for their fins.
      I can infer that...

Sharks Matter – (Answers)

1. Which are the most dangerous sharks in the ocean?

   The most dangerous sharks in the ocean are bull sharks.

2. Why can these sharks live in freshwater rivers?

   These sharks can live in freshwater rivers because they have special kidneys and glands near their tails.

3. Read the following sentences and then make inferences:
   a. Bull sharks are thought to be the most dangerous sharks in the world.

      I can infer that Bull Sharks attack people more than any other kind of shark.

   b. People are not part of a bull shark's usual prey.

      I can infer that Bull Sharks kill people by accident.

   c. Although bull sharks are not on the endangered species list, people try and catch bull sharks mainly for their fins.

      I can infer that the fins of Bull Sharks are valuable to some people.

<table>
<tr><th colspan="4">WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE</th></tr>
<tr><td>TEXT TYPE</td><td>PURPOSE</td><td>TEXT STRUCTURE</td><td>LANGUAGE FEATURES</td></tr>
<tr><td>NEWSPAPER ARTICLE / FACTUAL RECOUNT</td><td>To inform, educate, enlighten and entertain the public</td><td>• State facts briefly but accurately.
• Strive to communicate the essence without losing the reader.
• Summarise accurately, without slanting the truth.
• Give a succinct title and add a clear sub-title.
• Start with the most important facts: the who, what, how, when, where, why, and to what degree.</td><td>• Clear and concise language.
• Written in 3rd person.
• Can use an active or passive voice, depending on the focus and which is more engaging for the reader.
• Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic.</td></tr>
<tr><td>SMS</td><td>To inform an maintain a relationship</td><td>• Message
• Sender’s name</td><td>• Speech-like communication</td></tr>
<tr><td>INTRODUCE THE GENRE</td><td colspan="3">1. Explain that in this cycle, there are two parts to the writing task.
2. First, learners will write a factual recount in the form of a newspaper article.
3. Next, learners will write an SMS extending an invitation.

Explain a factual recount
1. Explain that a factual recount tells us that we are recounting the details of an event in an accurate manner, without adding opinions.
2. When we do add an opinion or detail, we do so in the form of a quote, so that the public can see that this is the opinion of one person.
3. In terms of the text structure, a newspaper article must:
a. Summarise the event accurately, without slanting the truth
b. Have a clear and interesting headline
c. Have a byline (the name of the writer)
d. Start with the most important facts: who, how, what, when, where and why
e. Include a quote from someone involved</td></tr>
</table>

	4. **In terms of language, a newspaper article must:** a. Be clear and to the point b. Be written in the past tense **Explain an SMS and invitation** 1. Next, explain that in part two of the writing task, one of the people from the newspaper article will receive an **SMS**. 2. This SMS will be an invitation for the person to go somewhere. 3. Explain that an SMS is used to share information or maintain a relationship. 4. Explain that we write SMS's like we speak. 5. Finally, explain that an invitation must say: a. What the event is b. The date and time of the event c. The venue of the event d. How the guest must reply (RSVP) 5. Show learners examples of how these two writing tasks may look. Write the following example on the board:
READ THE SAMPLE TEXT	**TASK 1: Newspaper Article** **Shark Warning for Empty Beach** by David Ramaphosa On Monday the 18th January 2021, the beaches of Cape Town were empty due to the national pandemic lockdown. But lifeguards on Muizenberg Beach in Cape Town still warned the public of a shark sighting. They raised the red flag to tell the public that there is a shark in the water. The lifeguards saw a Great White Shark enter the bay at 14h00. The estimated that the shark was approximately 7 metres long. The head lifeguard on duty, Mr Johnson Ngubeni, said, 'You never know with surfers. Even though the beaches are closed, they try to sneak into the water. It is our job to warn them that a shark was in the bay, even though they were not supposed to be in the water.'

	Task 2: SMS invitation Dear Mr Ngubeni Please attend the Cape Town Heroes Awards Ceremony. The awards take place on the 20th February 2021 at 18h00. The venue is the Cape Town City Hall. Please RSVP to the number – send a message that says: YES or NO. Kind regards, The Mayor of Cape Town
DISCUSS	**Newspaper Article** 1. What is the headline? 2. Who was the article written by (the byline)? 3. Does the first paragraph answer all these questions: who, how, what, when, where and why? 4. Is there a quotation from someone involved? 5. Do you think the recount of the event is factual? (i.e.: it does not slant the story) **SMS invitation** 1. Who received the SMS invitation? 2. Who sent the SMS invitation? 3. Does the invitation have the event, date, time and venue? 4. Is the SMS clear – do you know what the event is about?
NOTES	**Tell learners to open their exercise books and write down the following heading and notes:** **<u>Factual recount / newspaper article</u>** 1. **In terms of the text structure, a newspaper article must:** a. Summarise the event accurately, without slanting the truth b. Have a clear and interesting headline c. Have a byline (the name of the writer) d. Start with the most important facts: who, how, what, when, where and why e. Include a quote from someone who was involved 2. **In terms of language, a newspaper article must:** a. Be clear and to the point b. Be written in the past tense

	SMS 1. An SMS is used to share information or maintain a relationship. 2. We write SMS's like we speak. **Invitation** 1. An invitation must be addressed to the guest. 2. An invitation must say: a. What the event is b. The date and time of the event c. The venue of the event d. How the guest must reply (RSVP) 3. An invitation must be signed by the host

NOTES

GRADE 5 - TERM 1

THEME:
SHARKS

"Many people continue to think of sharks as man-eating beasts. Sharks are enormously powerful and wild creatures. But, you're more likely to be killed by your kitchen toaster than a shark!"
- Ted Danson

TERM 1: WEEK 4	
OVERVIEW	
THEME	**Sharks**
THEME VOCABULARY	shark, fin, afraid, brave, ocean, safe, dangerous, lifeguard, current, beach, prey, hunt, attack, carnivore, plankton, curious, massive, species, scientist, unique
LSC	Past tense
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Make inferences**
WRITING GENRE	Factual recount
WRITING TOPIC	An incident at the beach

<table>
<tr><th colspan="3">WEEK 4: MONDAY / DAY 1: PLANNING</th></tr>
<tr><td>TOPIC</td><td colspan="2">PART 1: Write a newspaper article about an incident at the beach
PART 2: Write an SMS invitation</td></tr>
<tr><td>GENRE</td><td colspan="2">Factual recount in the form of a newspaper article
SMS invitation</td></tr>
<tr><td>PLANNING STRATEGY</td><td colspan="2">Lists</td></tr>
<tr><td>MODEL THE PLANNING STRATEGY (I DO)</td><td colspan="2">1. Introduce the writing topic.
2. Show learners that you think before you write.
3. Orally share some of your ideas about completing the writing topic, like:

Hmm. There are many different things that can happen at the beach. I think most of you will write about a shark, so I am going to write about something different. I think I will write a newspaper article about a boy who saved a small girl from drowning.
Then, I will write an SMS invitation from the girl's mother to the boy who saved her.

4. Have the writing topic written on one side of the chalkboard.
5. Write the planning frames below the topic on the chalkboard.
6. On the other side of the chalkboard, show learners how you make a plan by answering each of the questions.</td></tr>
<tr><td></td><td>Part 1 Planning: An incident at the beach</td><td>Part 1 Planning: An incident at the beach</td></tr>
<tr><td></td><td>1. When did the event happen?
2. Where did it happen?
3. What happened on the beach?
4. How did it happen?
5. Why did it happen?
6. Who was involved?
7. What did this person have to say (quotation)?
8. What headline can you give the article?</td><td>1. On Saturday 5th December 2020 at 10h00
2. On Durban South Beach
3. 60 people swimming, a boy noticed shadow under water, dived down, it was a small girl, pulled hER to the beach, lifeguard resuscitated
4. Small girl went into water, mother could not see her, she went too deep
5. Mother did not watch child closely, child did not listen to mother
6. Boy who rescued girl – 14 year old Sam Tshabalala</td></tr>
</table>

		7. I was so scared when I saw the little girl. I thought she was dead. I prayed and pulled her to the beach as fast as I could. 8. 14-year-old beach hero
	Part 2 Planning: SMS invitation	**Part 2 Planning: SMS invitation**
	1. Who receives the SMS? 2. What event is the invitation for? 3. When is the event (date and time)? 4. Where is the event? 5. How must the guest RSVP? 6. Who sent the SMS?	1. Sam Tshabalala 2. A thank-you lunch 3. 10th December 2020 at 11h00 4. At Mrs Smith's house: 30 Long St Durban North 5. By SMS – he must say YES or NO 6. The small girl's mother – Mrs Smith
LEARNERS USE THE PLANNING STRATEGY **(YOU DO)**	1. Tell learners to close their eyes and think of an incident that could happen at the beach. This could be something good or bad, it could involve a shark, lifeguards, swimmers, a big wave, a community clean-up, or any other idea they have. 1. Remind them that a newspaper article reports what happened factually. It answers all the questions: who, how, what, when, where and why? 2. Next, tell learners to think of the SMS invitation. What could this invitation be about? 3. Next, tell learners to **turn and talk** with a partner, to share their ideas. 4. **Hand out exercise books.** 5. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their newspaper report, just like you did. 6. Tell learners not to copy your plan – they must write their own ideas. 7. As learners work, walk around the room and hold mini-conferences.	
HOMEWORK	Learners must complete both plans for homework.	

Planning: An incident on the beach Part 1

1. Saturday 5 December 2020 at 10h00
2. Durban South Beach
3. 60 people swimming
   boy noticed shadow under water
   dived down and saw a small girl
   pulled her to the beach
   lifeguard resuscitated
4. Small girl went into water, mother could not see her, she went too deep
5. Mother did not watch child closely, child did not listen to mother
6. Boy who rescued girl – 14, Sam Tshabalala
7. I was so scared. I thought she was dead. I prayed and pulled her to the beach.
8. 14-year-old beach hero!

WEEK 4: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	Three little fish, swimming in the sea	*Hold up <u>three</u> fingers*
	Teasing Mr Shark: 'You can't catch me, you can't catch me!'	*Put your hands out by your ears, like you are teasing*
	But along came Mr Shark, quiet as can be	*Put your hands together, pretend they are a swimming shark*
	And SNAP!	*Clap your hands together once, like they are a shark's mouth*
	(Repeat with two and one)	
	No little fish, swimming in the sea	*Hold up <u>zero</u> fingers*
	Along came Mr Shark, hungry as can be	*Put your hands together, pretend they are a swimming shark*
	Please don't get me, please don't get me!	*Pretend to swim as fast as you can!*
THEME VOCABULARY	prey, hunt, attack, carnivore, plankton	
QUESTION OF THE DAY		
Question	**Which do you think are shark prey?**	
Answer frame	I think (fish / seals / plankton) are shark prey.	
Graph	3-column graph	
Options	fish / seals / plankton	
FOLLOW-UP QUESTIONS		
Question	**How many learners think fish are shark prey?**	
Answer	__ learners think fish are shark prey.	
Question	**How many learners think seals are shark prey?**	
Answer	__ learners think seals are shark prey.	
Question	**How many learners think plankton are shark prey?**	
Answer	__ learners think plankton are shark prey.	

Question	**What do most learners think is shark prey?**
Answer	Most learners think __ are shark prey.
Question	**What do fewest learners think is shark prey?**
Answer	Fewest learners think __ are shark prey.
Question	**Which do you think are shark prey?**
Answer	I think fish are shark prey.
Answer	I think seals are shark prey.
Answer	I think plankton are shark prey.
EXPLAIN	Explain that all of these animals are shark prey. Many different kinds of sharks eat fish. Big sharks, like great white sharks, eat seals. Whale sharks eat plankton – tiny microscopic animals in the sea.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 4: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 4: WEDNESDAY: LANGUAGE AND DRAFTING	
LSC	**Past tense**
LSC MODELLING **(I DO)**	1. Explain that factual recounts and newspaper articles are written in the **past tense**. 2. Remind learners that we write in the past tense because we are writing about something that has already happened. 3. Write the following on the board: a. They go b. She is c. He feels d. I run e. They sleep f. We say g. She brings 4. Explain that we will need to change these all into past tense. 5. Use modelling to complete the first one for learners: They **went**.
LSC Ask learners for help **(WE DO)**	1. Ask learners: How do we change these into past tense? 2. Complete the rest together with the learners: a. They **went** b. She **was** c. He **felt** d. I **ran** e. They **slept** f. We **said** g. She **brought**
LSC Pair work **(YOU DO)**	1. Write the following list on the board: a. She goes b. They are c. I feel d. He walks e. I bite f. She says g. I bring 2. Give learners 2-3 minutes to work with a partner and change each verb into the past tense.

<table>
<tr><td></td><td colspan="2">3. Call learners back together. Call on random learners to change each. Make sure learners know the past tense of each of these verbs:
a. She <u>went</u>
b. They <u>were</u>
c. I <u>felt</u>
d. He <u>walked</u>
e. I <u>bit</u>
f. She <u>said</u>
g. I <u>brought</u>
4. Remind learners that they will need to remember to use the past tense when they are drafting their writing.</td></tr>
<tr><td>TOPIC</td><td colspan="2">PART 1: Write a newspaper article about an incident at the beach
PART 2: Write an SMS invitation</td></tr>
<tr><td rowspan="2">PLANS</td><td>Part 1 Planning: An incident at the beach</td><td>Part 1 Planning: An incident at the beach</td></tr>
<tr><td>1. When did the event happen?
2. Where did it happen?
3. What happened on the beach?
4. How did it happen?
5. Why did it happen?
6. Who was involved?
7. What did this person have to say (quotation)?
8. What headline can you give the article?</td><td>1. On Saturday 5th December 2020 at 10h00
2. On Durban South Beach
3. 60 people swimming, a boy noticed shadow under water, dived down, it was a small girl, pulled hER to the beach, lifeguard resuscitated
4. Small girl went into water, mother could not see her, she went too deep
5. Mother did not watch child closely, child did not listen to mother
6. Boy who rescued girl – 14 year old Sam Tshabalala
7. I was so scared when I saw the little girl. I thought she was dead. I prayed and pulled her to the beach as fast as I could.
8. 14-year-old beach hero</td></tr>
</table>

	Part 2 Planning: SMS invitation	**Part 2 Planning: SMS invitation**
	1. Who receives the SMS? 2. What event is the invitation for? 3. When is the event (date and time)? 4. Where is the event? 5. How must the guest RSVP? 6. Who sent the SMS?	1. Sam Tshabalala and his family 2. Thank-you lunch 3. 10th December 2020 at 11h00 4. At Mrs Smith's house: 30 Long St Durban North 5. By SMS – he must say Yes or NO 6. The small girl's mother – Mrs Smith
WRITING FRAME	**<u>Part 1: Newspaper Article</u>** 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences into 3 paragraphs. 3. They must write a headline and a byline. 4. Write the following frame on the chalkboard, and explain it to learners: **Headline** (point 8) **by** (writer's name and surname) **Paragraph 1** This gives the most important information about the event. Points 1-3 **Paragraph 2** This tells us more about how the event happened, and why it happened. Points 4-5 **Paragraph 3** This tells us who was involved, and it gives a quotation from the person involved. Points 6-7 **<u>Part 2: SMS invitation</u>** **Start with the name of the person receiving the SMS** Point 1 *Dear…* **Then invite the person to the event** Point 2 *You are invited to…*	

	Give the details of the event Points 3-5 *The event will be held on the…at…* *The venue is…* *Please RSVP by replying YES or NO.* **Say who the invitation is from** Point 6
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write two items using the frame. 4. Instruct learners to write the date and heading: **Draft: An incident at the beach** a. Instruct learners to find their plan from Monday and think about their ideas. b. Instruct learners to complete the writing frame using their plans. c. Remind learners of the strategies they can use to help them. d. As learners write, walk around the classroom and help learners who are struggling. 5. Instruct learners to write the date and heading: **Draft: SMS invitation** a. Instruct learners to find their plan from Monday and think about their ideas. b. Instruct learners to complete the writing frame using their plans. c. Remind learners of the strategies they can use to help them. d. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the drafts.

14-year-old beach hero! Draft Part 1

On Saturday the 5th of December 2020 at 10h00 a child nearly drowned. The event took place at Durban South Beach. Abaut 60 people was swimming. A boy noticed a shadow under the water. He ~~do~~ dived down and saw a small girl. He pulled her to the beach and a lifeguard resuscitaded her.

The girl went into the water and her mother could not see her. She went too deep. The mother did not watch her child closely and the child did not listen to her mother.

The boy who rescue the girl was 14 year old Sam Tshabalala. He said, 'I thought she was dead. I prayed and pulled her to the beach.'

SMS invitation : Draft Part 2

Dear Sam Tshabalala and family
You are invited to a thank-you lunch
for saving my child.
The event will be held on the 10th December
2020 at 11h00.
The venue is 30 Long Street Durban North.
Please RSVP by replying YES or NO.
From Mrs Smith

WEEK 4: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	Three little fish, swimming in the sea	*Hold up <u>three</u> fingers*
	Teasing Mr Shark: 'You can't catch me, you can't catch me!'	*Put your hands on your out by your ears, like you are teasing*
	But along came Mr Shark, quiet as can be	*Put your hands together, pretend they are a swimming shark*
	And SNAP!	*Clap your hands together once, like they are a shark's mouth*
	(REPEAT WITH TWO AND ONE)	
	No little fish, swimming in the sea	*Hold up <u>zero</u> fingers*
	Along came Mr Shark, hungry as can be	*Put your hands together, pretend they are a swimming shark*
	Please don't get me, please don't get me!	*Pretend to swim as fast as you can!*
THEME VOCABULARY	curious, massive, species, scientist, unique	
QUESTION OF THE DAY		
Question	**What do you feel curious about?**	
Answer frame	I feel curious about (the most massive species of shark / the most dangerous species of shark).	
Graph	2-column graph	
Options	the most massive species of shark / the most dangerous species of shark	
FOLLOW-UP QUESTIONS		
Question	**How many learners feel curious about the most massive species of shark?**	
Answer	__ learners feel curious about the most massive species of shark.	
Question	**How many learners feel curious about the most dangerous species of shark?**	
Answer	__ learners feel curious about the most dangerous species of shark.	

Question	**What do more learners feel curious about?**
Answer	More learners feel curious about the most __ species of shark.
Question	**What do fewer learners feel curious about?**
Answer	Fewer learners feel curious about the most __ species of shark.
Question	**What do you feel more curious about?**
Answer	I feel more curious about the most massive species of shark.
Answer	I feel more curious about the most dangerous species of shark.
EXPLAIN	Explain that scientists research all different kinds of sharks. There are so many different species of sharks and each species is different and unique.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 4: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING	
EDITING CHECK-LIST (*Write this on the board **before** the class begins)*	**Part 1: Newspaper Article** 1. Is there a headline? 2. Is there a byline? 3. Are there 3 paragraphs? 4. Does paragraph 1 give the most important information? 5. Does paragraph 2 say more about how and why the event happened? 6. Does paragraph 3 say who was involved and give a quote? 7. Is the article written in past tense? 8. Is the quote in quotation marks? 9. Is the spelling and punctuation correct? **Part 2: SMS invitation** 1. Does it start with the recipient's name? 2. Does it say what the event is? 3. Does it give the date, time and venue of the event? 4. Does it tell the recipient how to RSVP? 5. Is it signed by the host?
EDIT	1. Instruct learners to open their books to the completed drafts. 2. Go through the editing checklist on the chalkboard with learners. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure that the answer to each question is yes. 5. Instruct learners to fix any mistakes they find. 6. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to redraft their newspaper articles and SMS invitations in their exercise books.
SHARE	1. Instruct learners to **turn and talk** with a partner. 2. Instruct learners to read their articles and SMS invitations aloud to their partners. 3. Instruct learners to tell their partners 1-2 things they liked about their writing. 4. Note: Ask learners to rewrite their articles on blank paper, and to illustrate them. Make a 'Class Newspaper' with all these articles. 5. Display the newspaper in the classroom for learners to read. 6. Also ask the principal of the school to read the newspaper and to give feedback to your learners.

14-Year-Old Beach Hero! (Part 1 final draft)

by Philisiwe Dube

On Saturday the 5th December 2020 at 10h00 a young child nearly drowned. The event took place at Durban South Beach. About 60 people were swimming in the sea. A teenage boy noticed a shadow under the water as he swam. He dived down into the water and saw a small girl. He pulled her to the beach where a lifeguard resuscitaded her.

The small girl went into the water where her mother could not see her. She went in too deep and was soon under the water. The mother did not watch her child closely and the child did not listen to her mother.

The boy who rescued the girl was 14 year old Sam Tshabalala. He said, 'I thought she was dead. I grabbed the girl, prayed and pulled her to the beach.'

SMS invitation : Final Draft Part 2

Dear Sam Tshabalala and family
You are invited to a thank-you lunch
for rescuing my child from the sea.
The event will be held on the 10th December
2020 at 11h00.
The venue is our house, 30 Long Street
Durban North.
Please RSVP by replying YES or NO.
Thank you!
Mrs Nina Smith

WEEK 4: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 4: CONCLUSION	
Find 10-15 minutes at the end of the week to do the following:	
UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

TERM 5 - GRADE 1

THEME:
OVERCOMING BARRIERS

"The greater the obstacle, the more glory in overcoming it."
- Moliere

TERM 1: WEEK 5	
OVERVIEW	
THEME	**Overcoming barriers**
THEME VOCABULARY	barrier, overcome, struggle, exhausted, narrator, impatient, succeed, trapped, deaf, blind
LSC	Adjectives
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Make inferences**
WRITING GENRE	Descriptive essay
WRITING TOPIC	Pretend you are Helen Keller. Write a descriptive essay about walking down the path in the sunshine and feeling the water from the pump.
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about famous people who have tried to break down barriers for other people. For example: Natalie Du Toit, an amputee who only has one leg but swam in the able-bodied Olympic Games, opening up this possibility for many other athletes. 5. Try to find some pictures of famous people who have worked hard to help break down barriers, or who have overcome challenges themselves. For example: Siya Kolisi, who overcame poverty and accessed a scholarship through his sporting ability. He became the first black rugby captain for the Springboks, a sport previously dominated by wealthy white South Africans. 6. Do some research on the internet to find out some interesting information to prepare for this theme. For example: How 7. can poor people get justice? Are there any courts to help them break the barriers to justice?

<table>
<tr><th colspan="3">WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES</th></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 6
2. Instruct learners to look at the title, headings and pictures in the text.</td></tr>
<tr><td>INTRODUCE THE THEME</td><td colspan="2">1. Tell learners the title of the theme.
2. Activate learners' background knowledge about the theme.
3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.
4. Fill in the first part of the K-W-L chart.</td></tr>
<tr><td>EXPLAIN</td><td colspan="2">Explain that Mrs Winnie Madikizela-Mandela was someone who fought to break down barriers her whole life. Mrs Madikizela-Mandela was the first wife of president Nelson Mandela. Mrs Madikizela-Mandela was a social worker who also became an important anti-apartheid activist. She survived many hardships during the apartheid years. Her husband was imprisoned and left her with two young daughters. Then, she was also arrested and kept in solitary confinement, which means she was kept away from anyone else in the prison – she was all alone. She had no contact with her family or daughters during this time. Then, she was sent to live in isolation in the town of Brandfort, where her neighbours were forbidden to speak to her. But through this all, Mama Winnie kept fighting to break down barriers and to gain equal rights for all people in South Africa.</td></tr>
<tr><td rowspan="7">SONG / RHYME</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Mama Winnie means so much to me!</td><td>Point to yourself</td></tr>
<tr><td>She broke down barriers</td><td>Pretend to push a wall down</td></tr>
<tr><td>And helped us to be free.</td><td>Gesture to everyone in the classroom</td></tr>
<tr><td>Thank you, Mama,</td><td>--</td></tr>
<tr><td>For taking a stand,</td><td>Stand up</td></tr>
<tr><td>And fighting for justice in our land!</td><td>--</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">barrier, overcome, struggle, exhausted, narrator</td></tr>
</table>

QUESTION OF THE DAY	
Question	How do you think it feels to have a barrier to reading?
Answer frame	I think it feels (frustrating / embarrassing / exhausting).
Graph	3-column graph
Options	frustrating / embarrassing / exhausting
FOLLOW-UP QUESTIONS	
Question	**How many learners think it feels frustrating to have a barrier to reading?**
Answer	__ learners think it feels frustrating to have a barrier to reading.
Question	**How many learners think it feels embarrassing to have a barrier to reading?**
Answer	__ learners think it feels embarrassing to have a barrier to reading.
Question	**How many learners think it feels exhausting to have a barrier to reading?**
Answer	__ learners think it feels exhausting to have a barrier to reading.
Question	**How do most learners think it feels to have a barrier to reading?**
Answer	Most learners think it feels __ to have a barrier to reading.
Question	**How do fewest learners think it feels to have a barrier to reading?**
Answer	Fewest learners think it feels __ to have a barrier to reading.
Question	**How do you think it feels to have a barrier to reading?**
Answer	I think it feels frustrating.
Answer	I think it feels embarrassing.
Answer	I think it feels exhausting.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5 MONDAY / DAY 1: LISTENING

LISTEN TO…

1. This week, learners will listen to **a story**: *Sindiswa's secret*
2. **FIRST READ:** Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions and actions.
3. **SECOND READ:** Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	Second Read: Share Thoughts (Model)	Third Read: Ask Questions
Sindiswa was very excited to start the new school year. She couldn't wait to be a Grade 5 learner! Sindiswa was lucky, because she was talented at art, she was a good sportswoman and she was excellent at mathematics.	I can infer that 'Sindiswa likes school because she is good at so many different things at school! **I wonder** if there is anything she struggles with?	1. What grade will Sindiswa begin soon? (Sindiswa will begin Grade 5.) 2. What is Sindiswa good at? (She is good at art, sports and maths.)
But at school, Sindiswa struggled with one thing. She struggled to read. When Sindiswa was called on to read aloud, she asked to use the bathroom or she pretended to have a cough.	I can **infer** that Sindiswa feels frustrated when she tries to read because sometimes, when people feel frustrated, they want to throw or hit things, just like Sindiswa wants to throw the book.	1. What does Sindiswa struggle with? (She struggles to read.) 2. How can we **infer** that Sindiswa feels frustrated? (Because she feels stupid and she wants to throw her book.)

She tried to practise on her own, but when she looked at the words on the page and couldn't read them, it made her feel like she was stupid. It made her want to throw her book across the room! 'I have managed to hide it since Grade 1,' Sindiswa thought. 'I can keep hiding it from everyone!'	I can also **infer** that Sindiswa feels embarrassed that she can't read, because she doesn't want anyone to know. But if she wasn't embarrassed, maybe she would ask for help!	1. Why doesn't Sindiswa ask for help to read? (We can **infer** that she feels embarrassed that she can't read – she doesn't want anyone to know!)
On the first day of Grade 5, she met her new teacher. She was an exciting woman who spoke loudly and laughed a lot. Sindiswa instantly liked Ms Mhlambi. Ms Mhlambi read the class a story. She read with so much excitement and joy. Sindiswa had never seen someone love to read as much as it seemed Ms Mhlambi did. 'I wish I could read like that,' Sindiswa thought.	Sindiswa has never seen someone read in the exciting way Ms Mhlambi reads. Ms Mhlambi's enthusiasm for reading makes Sindiswa want to read, too. I can **infer** that Sindiswa has never had a teacher who has inspired her to love reading.	1. Who does Sindiswa meet? (She meets her new teacher, Ms Mhlambi.) 2. Why did Sindiswa like her new teacher? (We can infer that it is because she spoke loudly and laughed a lot.) 3. What does Ms Mhlambi do on the first day of school? (She reads the class a story out loud.)
After Ms Mhlambi read the story to the class, she called on different learners to read parts of the story out loud. Sindiswa sat in her seat, hoping and praying that Ms Mhlambi would not call her name. She got lucky this time; Ms Mhlambi kept looking at her, but never called on her to read.	Sindiswa must hope and pray that Ms Mhlambi will not call on her because she doesn't want Ms Mhlambi to know that she can't read. **I wonder** why Ms Mhlambi kept looking at her, but never called her name?	1. Why did Sindiswa 'get lucky'? (Because Ms Mhlambi didn't call her name.)

When the bell rang for break, Ms Mhlambi called Sindiswa to her desk. 'You looked very nervous during reading time,' Ms Mhlambi said. 'Is everything okay?' she asked. Sindiswa had never had a teacher speak to her in such an open and kind way. Sindiswa didn't know exactly why, but she felt like Ms Mhlambi was trustworthy. She decided that she could confide in Ms Mhlambi.	**I wonder** why Sindiswa has tears in her eyes? It must be because she feels very upset and embarrassed by the fact that she can't read.	1. What clue do we get that helps us **infer** why Ms Mhlambi didn't call on Sindiswa to read? (We can infer that Ms Mhlambi didn't call on Sindiswa because she looked nervous.) 2. Why did Sindiswa decide to confide in Ms Mhlambi? (We can infer thatit is because Sindiswa felt like Ms Mhlambi was trustworthy.
'I can't read,' she confessed, with tears in her eyes. 'That's okay,' Ms Mhlambi said. 'We will work on it together.'		3. Because she had never had a teacher speak to her in such an open and kind way.)
Every morning after that, Sindiswa came to school early. Ms Mhlambi helped her learn all the sounds to letters. She helped Sindiswa learn many new sight words.	Sindiswa starts coming to school early. I can **infer** that Ms Mhlambi helps Sindiswa with her reading before school begins.	1. What does Ms Mhlambi help Sindiswa with? (She helps her learn her sounds and many new sight words.)

A few weeks later, during story time, Ms Mhlambi called on Sindiswa to read a sentence. Sindiswa felt her heart begin to beat fast. She looked nervously at Ms Mhlambi, but Ms Mhlambi gave her an encouraging smile. Sindiswa began to read the sentence. She read the whole thing without any pauses or stops! 'Good job, Sindi!' Ms Mhlambi said proudly. Then, when no one else was looking, she winked at Sindiswa.	After a few weeks, Ms Mhlambi calls on Sindiswa to read. I can **infer** that Sindiswa feels very nervous, because our hearts beat fast when we feel nervous about something! **I wonder** if this is the first time Sindiswa has ever read out loud in front of other learners?	1. Why did Sindiswa's heart beat fast? (I can **infer** that she felt nervous to read out loud.) 2. What happened when Sindiswa read the sentence? (She was able to read it without pausing or stopping.)
Sindiswa beamed. 'I'm so glad I confided in Ms Mhlambi!' Sindiswa thought. 'I never could have learnt to read without help.'	Sindiswa beamed. That means she looked proud. She must feel proud that she has improved so much!	1. How do you infer that Sindiswa feels about asking for help? (I can infer that she feels glad about asking for help because her reading has improved so much!) 2. How is this story related to our theme: Overcoming barriers? (Listen to learners' responses.)

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS…

1. This week, learners will discuss **a story**: *Sindiswa's secret*
2. **Before class begins, write the following conversation frame on the board:**
   a. In this story…
      - First,
      - Then,
      - Finally,
   b. I can infer that…
   c. I liked when…
   d. I think this story is called ***Sindiswa's Secret*** because…
   e. This story teaches us…
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

<table>
<tr><th colspan="2">WEEK 5 TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS</th></tr>
<tr><td>Sounds</td><td>/c/ /u/ /x/</td></tr>
<tr><td>Activity</td><td>
1. Explain to learners that some letters sound different in English.
2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words.
3. Write the following sounds on the chalkboard: c, u, x.
4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times.
5. Write the following words on the chalkboard and sound each word out as follows:
/c/ - /a/ - /n/ = can
/c/ - /a/ - /n/ - /t/ = can’t
/u/ -/n/ - /l/ - /o/ /ck/ = unlock
/u/ - /n/ - /d/ - /er/ = under
/b/ - /o/ - /x/ = box
/p/ - /o/ - /x/ = pox
6. Ask learners to sound out and read each word after you.
</td></tr>
<tr><td>Word find</td><td>
Write the following table on the chalkboard:
<table>
<tr><td>c</td><td>u</td><td>o</td></tr>
<tr><td>n</td><td>t</td><td>x</td></tr>
<tr><td>a</td><td>m</td><td>p</td></tr>
</table>
MODEL
1. Review all of the sounds in the table.
2. Tell learners to copy the table into their exercise books.
3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.
4. Show learners how to build one or two words, like: unto or camp
</td></tr>
<tr><td>Sight or high frequency words</td><td>
1. Explain to learners that there are some words that cannot be sounded out in English.
2. There are also some words that appear frequently in texts.
3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight.
4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words:
a. The first sound
b. The spelling of the word
c. The meaning (unless it is a word that doesn’t really carry meaning)
5. Read the words three times and tell learners to repeat after you:
time, why, live, help, has, what, does, other, ask, want, make
</td></tr>
</table>

WEEK 5: TUESDAY / DAY 2: PRE-READING	
TITLE	*The story of my life*
DBE workbook 1, PAGE	6
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	**Predict**
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills. • Then, help the volunteer to remove the blindfold and ear plugs and hold a brief discussion. Ask questions like: a. *How did it feel to be so cut off from the world?* b. *How was it to try and communicate with someone who cannot see, hear or speak?* c. *Can you try and imagine what life is like if you cannot communicate at all?*

PRE-READING ACTIVITY

1. Ask a learner to read the title: **The story of my life**.
2. Explain the meaning of the title, e.g. *This is going to be the story of someone's life. We see the pronoun 'my'. This tells us that the story will be told by a person who is telling us about their own life (it will be from their own perspective!).*
4. Instruct learners to think about the pictures, caption and title.
5. Conduct the Pre-Read activity as per core methodology.

EXPLAIN:

Explain that this week, we will read a **non-fiction** (true) story about a woman named Helen Keller. Helen was born in 1880, about 140 years ago. Helen Keller lost her sight and hearing as an infant. She was deaf and blind. Because she was so young, she also couldn't speak. Luckily, she had a wonderful teacher who designed a system for them to communicate. Helen overcame the barriers she faced and developed ways to communicate with others and read.

At the time she was alive, blind and deaf people did not usually get to go to school or live normal lives. Helen Keller worked hard to help change the way differently abled people were treated.

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	Mama Winnie means so much to me!	*Point to yourself*
	She broke down barriers	*Pretend to push a wall down*
	And helped us to be free.	*Gesture to everyone in the classroom*
	Thank you, Mama,	--
	For taking a stand,	*Stand up*
	And fighting for justice in our land!	--
THEME VOCABULARY	impatient, succeed, trapped, deaf, blind	
QUESTION OF THE DAY		
Question	Remind learners that in our Listening & Speaking story this week, we read about Sindiswa's struggles with reading. We saw that Ms Mhlambi was very patient and kind to Sindiswa. If Ms Mhalmbi had been impatient or cruel, Sindiswa might not have been able to overcome the barriers she faced. **Ask learners:** How do you feel when someone is **impatient** with you?	
Answer frame	I feel (frustrated / embarrassed / trapped).	
Graph	3-column graph	
Options	frustrated / embarrassed / trapped	
FOLLOW-UP QUESTIONS		
Question	**How many learners feel frustrated when someone is impatient with them?**	
Answer	__ learners feel frustrated when someone is impatient with them.	
Question	**How many learners feel embarrassed when someone is impatient with them?**	
Answer	__ learners feel embarrassed when someone is impatient with them.	
Question	**How many learners feel trapped when someone is impatient with them?**	

Answer	__ learners feel trapped when someone is impatient with them.
Question	**How do most learners feel when someone is impatient with them?**
Answer	Most learners feel __ when someone is impatient with them.
Question	**How do fewest learners feel when someone is impatient with them?**
Answer	Fewest learners feel __ when someone is impatient with them.
Question	**How do you feel when someone is impatient with you?**
Answer	I feel frustrated when someone is impatient with me.
Answer	I feel embarrassed when someone is impatient with me.
Answer	I feel trapped when someone is impatient with me.
EXPLAIN	Explain that when someone is impatient with us, it can make us feel frustrated, embarrassed and trapped. It can be hard to succeed if someone is impatient with us instead of supporting us and helping us!
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: WEDNESDAY / DAY 3: FIRST READ	
TITLE	*The story of my life*
DBE workbook 1, PAGE	6
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Make inferences**
PURPOSE	• To show learners that good readers always think about the text. • To give learners an understanding of the text, by modelling how good readers think about the text.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 6**.
3. Allow learners a few minutes to try and read the text on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** with the story as you read.
5. Read the story with fluency and expression to learners.
6. Read the **Text** first and then say the comment in the **First Read** column.

Text	Think Aloud: First Read
One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" on my hand and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had a struggle over the words "m-u-g" and "w-a-t-e-r". Miss Sullivan had tried to show me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I always mixed up the two.	**I wonder** who Miss Sullivan is? **I wonder** why Miss Sullivan is spelling things on the narrator's hand? Oh! I can **infer** that Miss Sullivan must be Helen Keller's teacher, because she is helping Helen learn new words in a special way.
But, however hard she found it, she didn't stop trying. I became impatient as she tried again and again and again and, seizing the new doll, I threw it upon the floor. I was delighted when I felt the pieces of the broken doll at my feet. I did not feel sad. I had not loved the doll.	Miss Sullivan is trying again and again. The narrator becomes impatient. I can **infer** that the teacher is working hard, but that the narrator is not understanding.

In the still, dark world in which I lived there was no real tenderness. I felt my teacher sweep the pieces to one side of the fireplace and I felt satisfied that the cause of my discomfort was removed.	I know from our pre-reading activity that this is a story about Helen Keller, who was deaf and blind. I can **infer** that when the narrator says 'still dark world', she must be talking about how she can't see (and it's dark) and can't hear (and it's still). I can **infer** that this must be before Helen was able to communicate with others. I think that Helen Keller's life must have been difficult, especially when she was a child.
She brought me my hat and I knew I was going into the warm sunshine. This thought, if a wordless feeling may be called a thought, made me hop and skip with pleasure.	I can **infer** that the narrator must only wear a hat when she goes outside because when she is given her hat, she knows what will happen next!
We walked down the path to the well. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled in the other hand the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the movements of her fingers. Suddenly and somehow the mystery of language was shown to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand.	Oh! I remember that in the first paragraph, the narrator always mixed up the words that Miss Sullivan tried to spell in her hand. But now, she instantly understands the meaning of the word 'water'! **I wonder** if this is the first word Helen has ever understood?
That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could be swept away.	When the narrator says 'that living word', she must be talking about feeling the cool, flowing water. It was different from other objects because she used her sense of **touch**. This must have made her realise that even though she can't see or hear, she can still feel!
I left the well eager to learn. Everything had a name and each name meant something new to me. As we returned to the house every object which I touched seemed to tremble with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door, I remembered the doll I had broken. I felt my way to the fireplace and picked up the pieces.	I can **infer** that the new 'sight' the narrator is talking about is the sense of touch. Everything the narrator touches now seems to have life! She can't see with her eyes, but she realises that she can use her hands to 'see'.

I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done and for the first time I felt sorrow.	
I learnt a great many new words that day. I do not remember what they all were; but I do know that *mother, father, sister, teacher* were among them. It would have been difficult to find a happier child than I was as I lay in my bed at the close of that eventful day and thought about the joys it had brought me and for the first time longed for a new day to come.	I remember that at first, the narrator struggled to learn any words. But, after she learnt the word 'water', she is able to learn many new words. I can **infer** that learning the word 'water' helped her understand what Miss Sullivan was trying to teach her. I can **infer** that she might have understood for the first time!
Follow-up questions	**Responses**
What sense does Helen discover when she feels the water on her hand?	She discovers her sense of touch.
What was the first word the narrator learnt?	The first word she learnt was 'water'.
Why question	**Possible responses**
Why was feeling water a life-changing moment for the author?	• Because it was the first word she ever understood. • Because before she felt the water, she didn't understand what Miss Sullivan was trying to teach her. • Because she discovered her sense of touch – she realised she could use her hands to see. • Because she realised she could learn lots of new words to communicate with people.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will learn about: adjectives 2. Point out the following example of this: In paragraph 4, we read: *I knew I was going into the warm sunshine.* 'Warm' is an adjective, because it describes the sunshine, which is a noun. 3. Introduce this LSC as follows: Adjectives describe nouns. They help to create an image of the noun, by adding detail.	

WEEK 5: THURSDAY / DAY 4: SECOND READ	
TITLE	*The story of my life*
DBE workbook 1, PAGE	6
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Make inferences**
PURPOSE	• To give learners a deeper understanding of the text by modelling how to think critically and creatively about a text. • To show learners how to make inferences about the text, how to use what is written together with what we know, to make good guesses about the text.

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *How did Helen feel at the beginning of the story, when she threw her doll onto the floor?*
   b. *What did Helen think about as she lay in bed?*
   c. *Why did Helen's attitude change throughout the course of the story?*
2. Read the **follow-up questions** out loud to learners.
3. Hand out the DBE workbooks.
4. Instruct learners to turn to the story on **page 6**.
5. Explain that you will read the story to learners. They must **follow along** with the story as you read.
6. Read the story with fluency and expression to learners.
7. Read the **Text** first and then say the comment in the **Second Read** column.
8. Next, instruct learners to **turn and talk** with a partner.
9. Instruct learners to take turns **reading the story** to each other.
10. Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" on my hand and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had a struggle over the words "m-u-g" and "w-a-t-e-r". Miss Sullivan had tried to show me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I always mixed up the two.	It sounds like the narrator is struggling because she is always mixing up the words she is supposed to learn. **I wonder** how that makes the narrator feel?

But, however hard she found it, she didn't stop trying. I became impatient as she tried again and again and again and, seizing the new doll, I threw it upon the floor. I was delighted when I felt the pieces of the broken doll at my feet. I did not feel sad. I had not loved the doll.	I can **infer** that the narrator feels frustrated. She throws her doll! That is just like how Sindiswa wanted to throw her book when she was frustrated. When we feel frustrated, we can have the urge to throw or hit something. I can **infer** that the narrator must have been frustrated because she didn't understand what her teacher was trying to teach her.
In the still, dark world in which I lived there was no real tenderness. I felt my teacher sweep the pieces to one side of the fireplace and I felt satisfied that the cause of my discomfort was removed.	The narrator says 'In the still, dark world in which I lived.' The narrator uses the word 'I' to talk about her world. It is like she is the only one living in that world. I can **infer** that the narrator felt alone. She didn't feel like anyone else could understand her.
She brought me my hat and I knew I was going into the warm sunshine. This thought, if a wordless feeling may be called a thought, made me hop and skip with pleasure.	I can **infer** that the narrator loves to go outside. She hops and skips when Miss Sullivan brings her hat. We normally hop and skip when we feel happy or excited!
We walked down the path to the well. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled in the other hand the word water, first slowly, then rapidly. I stood still, my whole attention fixed upon the movements of her fingers. Suddenly and somehow the mystery of language was shown to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand.	The narrator is focused on Miss Sullivan's fingers and the wonderful feeling of the cool water. The narrator tells us that 'the mystery of language was shown to her.' I can **infer** that the narrator is not feeling frustrated in this moment. Instead, she is feeling excited that she finally understands!
That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could be swept away.	When the narrator understands the word 'water', her feelings about the world seem to totally change! I can **infer** that the narrator feels happy and free for the first time. I can **infer** that she felt trapped before this moment. I think she felt trapped because she felt alone – like she couldn't communicate with other people. But now, she feels hope – like she can really learn words and communication!

I left the well eager to learn. Everything had a name and each name meant something new to me. As we returned to the house every object which I touched seemed to tremble with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door, I remembered the doll I had broken. I felt my way to the fireplace and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears; for I realized what I had done and for the first time I felt sorrow.	Now the narrator feels eager to learn. She must want to use her new sense of touch!
I learnt a great many new words that day. I do not remember what they all were; but I do know that *mother, father, sister, teacher* were among them. It would have been difficult to find a happier child than I was as I lay in my bed at the close of that eventful day and thought about the joys it had brought me and for the first time longed for a new day to come.	In the beginning of this story, the narrator feels very uncomfortable, frustrated and unhappy. By the end, she feels extremely happy. The narrator says that 'for the first time, she longed for a new day to come.' That tells me that this is the first time she felt happy and hopeful about the future. I can **infer** that this story is about a life-changing moment in the narrator's life.
Follow-Up Questions	**Responses**
How did Helen feel at the beginning of the story, when she threw her doll onto the floor?	She felt frustrated.
What did Helen think about as she lay in bed?	She thought about the eventful day and all the joy and happiness it had brought her. She thought about the future for the first time.
Why question	**Possible responses**
Why did Helen's attitude change throughout the course of the story?	• At the beginning of the story, Helen could not understand what the teacher was trying to teach her. Then, she felt the water. After this moment, she understood that the teacher was trying to help her learn new words. • Helen had a life-changing moment in the story. She felt alone and trapped at first. By the end, I can **infer** that she felt hope for the future.

	• At first, the narrator felt alone in her own world. By the end, she felt that she would soon be able to communicate with others.

Ask learners to formulate a question about the text.

1. Ask learners to independently think of a question that they can ask about the text.
2. 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.
3. Tell learners to turn and talk and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.
5. Give other learners the opportunity to answer these questions.

WEEK 5: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY	
Modelling (I DO)	1. Explain that this week, we have been working on **making inferences.** 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to **page 6**. 5. Read out loud while learners follow along: *I learnt a great many new words that day. I do not remember what they all were; but I do know that mother, father, sister, teacher were among them.* 6. Explain that we can make inferences that: a. That day was important for the narrator. b. Learning the words 'mother', 'father', 'sister' and 'teacher' was important to the narrator – it was a long time ago and there were lots of new words, but those were the most important. c. The narrator's mother, father, sister and teacher' must have been important to her. d. In the beginning of the story, the narrator felt alone and she wasn't able to communicate. Maybe she was able to feel connected to those special people for the first time that day. 7. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.

Work with learners **(WE DO)**	1. Read out loud while learners follow along: *I became impatient as she tried again and again and again and, seizing the new doll, I threw it upon the floor.* 2. **Ask learners:** What inferences can you make after you read this sentence? 3. Listen to learners' ideas, like: a. The teacher is patient. She keeps trying to teach the narrator. b. The narrator doesn't understand what the teacher is trying to do. c. The narrator is frustrated by what the teacher is doing. d. The narrator doesn't want the doll. e. The narrator wants to stop trying to learn.
Pair work **(YOU DO)**	1. Explain that now, learners will work with a partner to make an inference. 2. **Ask learners:** What kind of person was Miss Sullivan? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on 2-3 learners to share their answer to the question, like: kind, patient, hard-working, a good teacher. 6. **Ask learners:** What helps you infer what kind of person Miss Sullivan was? 7. Explain that the DBE workbook text never says that Miss Sullivan was a patient and kind teacher, but we can infer this because: a. She tries again and again to teach Helen Keller new words. b. She never yells or shouts at Helen Keller. c. She keeps trying to help, even after Helen throws her doll and breaks it. d. She finally succeeds in helping Helen Keller.
NOTES	**Remind learners that they should already have the following notes to remind them of what an inference is. If they don't, they should copy them into their exercise books now.** **<u>Making inferences</u>** To make an inference, we take: what is written + what we already know and we make a good guess about the text.

WEEK 5: FRIDAY / DAY 5: POST-READING	
TITLE	*The story of my life*
DBE workbook 1, PAGE	6
ACTIVITY	ORAL RECOUNT
COMPREHENSION	**Summarise**
PURPOSE	To help learners to clarify and consolidate their understanding of the text by independently summarising the main points about the text.

POST-READING

1. Explain that today, we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. We will also be **determining the message** of the story. *This means that we will think about what we are supposed to learn from the text.*
3. **Ask learners:** How can you tell a friend about the story in **3 to 4 sentences**?
4. Instruct learners to use the frame to answer the question:

   This text is about ____.

   In the text, we see:

   1. Xx
   2. Xx
   3. Xx
   4. Xx
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. Give learners time to think about the most important parts of the text.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a **class summary**, like:

   This text is about *Helen Keller.*

   In this text we see:

   1. *That Helen struggled to learn how to communicate.*
   2. *Then, she finally understood the word 'water'.*
   3. *This helped her discover her sense of touch.*
   4. *This changed her life because it gave her hope for the future.*

10. **Ask learners:** What is the reader meant to learn from this text? Give learners time to think about the message of the text.
11. Instruct learners to turn and talk. They must tell their partner about the message of the text, using the frame:

    I can infer that the author wants us to understand ____.
12. With the remaining time, call learners up to the front of the classroom to present to the class.
13. Make sure learners understand the message of the text, like: ***I can infer that the author wants us to understand that*** *learning to communicate was difficult, but, she was able to overcome a big barrier.*

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DESCRIPTIVE ESSAY	To describe something in a vivid way	1. *Identification*: Gives a general orientation to the subject, *e.g. There was a huge beast.* 2. *Description*: Describes features or characteristics of the subject, *e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.*	• May be written in past or present tense. • Creates a picture in words. • Uses adjectives and adverbs. • Uses figurative language, *e.g. simile, metaphor, personification and alliteration.*
INTRODUCE THE GENRE	1. Explain that this cycle, learners will write a **descriptive essay**. 2. Remind learners that a paragraph is a group of sentences about the same topic. In a **paragraph**, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence. Tells us about the...? (topic sentence) Then, supporting sentences add more details about the topic. The final sentence concludes the paragraph (concluding sentence.) 3. Explain that **descriptive writing** is writing that uses words to create pictures in the reader's imagination. It uses words about sight, smell, sound and touch to help the reader to visualise what the writer is writing about.		

	4. Explain that in descriptive writing, we must: a. Create a picture using words b. Use words that tell us about what something looks, sounds, smells, tastes and feels like. c. Use interesting adjectives d. Use figures of speech (like similes)
READ THE SAMPLE TEXT	*Sindiswa was an 11-year-old girl. She was tall for her age and had long, skinny legs. Sindiswa had a smile as bright as the sun. Her eyes sparkled when she smiled and she laughed a lot!* *Sindiswa was good at so many things. She was a kind and friendly girl, so she had many friends. She listened to her friends when they had a problem and never told their secrets. She also loved to have fun with her friends. She enjoyed playing games and joking with them and laughing until tears ran down her face! When Sindiswa ran races, everyone loved to watch. Her shiny brown legs took such long strides that it looked like she was flying.* *There was only one thing that made Sindiswa feel bad. When she looked at a page in a book, her heart became heavy. When the teacher asked Sindiswa to read, her face felt hot and she felt like her heart would beat out of her chest.*
DISCUSS	1. Who is being described? 2. What are some words that tell us about how something looks, sounds, smells, tastes or feels? 3. Who is telling this story? (Is the person talking about herself or someone else?) 4. How do we know this is descriptive writing? 5. What is the first paragraph about? (What Sindiswa looked like.) 6. What is the second paragraph about? (What Sindiswa was good at.) 7. What is the third paragraph about? (What Sindiswa struggled with.)
NOTES	**Tell learners to open their exercise books and write down the following heading and notes:** **<u>Descriptive essay</u>** 1. A descriptive essay is a number of paragraphs that describe the same thing. 2. Each paragraph has one main idea. 3. It tells us in detail about a person, place or thing. 4. I use interesting adjectives. 5. I write about how something looks, sounds, smells, tastes and feels. 6. I write in the past or present tense.

GRADE 5 - TERM 1

WEEK 6

THEME:
OVERCOMING BARRIERS

Don't be disappointed if people refuse to help you. Remember the words of Einstein: "I am thankful to all of those who said no. Because of them, I did it myself."

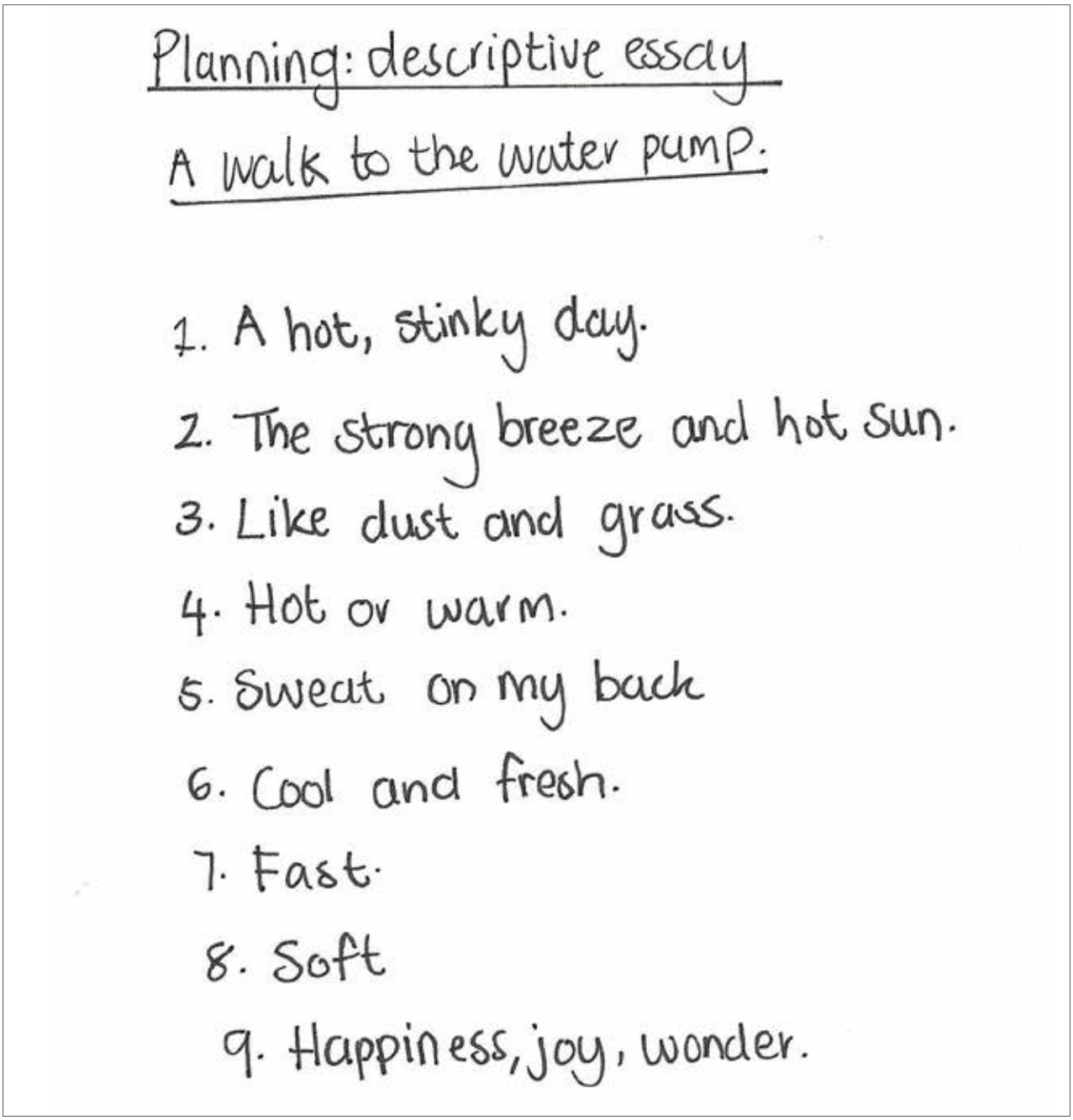
TERM 1: WEEK 6	
OVERVIEW	
THEME	**Overcoming barriers**
THEME VOCABULARY	barrier, overcome, struggle, exhausted, narrator, impatient, succeed, trapped, deaf, blind, communicate, confide, encourage, realise, support, discrimination, ability, race, gender, challenge
LSC	Adjectives
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Make inferences**
WRITING GENRE	Descriptive essay
WRITING TOPIC	Pretend you are Helen Keller. Write a descriptive essay about walking down the path in the sunshine and feeling the water from the pump.

<table>
<tr><th colspan="3">WEEK 6: MONDAY / DAY 1: WRITING - PLANNING</th></tr>
<tr><td>TOPIC</td><td colspan="2">Pretend you are Helen Keller. Write a descriptive essay about walking down the path in the sunshine and feeling the water from the pump.</td></tr>
<tr><td>GENRE</td><td colspan="2">Descriptive essay</td></tr>
<tr><td>PLANNING STRATEGY</td><td colspan="2">Write a list</td></tr>
<tr><td>MODEL THE PLANNING STRATEGY (I DO)</td><td colspan="2">1. Introduce the writing topic.
2. Show learners that you think before you write.
3. Remind learners that for this topic, you will need to pretend you are Helen Keller. You must write as if you are her, using ‘I’, ‘we’ and ‘me’.
4. Orally share some of your ideas about how to fill in the writing frame, like:

I remember in the story it was sunny. So, I am going to pretend it is a bright and sunny day. I am going to think about how I feel on a hot and sunny day. I feel sweaty. I am going to think about running my hands under the water in the sink. I am going to think about what that feels like. This can help me think about what Helen Keller must have felt. When I feel water, it feels wet. It feels fresh.

5. Have the planning frame written on one side of the chalkboard.
6. Explain that we will not write about the sense of sight or hearing in this paragraph because Helen Keller was deaf and blind. We will use touch, smell and taste.
7. Show learners how you make a list by answering the questions.
8. Complete the plan on the other side of the chalkboard.</td></tr>
<tr><td></td><td><u>A walk to the water pump</u>
1. What kind of day was it outside?
2. What did you feel when you stepped outside?
3. How did it smell outside?
4. How did the sun feel?
5. What else did you feel?
6. How did the water feel?
7. How did the water come out of the pump?
8. How did Miss Sullivan’s hand feel?
9. What feelings did you have when you felt the water on your hands?</td><td><u>A walk to the water pump</u>
1. A sunny, summer day
2. The strong breeze
3. Like grass
4. Hot
5. Sweat on my back
6. Cool and fresh
7. It gushed
8. Soft
9. Happiness, joy, wonder</td></tr>
</table>

LEARNERS USE THE PLANNING STRATEGY **(YOU DO)**	1. Tell learners to close their eyes and **visualise** Helen walking to the pump. They must **visualise** how she feels as she steps outside into the sun. They must visualise her walking down a path all the way to the water pump. Then, they must visualise her feeling water at the pump! 2. Next, tell learners to **turn and talk** with a partner, to share their stories. 3. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their descriptive essay, just like you did. 4. Tell learners not to copy your plan – they must write their **own** ideas! 5. As learners work, walk around the room and hold mini-conferences.



Planning: descriptive essay

A walk to the water pump:

1. A hot, stinky day.
2. The strong breeze and hot sun.
3. Like dust and grass.
4. Hot or warm.
5. Sweat on my back
6. Cool and fresh.
7. Fast.
8. Soft
9. Happiness, joy, wonder.

WEEK 6: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	Mama Winnie means so much to me!	*Point to yourself*
	She broke down barriers	*Pretend to push a wall down*
	And helped us to be free.	*Gesture to everyone in the classroom*
	Thank you, Mama,	--
	For taking a stand,	*Stand up*
	And fighting for justice in our land!	--
THEME VOCABULARY	communicate, confide, encourage, realise, support	
QUESTION OF THE DAY		
Question	Explain that it is important for us all to have people we can confide in. Lots of us have friends we can confide in. It is also helpful to have an adult in our life who can support us. If we are facing a problem or an issue, it is helpful to communicate that to someone who can support us. Support and encouragement are important for working to break down and overcome barriers! **Ask learners:** Which adult do you think you could confide in?	
Answer frame	I think I could confide in (a teacher / an aunt or uncle / a parent).	
Graph	3-column graph	
Options	a teacher / an aunt or uncle / a parent	
FOLLOW-UP QUESTIONS		
Question	**How many learners think they could confide in a teacher?**	
Answer	__ learners think they could confide in a teacher.	
Question	**How many learners think they could confide in an aunt or uncle?**	
Answer	__ learners think they could confide in an aunt or uncle.	
Question	**How many learners think they could confide in a parent?**	
Answer	__ learners think they could confide in a parent.	
Question	**Who do most learners think they could confide in?**	

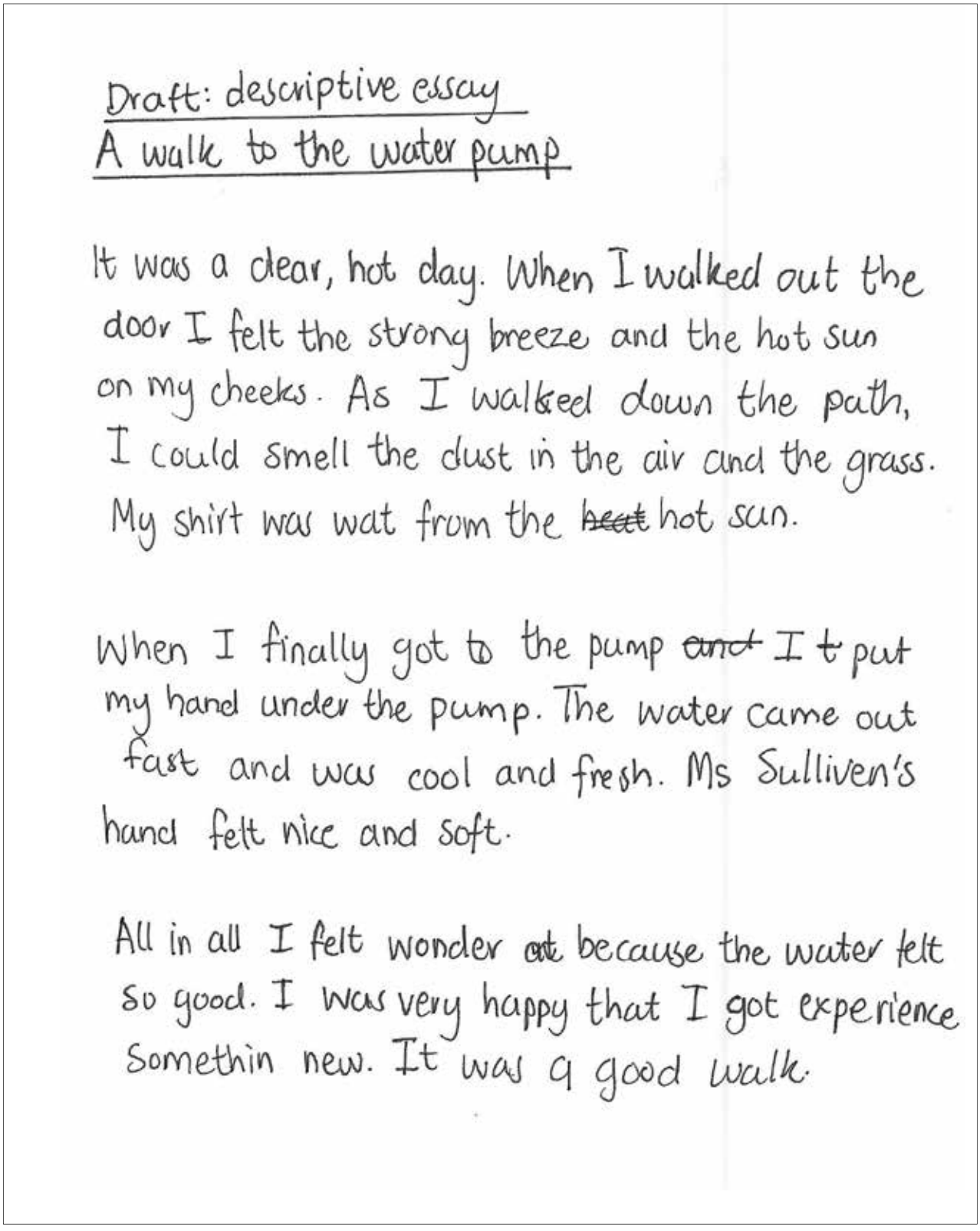
Answer	Most learners think they could confide in __
Question	**Who do fewest learners think they could confide in?**
Answer	Fewest learners think they could confide in __
Question	**Which adult do you think you could confide in?**
Answer	I think I could confide in a teacher.
Answer	I think I could confide in an aunt or uncle.
Answer	I think I could confide in a parent.
EXPLAIN	Explain that all of these are good options! It is important to pick someone who you feel is trustworthy and caring! This is different for each and every one of us.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 6: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

<table>
<tr><th colspan="2">WEEK 6: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING</th></tr>
<tr><td>LSC</td><td>Adjectives</td></tr>
<tr><td>LSC
Modelling
(I DO)</td><td>
1. Explain that descriptive writing uses lots of adjectives.
2. Explain that adjectives are words that tell us about nouns (people, places and things).
3. Explain that normally in descriptive writing, we must describe what we see, hear, smell, taste or touch in order to create a picture with words.
4. Write the following noun on the board: water.
5. Explain that in good descriptive writing, we must describe our nouns using our five senses. We must think about how the noun looks, sounds, smells, tastes and feels. Remind learners that in our essay this week, we will not use sight and hearing because we are writing about Helen Keller.
6. Draw the following table on the board. Show learners some examples of adjectives that can be used to describe water:
<table>
<tr><th>Smells</th><th>Tastes</th><th>Feels</th></tr>
<tr><td>fresh
salty</td><td>fresh</td><td>cold
fast</td></tr>
</table>
7. Explain that these are all different adjectives that can describe water! Learners can think about these words when they draft their paragraphs.
</td></tr>
<tr><td>LSC
Ask learners for help
(WE DO)</td><td>
1. Ask learners: What is a noun we can describe?
2. Choose any noun suggested by learners, like: apple.
3. Make a table with the senses that Helen Keller had. Go through each of these and brainstorm adjectives to describe an apple, like:
<table>
<tr><th>Smells</th><th>Tastes</th><th>Feels</th></tr>
<tr><td>fresh
fruity</td><td>sweet
juicy</td><td>crunchy
cold</td></tr>
</table>
</td></tr>
</table>

<table>
<tr><td>LSC
Pair work
(YOU DO)</td><td colspan="2">
1. Write the following on the board: garden.
<table>
<tr><th>Smells</th><th>Tastes</th><th>Feels</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>
2. Give learners 2 to 3 minutes to work with a partner to brainstorm adjectives to describe a garden.
3. Call learners back together. Call on random learners to contribute an adjective. Fill in all adjectives on the board, like:
<table>
<tr><th>Smells</th><th>Tastes</th><th>Feels</th></tr>
<tr><td>flowery
fresh</td><td>bitter
sweet</td><td>shady
cool</td></tr>
</table>
4. Remind learners that they will need to remember to use adjectives when they are drafting their descriptive essays.
</td></tr>
<tr><td>TOPIC</td><td colspan="2">Pretend you are Helen Keller. Write a descriptive essay about walking down the path in the sunshine and feeling the water from the pump.</td></tr>
<tr><td>PLANS</td><td colspan="2">Before class begins, rewrite the writing plans on the board:</td></tr>
<tr><td></td><td><u>A walk to the water pump</u>
1. What kind of day was it outside?
2. What did you feel when you stepped outside?
3. How did it smell outside?
4. How did the sun feel?
5. What else did you feel?
6. How did the water feel?
7. How did the water come out of the pump?
8. How did Miss Sullivan’s hand feel?
9. What feelings did you have when you felt the water on your hands?</td><td><u>A walk to the water pump</u>
1. A sunny summer day
2. The strong breeze
3. Like grass
4. Hot
5. Sweat on my back
6. Cool and fresh
7. It gushed
8. Soft
9. Happiness, joy, wonder</td></tr>
</table>

WRITING FRAME	1. Next, tell learners that they must turn each point in their plan into a sentence. They must try to use at least two interesting adjectives in their sentences! 2. They must also arrange the sentences into paragraphs, with topic and supporting sentences. 3. Write the following frame on the chalkboard and explain it to learners: **Title: A walk to the water pump** **Paragraph 1: Describe the walk down the path** *Topic sentence: Point 1* **It was a…** *Supporting sentences: Points 2 to 5* **When I walked out the door…** **As I walked down the path…** **Paragraph 2: Describe the water** *Topic sentence: Point 6* **When I finally got to the pump…** *Supporting sentences: Points 7 to 8* **The water…** **Miss Sullivan's hand…** **Paragraph 3: Explain how you feel and what you're thinking** *Point 9* **All in all, I felt…**
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a descriptive essay using the frame and their plans to help them. 4. Instruct learners to write the date and heading: **Descriptive essay: Draft**. 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.



Draft: descriptive essay
A walk to the water pump

It was a clear, hot day. When I walked out the door I felt the strong breeze and the hot sun on my cheeks. As I walkeed down the path, I could smell the dust in the air and the grass. My shirt was wat from the ~~heet~~ hot sun.

When I finally got to the pump ~~and~~ I t put my hand under the pump. The water came out fast and was cool and fresh. Ms Sulliven's hand felt nice and soft.

All in all I felt wonder ~~at~~ because the water felt so good. I was very happy that I got experience Somethin new. It was a good walk.

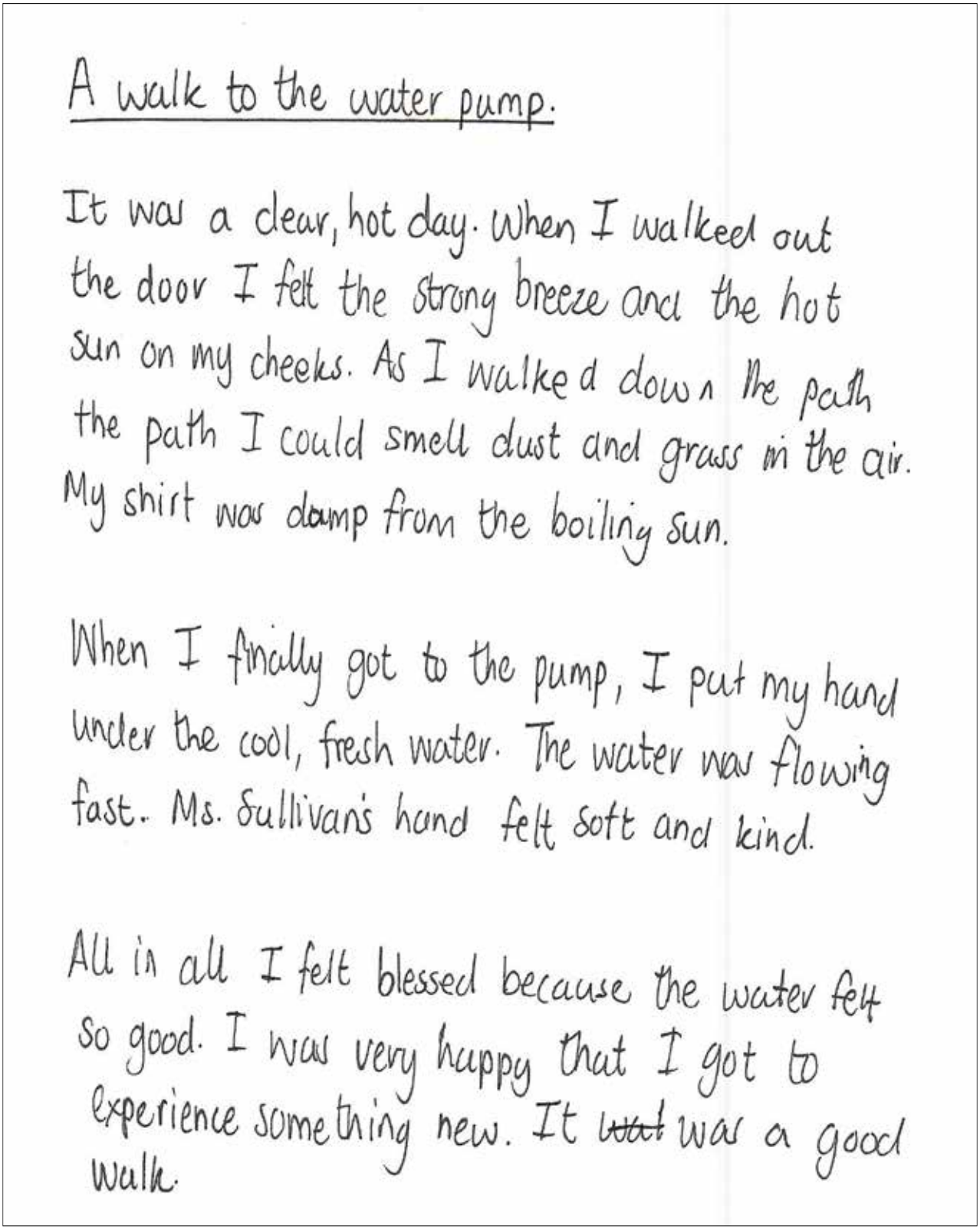
WEEK 6: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 6: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	Mama Winnie means so much to me!	*Point to yourself*
	She broke down barriers	*Pretend to push a wall down*
	And helped us to be free.	*Gesture to everyone in the classroom*
	Thank you, Mama,	--
	For taking a stand,	*Stand up*
	And fighting for justice in our land!	--
THEME VOCABULARY	discrimination, differently abled, race, gender, challenge	
QUESTION OF THE DAY		
Question	Explain that people can face lots of different kinds of barriers in their lives. In our readings, we saw that Sindiswa faced a learning barrier – she found it more difficult to read than other learners. Lots of learners work to overcome learning barriers. We saw that Helen Keller learnt to overcome a different kind of barrier. She had to overcome being differently abled from other people. Our schools and communities are set up for people who can hear and see. Therefore, someone who is deaf and blind will be faced with many challenges. Helen Keller was discriminated against because she was deaf and blind – because she had different abilities from other people. People are also discriminated against because of their race and their gender. This kind of discrimination creates lots of barriers for people. **Ask learners:** Have ever felt discriminated against?	
Answer frame	Yes, I have felt discriminated against. No, I have never felt discriminated against.	
Graph	2-column graph	
Options	yes / no	

FOLLOW-UP QUESTIONS	
Question	**How many learners have felt discriminated against?**
Answer	__ learners have felt discriminated against.
Question	**How many learners have never felt discriminated against?**
Answer	__ learners have never felt discriminated against.
Question	**Have more learners felt discrimination before or not?**
Answer	More learners __
Question	**Have fewer learners felt discrimination before or not?**
Answer	Fewer learners __
Question	**Have you ever felt discriminated against?**
Answer	Yes, I have felt discriminated against.
Answer	No, I have never felt discriminated against.
PERSONAL DICTIONARIES	1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries. 2. Remind learners to add a **picture** or **definition** for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 6: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING	
EDITING CHECKLIST *(Write this on the board **before** class begins)*	1. Did I write the heading? 2. Did I use first person ('I' and 'we') to pretend I am Helen Keller? 3. Did I use at least two interesting adjectives? 4. Did I describe how things smell, taste and feel? 5. Did I write three paragraphs, like the writing frame shows? 6. Did I spell all words correctly? 7. Does every sentence start with a capital letter? 8. Does every sentence end with a full stop or exclamation mark?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their paragraphs sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their recount, correcting any mistakes. 3. Instruct learners to rewrite the paragraphs correctly, under the heading: **A walk to the water pump**. 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
SHARE	1. Instruct learners to **turn and talk** to a partner. 2. Instruct learners to read their writing out loud to their partner and then swap. 3. Instruct learners to each tell each other one thing they liked about their partner's writing. 4. Collect learners' books and mark as follows:



A walk to the water pump.

It was a clear, hot day. When I walkeed out the door I felt the strong breeze and the hot sun on my cheeks. As I walked down the path the path I could smell dust and grass in the air. My shirt was damp from the boiling sun.

When I finally got to the pump, I put my hand under the cool, fresh water. The water was flowing fast. Ms. Sullivan's hand felt soft and kind.

All in all I felt blessed because the water felt so good. I was very happy that I got to experience something new. It ~~wtat~~ was a good walk.

WEEK 6: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 6: CONCLUSION	
Find 10-15 minutes at the end of the week to do the following:	
UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 5 - TERM 1

THEME:
GROWING PLANTS

"A society grows great when old men plant trees, whose shade they know they shall never sit in."
- Greek proverb

TERM 1: WEEK 7	
OVERVIEW	
THEME	**Growing plants**
THEME VOCABULARY	sunlight, soil, sprout, nutrient, seedling, replant, compost, manure, moist, unusual
LSC	Imperative
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Search the text**
WRITING GENRE	Instructions
WRITING 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! • How to smell a flower. • How to eat an orange. • How to climb a tree. • How to water plants.
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: real packages of seeds with instructions written on them, articles about farming in South Africa. 5. Try to find some pictures of different plants growing. Try to find real objects for your theme table, like real seedlings and seeds. You can ask learners to bring in objects or pictures related to growing plants from their own homes. 6. Do some research on the internet to find out some interesting information to prepare for this theme: For example: What is the best way to grow healthy plants?

<table>
<tr><th colspan="3">WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES</th></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 64
2. Instruct learners to look at the title, headings and pictures in the text.</td></tr>
<tr><td>INTRODUCE THE THEME</td><td colspan="2">1. Tell learners the title of the theme.
2. Activate learners' background knowledge about the theme.
3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.
4. Fill in the first part of the K-W-L chart.</td></tr>
<tr><td rowspan="10">SONG / RHYME</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>I plant a little seed,</td><td>Pretend to have a little seed in your hand / fingers</td></tr>
<tr><td>In the ground.</td><td>Point to the ground</td></tr>
<tr><td>Out comes the sun,</td><td>Hold your arms in a circle over your head, like a sun</td></tr>
<tr><td>Big and round.</td><td>Hold your arms in a circle over your head, like a sun</td></tr>
<tr><td>Down come the raindrops,</td><td>Pretend your fingers are falling raindrops</td></tr>
<tr><td>Soft and slow.</td><td>Pretend your fingers are falling raindrops</td></tr>
<tr><td>Up sprouts a flower,</td><td>Put one finger up</td></tr>
<tr><td>Grow, grow, grow!</td><td>Slowly raise your arm to the sky</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">sunlight, soil, sprout, nutrient, seedling</td></tr>
<tr><th colspan="3">QUESTION OF THE DAY</th></tr>
<tr><td>Question</td><td colspan="2">Explain that plants need different elements to grow. Elements are things like water, nutrients (from soil and sunlight) and air to grow.
Ask learners: What element do you think is most important for a seed to sprout and grow?</td></tr>
<tr><td>Answer frame</td><td colspan="2">I think (soil / sunlight / air / water) is the most important element.</td></tr>
<tr><td>Graph</td><td colspan="2">4-column graph</td></tr>
<tr><td>Options</td><td colspan="2">soil / sunlight / air / water</td></tr>
</table>

FOLLOW-UP QUESTIONS	
Question	**How many learners think soil is the most important element for a seed to sprout and grow?**
Answer	__ learners think soil is the most important element.
Question	**How many learners think sunlight is the most important element for a seed to sprout and grow?**
Answer	__ learners think sunlight is the most important element.
Question	**How many learners think air is the most important element for a seed to sprout and grow?**
Answer	__ learners think air is the most important element.
Question	**How many learners think water is the most important element for a seed to sprout and grow?**
Answer	__ learners think water is the most important element.
Question	**What element do most learners think is the most important for a seed to sprout and grow?**
Answer	Most learners think __ is the most important element.
Question	**What element do fewest learners think is the most important for a seed to sprout and grow?**
Answer	Fewest learners think __ is the most important element.
Question	**What element do you think is the most important for a seed to sprout and grow?**
Answer	I think soil is the most important element for a seed to sprout and grow.
Answer	I think sunlight is the most important element for a seed to sprout and grow.
Answer	I think air is the most important element for a seed to sprout and grow.
Answer	I think water is the most important element for a seed to sprout and grow.
EXPLAIN	Explain that all of these elements are important for a seed to sprout and grow! A seed would not be able to grow if any of these elements was missing. So, we cannot say one is more important than another.

PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO…

1. This week, learners will listen to **a story with a procedure**: *Kruti's tomatoes*
2. **FIRST READ:** Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions and actions.
3. **SECOND READ:** Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	Second Read: Share Thoughts (Model)	Third Read: Ask Questions
Kruti Naidoo loved tomatoes. Kruti ate a tomato every day for lunch! She really wished that she could eat tomatoes for breakfast, lunch and dinner! She enjoyed the juicy taste of tomatoes and the bright red colour of the fruit. Kruti's friends thought it was unusual that she loved tomatoes. Kruti thought it was unusual that her friends didn't like the delicious fruit! Kruti didn't understand why her friends liked to eat gummies and chocolate so much. Kruti liked tomatoes much more than sweets!	What do Kruti's friends think is unusual about her? Oh! **I learn** that they think her love of tomatoes is unusual. Kruti's friends clearly do not share her love for tomatoes!	1. What does Kruti love? (*She loves tomatoes.*) 2. When does Kruti eat tomatoes? (S*he eats a tomato every day for lunch.*) 3. What do Kruti's friends like to eat? (*They like to eat sweets.*)

But tomatoes cost money and sometimes Kruti's parents said no when she asked for her favourite fruit.	Why does Kruti feel ready to try growing tomatoes on her own?	1. What was Kruti's brilliant idea? (*To grow her own tomatoes*.)
So, Kruti came up with a brilliant idea – she decided to grow her own tomatoes! Kruti used her mother's phone to find instructions on the internet about how to grow tomatoes. She read the instructions carefully. Then, she watched a YouTube video where an expert showed and explained what to do. Kruti felt ready to try on her own.	Oh! **I learn** that it is because she read instructions and watched a video on the internet. **I wonder** if Kruti will succeed in growing seeds on her own?	1. How did Kruti use the internet? (*She used the internet on her mother's phone.*)
First, Kruti found a garden pot in her back yard. She got a fright when a big lizard ran out of the pot! The pot was very old and quite dirty, so Kruti washed it out before she used it.	What does Kruti do first? Oh! First, she finds a pot to use for her seeds. **I wonder** what Kruti will do next?	1. Why did Kruti get a fright? (*Because a big lizard ran out from the pot*.) 2. Why did Kruti wash the pot out? (*Because the pot was very old and quite dirty*.)
Then, she needed soil. The instructions on the internet said that tomatoes need loamy soil to grow. So, Kruti caught a taxi to her auntie's garden shop in town. Her auntie's shop was called 'Happy Nursery'. It sold plants soil and many different things for gardens. Her auntie showed her the proper loamy soil for growing seeds in a pot rather than in the ground. Kruti bought a small bag of soil and some tomato seeds.	What does Kruti do next? Oh! Next, she goes to her auntie's shop. She goes there to get loamy soil and seeds. **I wonder** if Kruti has everything she needs to grow tomatoes now?	1. Where does Kruti go to get loamy soil? (*She goes to her auntie's nursery – 'Happy Nursery'*.) 2. What does loamy soil feel like? (*It feels soft and moist.*) 3. What does loamy soil look like? (*It is dark brown with plant pieces in it*.)

Kruti opened the bag of soil on her way home and put her hand inside. It was soft and moist. She pulled her hand out and looked inside the bag. The soil was very dark brown and had tiny bits of plants in it.		
When she got home, Kruti filled her pot with soil and planted her tomato seeds. Then, she carefully watered her seeds. The YouTube video she had watched said she must water the seeds every single day. Kruti was determined for her tiny seeds to sprout and grow into bright red, juicy tomatoes!	What does Kruti do with the soil? Oh! She fills the old pot with it! Then, she is ready to plant the seeds! **I wonder** if her little seeds will really grow into tomatoes?	1. How often must Kruti water her seeds? (*She must water her seeds every single day*.) 2. Where did Kruti learn that she must water her seeds every day? (*She learnt from a YouTube video on the internet*.)
Last, Kruti put the pot on the windowsill above the kitchen sink. Kruti made sure that the pot would get lots of bright sunlight during the day. The seed packet said that tomato seeds need lots of sunlight in order to grow.	**I wonder** why Kruti put the pot on the windowsill instead of next to her bedside or on the table? Oh! **I learn** that it is because the seeds need lots of sunlight. The pot needs to be next to the window!	1. Where did Kruti learn that the seeds need lots of sunlight to grow? (*She read it on the seed packet*.)
A few weeks later, Kruti and her friends entered the kitchen. Kruti's face lit up with happiness as she looked at her pot. She could see tiny sprouts growing out of the soil. Kruti felt proud of herself for looking after her tomatoes so well.	Oh! Kruti's seeds have begun to grow! The little sprouts come from the seeds. How does Kruti feel? Oh! **I read** that she feels so proud because her seeds are growing successfully.	1. What shows Kruti that she has taken care of her seeds well? (*She sees little sprouts in the soil. This tells her the seeds are beginning to grow into plants.*)

Kruti grinned at her friends. 'Guys, my tomatoes are going to grow soon! You will have to taste my juicy, red tomatoes!' One of Kruti's friends laughed and shook his head. 'Kruti, you are a very unusual girl!'		1. Why did Kruti's friend laugh? (*Because Kruti is an unusual girl. / Because Kruti is so excited about growing tomatoes. / Because Kruti makes a joke that her friends must try her tomatoes, even though she knows her friends don't like to eat tomatoes too much.*)

WEEK 7: TUESDAY / DAY 2: SPEAKING
DISCUSS…
1. This week, learners will discuss **a story with a procedure**: *Kruti's tomatoes* 2. **Before class begins, write the following conversation frame on the board:** a. In this story… b. I think that Kruti… c. I like / dislike this story because… 3. Break learners into their small discussion groups. 4. Complete the speaking activity as per the core methodology.

WEEK 7: TUESDAY / DAY 2: PRE-READING	
TITLE	*How to grow a tree*
DBE workbook 1, PAGE	64
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	**Predict**
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills.
PRE-READING ACTIVITY	
1. Ask a learner to read the title: **How to grow a tree**. 2. Explain the meaning of the title, e.g. *'How to' tells us that this will be instructions; this reading will tell us what we must do if we want to grow a tree.* 3. Instruct learners to think about the pictures, captions and title. 4. Conduct the Pre-Read activity as per core methodology.	

<table>
<tr><th colspan="2">WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS</th></tr>
<tr><td>Sounds</td><td>/sh/ /o/ /ck/</td></tr>
<tr><td>Activity</td><td>1. Explain to learners that some letters sound different in English.
2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words.
3. Write the following sounds on the chalkboard: sh, o, ck.
4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times.
5. Write the following words on the chalkboard and sound each word out as follows:
/k/ - /i/ - /ck/ = kick
/s/ - /i/ - /ck/ = sick
/m/ - /o/ - /ss/ = moss
/h/ - /o/ - /t/ = hot
/w/ - /i/ - /sh/ = wish
/sh/ - /a/ - /de/ = shade
6. Ask learners to sound out and read each word after you.</td></tr>
<tr><td>Word find</td><td>Write the following table on the chalkboard:
<table><tr><td>sh</td><td>o</td><td>ck</td></tr><tr><td>n</td><td>a</td><td>d</td></tr><tr><td>l</td><td>m</td><td>p</td></tr></table>
MODEL
1. Review all of the sounds in the table.
2. Tell learners to copy the table into their exercise books.
3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.
4. Show learners how to build one or two words, like: shock or posh</td></tr>
<tr><td>Sight or high frequency words</td><td>1. Explain to learners that there are some words that cannot be sounded out in English.
2. There are also some words that appear frequently in texts.
3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight.
4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words:
a. The first sound
b. The spelling of the word
c. The meaning (unless it is a word that doesn’t really carry meaning)
5. Read the words three times and tell learners to repeat after you:
forest, trees, clean, here, grow, because, should, good, cool, how</td></tr>
</table>

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	I plant a little seed,	*Pretend to have a little seed in your hand / fingers*
	In the ground.	*Point to the ground*
	Out comes the sun,	*Hold your arms in a circle over your head, like a sun*
	Big and round.	*Hold your arms in a circle over your head, like a sun*
	Down come the raindrops,	*Pretend your fingers are falling raindrops*
	Soft and slow.	*Pretend your fingers are falling raindrops*
	Up sprouts a flower,	*Put one finger up*
	Grow, grow, grow!	*Slowly raise your arm to the sky*
THEME VOCABULARY	replant, compost, manure, moist, unusual	
QUESTION OF THE DAY		
Question	Explain that a plant makes food for itself out of sunlight. But, a plant also needs nutrients from the soil, just like humans need certain vitamins. Not all dirt on the ground has the nutrients that help plants to grow well. That is why people buy soil from the shop or use special soils that they make at home. These special homemade soils are called compost or manure. Compost is made from old foods. Manure is made from the droppings of animals, like sheep or cows. Both compost and manure help plants to grow well because they have lots of nutrients. **Ask learners:** Which type of soil would you rather use?	
Answer frame	I would rather use (compost / manure).	
Graph	2-column graph	
Options	compost / manure	

FOLLOW-UP QUESTIONS	
Question	**How many learners would rather use compost?**
Answer	__ learners would rather use compost.
Question	**How many learners would rather use manure?**
Answer	__ learners would rather use manure.
Question	**Which type of soil would most learners prefer?**
Answer	Most learners would prefer to use __
Question	**Which type of soil would fewer learners prefer?**
Answer	Fewer learners would prefer to use __
Question	**Which type of soil would you rather use?**
Answer	I would rather use compost.
Answer	I would rather use manure.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7: WEDNESDAY / DAY 3: FIRST READ	
TITLE	*How to grow a tree*
DBE workbook 1, PAGE	64
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Search the text**
PURPOSE	• To give learners an understanding of the text by modelling how good readers think about the text. • To give learners an understanding of the text by referring to details about the events in the text.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the procedural text on **page 64**.
3. Allow learners a few minutes to try and read the text on their own, in silence.
4. Explain that you will read the procedural text to learners. They must **follow along** with the text as you read.
5. Read the story with fluency and expression to learners.
6. Read the **Text** first and then say the comment in the **First Read** column.

Text	Think Aloud: First Read
You need an empty two-litre cold drink bottle, some soil and tree seeds.	--
1. Cut off the top of the bottle.	--
2. Put some good soil in the base. Add compost or manure.	I see that you must use good soil – not just dirt! **I wonder** why you must add compost or manure?
3. Plant the tree seeds in the soil.	--
4. Water lightly once a week. You should keep the seeds moist but not wet. After four or five weeks the seedlings will break through the soil.	**I learnt** that the seeds should be moist – a little bit wet but not all the way wet. **I wonder** why it is better for seeds to be moist?
5. When your seedlings are three weeks old, replant them in plastic bags filled with good soil.	I see that it is important to use good soil when you plant seeds and seedlings.

6. When seedlings are about as long as your arm, plant them in the ground.	**I learnt** from the text that first, seeds must be planted in a bottle. Then, after five weeks, they will become little green seedlings. Then, after three weeks, they need to be replanted in a plastic bag. Finally, once the seedlings grow into longer plants, they need to be replanted again in the ground. **I wonder** why seeds need to be moved and replanted so many times?
7. Keep a chart showing how often you water the plants and how much they grow every month	This text is very straight-forward. It told us what we need to do in a very simple way! But, I noticed that it doesn't explain *why* we need to do things.
Follow-up questions	**Responses**
What are you supposed to do when the seedlings are three weeks old?	You are supposed to replant them in plastic bags filled with soil.
When must you replant the seeds into the ground?	When the seedlings are about as long as your arm.
Why question	**Possible responses**
Why do you think you might need to first replant seeds in a plastic bag and then transplant the seedlings into the ground when they become as big as your arm (Step 6)?	• Maybe they can't stay in a plastic bag forever – they will get too big for the bag. • Maybe after a few weeks or months, the seedlings need new soil because the nutrients in the soil will be all used up. • Maybe you need to move the seedling to the ground before it becomes too big and heavy.

Introduce the LSC in context

1. Explain to learners that this cycle, they will learn about: **the imperative**
2. Point out the following example of this: This text is instructions on how to grow a tree. We use the imperative to give instructions or to tell someone what to do. In the text, we read: Cut off the top of the bottle. This is an example of the imperative.
3. Introduce this LSC as follows: We use a simple present tense word for the imperative to give an instruction or to tell someone what to do.

WEEK 7: THURSDAY / DAY 4: SECOND READ	
TITLE	*How to grow a tree*
DBE workbook 1, PAGE	64
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Search the text** **Evaluate**
PURPOSE	• To give learners a deeper understanding of the text, by modelling how to think critically and creatively about a text. • To help learners form judgements on the events, characters' actions or message of the text. Learners practice forming opinions about the text using evidence.

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *What do you need to grow a tree?*
   b. *How often must you water the seeds?*
   c. *Do you think Step 7 is necessary for growing a tree? Why or why not?*
2. Read the **follow-up questions** out loud to learners.
3. Hand out the DBE workbooks.
4. Instruct learners to turn to the text on **page 64**.
5. Explain that you will read the text to learners. They must **follow along** as you read.
6. Read the text with fluency and expression to learners.
7. Read the **Text** first and then say the comment in the **Second Read** column.
8. Next, instruct learners to **turn and talk** with a partner.
9. Instruct learners to take turns **reading the text** to each other.
10. Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
You need an empty two-litre cold drink bottle, some soil and tree seeds.	**I learnt** in the first read that there are some other things that should be in this list. I can see that Step 2 also says I need compost or manure. I can see that Step 4 says I also need water. I can see that Step 5 says I will also need plastic bags. **I wonder** why those things aren't listed here?

1. Cut off the top of the bottle.	--
2. Put some good soil in the base. Add compost or manure.	--
3. Plant the tree seeds in the soil.	**I wonder** if you can follow these same steps to grow any type of seeds, or if this applies only to tree seeds?
4. Water lightly once a week. You should keep the seeds moist but not wet. After four or five weeks the seedlings will break through the soil.	--
5. When your seedlings are three weeks old, replant them in plastic bags filled with good soil.	How long after I originally planted the little seeds in the bottle must I put them into a plastic bag? Oh, **I learnt** that I will do the seven to eight weeks after I first plant the seeds.
6. When seedlings are about as long as your arm, plant them in the ground.	
7. Keep a chart showing how often you water the plants and how much they grow every month.	I see that I should make a chart. On this chart, I must record how much water I give to my plants and then also measure and record their growth. **I wonder** if my plants can grow, even if I do not keep a chart?
Follow-up questions	**Responses**
What do you need to grow a tree?	You need an empty two-litre cold drink bottle, some soil and tree seeds. You also need water and plastic bags.
How often must you water the seeds?	You should water them lightly once per week.
Why question	**Possible responses**
Do you think Step 7 is necessary for growing a tree? Why or why not?	*This is **an evaluation question**. Learners are allowed to have their own opinion, but they must back up their opinion with a reason. Below are a few sample answers of **opinions with evidence:*** • No, I do not think Step 7 is necessary. It is just a suggestion. I think this because a seed will grow whether or not you make the chart.

	• No, I do not think Step 7 is necessary, but I think it is helpful. The chart can show how much water makes the tree grow the most. This could help you make your tree grow more successfully.
	• Yes, I think the chart is necessary. Without the chart, you might forget when you watered your plant last. You might end up giving your seed too much or too little water!

Ask learners to formulate a question about the text.

1. Ask learners to independently think of a question that they can ask about the text.
2. 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.
3. Tell learners to turn and talk and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.
5. Give other learners the opportunity to answer these questions.

WEEK 7: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY	
Modelling **(I DO)**	1. Explain that this week, we have been working on **searching the text.** 2. Explain that when we search the text, we look for information that is stated in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to **page 64**. 5. **Ask learners:** *When must you move the seedlings to the ground?* 6. Explain that to answer this question quickly, we can search the text for the word 'ground' – that is a helpful key word. 7. Use **modelling** to search the text for the word *ground*. Point out the word in Step 6. 8. Then, tell learners the answer to the question, like: Oh! I see that once a seedling is as long as my arm, then I must put it into the ground. 9. Explain that when we search the text, we usually answer questions about: • Who? • What? • When? • Where? • How? • *(We usually do not answer why questions, because why questions usually require us to make inferences.)* 10. When we search the text, we: a. Look for information in the words that are written. b. Look for key words to help us find the answer more easily!
Work with learners **(WE DO)**	1. **Ask learners:** Where do you plant things? 2. Instruct learners to search the text for the answer to this question. 3. Listen to what learners find, like: a. First, you plant seeds in a bottle. b. Then you plant seedlings in a bag. c. Then, you replant seedlings in the ground. 4. Explain that sometimes, the answer isn't in one place. We must look for information in the text and put the information together to answer the question. 5. **Ask learners:** what key word did you look for? 6. Explain that `plant' is a key word to answering this question.

Pair work (YOU DO)	1. Explain that now, learners will work with a partner to search the text. 2. **Ask learners:** How long will the seeds stay in the cold drink bottle? 3. Instruct learners to discuss this with their partners. 4. After 3 **to** 5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: They will stay in the cold drink bottles for seven to eight weeks in total. 6. Remind learners that when we search the text, we must often put information from the text together, for example: a. The seeds will stay in the cold drink bottle for four to five weeks, until they become seedlings (Step 4) b. AND for three weeks while the seedlings first grow (Step 5) c. Therefore, they will stay in the cold drink bottles for seven to eight weeks in total. 7. **Ask learners:** What key words did you look for to help you answer this question? 8. Explain that to answer this question, we could have searched for key words that tell us *how long*, like: **months, days, weeks**.
NOTES	**Tell learners to open their exercise books and copy down the following notes to remind them of how to search the text:** **<u>Search the text</u>** 1. I search the text to answer questions. 2. I must: a. Think about the question word. What kind of information must I find? b. Think about key words. c. Look at the text. Think about the meaning. d. Put information from the text together.

WEEK 7: FRIDAY / DAY 5: POST-READING	
TITLE	*How to grow a tree*
DBE workbook 1, PAGE	64
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	**Search the text** **Evaluate the text**
PURPOSE	• To help learners to clarify and consolidate their understanding of the text by independently searching for details in the text. • To help learners to clarify and consolidate their understanding of the text by independently making judgements on the events, characters, actions or message of the text.

POST-READING

1. Before the lesson begins, write the following heading, questions and sentence starters on the board.
2. Read through the questions with learners and explain them if necessary.
3. Tell learners that next, they are going to turn and talk and discuss these questions with a partner.
4. Then, learners must open their exercise books, write the date and heading and write the answers to the questions.
5. Explain that learners do not have to write the questions, but they must write the sentence starters.
6. In the last five minutes of the lesson, go through the answers with learners and allow them to correct their own work.

How to grow a tree

1. What kind of soil must you use when you plant seeds?
   You must use...
2. How must you water seeds?
   You must...
3. Who do you think would find this text helpful?
   I think...
4. What is the purpose of this text?
   The purpose of the text is to...
5. Did you find this text interesting? Why or why not?
   I…

Written Comprehension Memorandum

How to grow a tree

1. What kind of soil must you use when you plant seeds?
   You must use good soil. You must also add compost or manure.
2. How must you water seeds?
   You must water them lightly.
3. Who do you think would find this text helpful?
   I think someone who wanted to grow a tree would find this text helpful.
4. What is the purpose of this text?
   The purpose of this text is to tell someone what they must do to successfully grow a tree from a seed.
5. Did you find this text interesting? Why or why not?
   Change this answer to: Learner's own answer with reason.

WEEK 7: FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
PROCEDURAL (INSTRUCTIONS)	To describe or instruct how something is done through a series of sequenced steps	1. Goal: a statement of what is to be achieved, *e.g. How to make a cover for a portfolio* 2. Materials/ equipment needed listed in order, *e.g. Large sheet of art paper, paints, etc.* 3. Sequenced steps to achieve the goal, *e.g. First, paint a blue background on the paper.* 4. May have accompanying visual text, *e.g. storyboard, diagrams, etc.*	• Written in the imperative, *e.g. Paint a blue background...* • In chronological order, *e.g. First... next...* • Use of numbers and bullet points to signal order • Is written for an unnamed person, rather than a specific individual • Expressions of cause and effect

INTRODUCE THE GENRE	1. Explain that this cycle, learners will write **instructions**. 2. Remind learners that we read a set of instructions this week together in the DBE workbook (*How to grow a tree*). 3. Explain that when we write instructions, we use numbered steps (like a list). 4. Explain that **instructions** are written for a specific purpose: to tell someone how to do something. 5. **Explain that when writing instructions, we must:** a. Use the imperative (which we will learn in WEEK 8) b. Use numbers and steps c. Write in order of how things must be done d. Use determiners, like: first, second, then, last, etc. e. Make the writing clear and easy to understand
READ THE SAMPLE TEXT	***HOW TO GROW TOMATOES*** *You will need: Tomato seeds, loamy soil, a pot, water, sunlight* 1. *First, find or buy a pot that is about 15cm wide.* 2. *Second, fill the pot with loamy soil.* 3. *Next, plant the seeds into the soil.* 4. *Then, water the seeds every day.* 5. *Last, put your pot in a place with lots of sunlight.*
DISCUSS	1. What does this text teach us about? 2. What words do you notice at the beginning of each sentence? 3. What tense is the text written in? 4. How do we know this is a set of instructions?
NOTES	**Tell learners to open their exercise books and write down the following heading and notes:** **<u>Instructions</u>** 1. I write instructions to tell someone how to do something. 2. I must: a. Write in order of how things must be done. b. Use numbers (like a list). c. Use the imperative (like telling someone what to do). d. Use words like: first, second, next, then, etc.

GRADE 5 - TERM 1

WEEK 8

THEME:
GROWING PLANTS

"To plant a garden is to believe in tomorrow."
- Audrey Hepburn

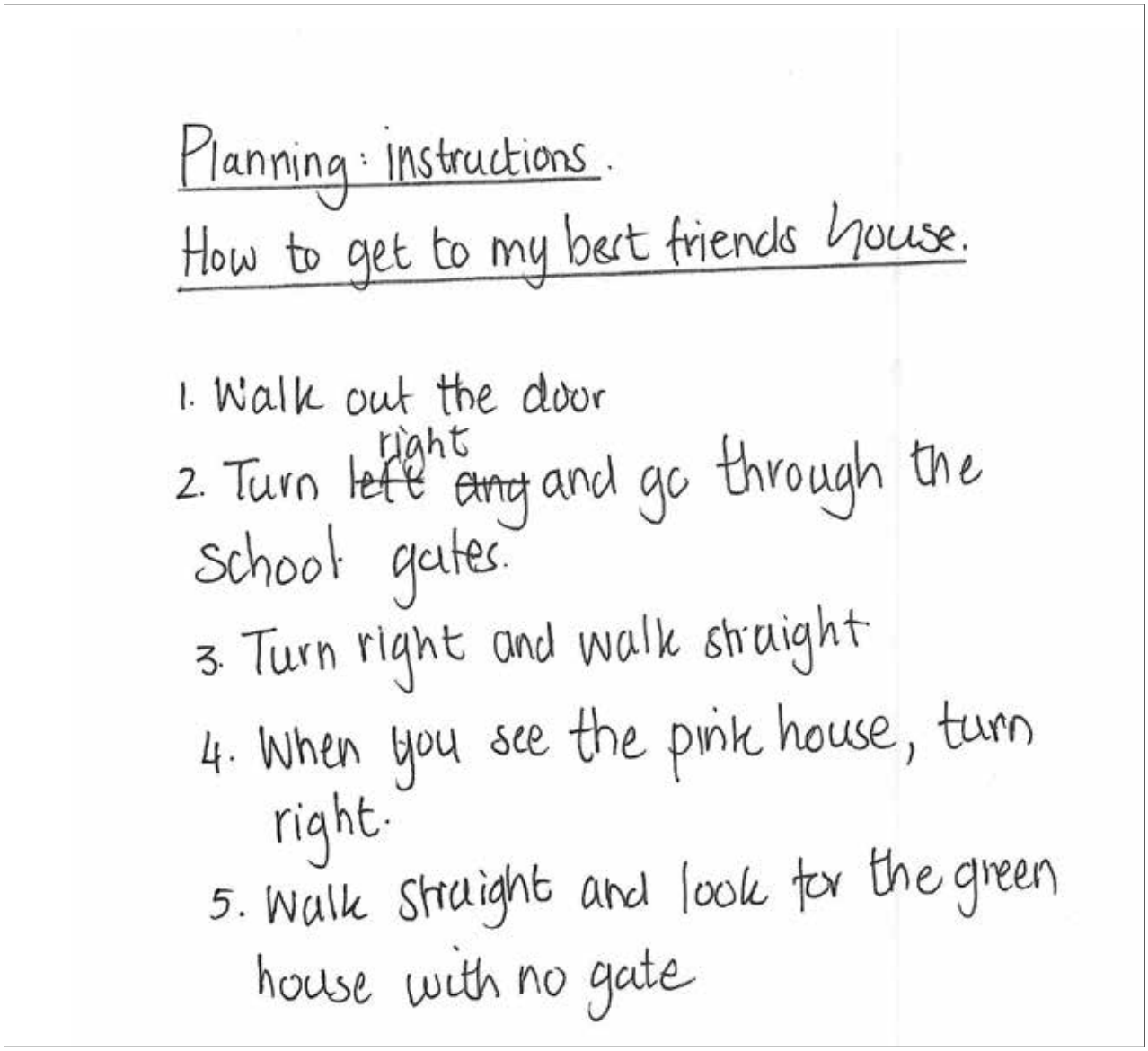
TERM 1: WEEK 8	
OVERVIEW	
THEME	*Growing plants*
THEME VOCABULARY	sunlight, soil, sprout, nutrient, seedling, replant, compost, manure, moist, unusual, protea, national, spiky, wild, scent, natural, wood, ingredient, roots, grass, perfume
LSC	Imperative
COMPREHENSION STRATEGY	**Think about the text (Wonder)** **Search the text**
WRITING GENRE	Instructions
WRITING 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! • How to smell a flower • How to eat an orange • How to climb a tree • How to water plants

<table>
<tr><th colspan="3">WEEK 8: MONDAY / DAY 1: WRITING - PLANNING</th></tr>
<tr><td>TOPIC</td><td colspan="2">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!
How to smell a flower
How to eat an orange
How to climb a tree
How to water plants</td></tr>
<tr><td>GENRE</td><td colspan="2">Instructions</td></tr>
<tr><td>PLANNING STRATEGY</td><td colspan="2">Make a list</td></tr>
<tr><td rowspan="2">MODEL THE PLANNING STRATEGY (I DO)</td><td colspan="2">1. Introduce the writing topic.
2. Show learners that you think before you write.
3. Remind learners that they will need to choose one topic. They must write about the same topic all week.
4. Orally share some of your ideas about completing the writing topic, like:

I am going to choose ‘how to smell a flower’ because I love the scent of flowers! I love going for a walk and finding beautiful flowers to smell. I want people to know that flowers smell good and to understand that you can smell them.

5. Have the writing frame written on one side of the chalkboard.
6. Show learners how you make a list by answering the questions.
7. Complete the plan on the other side of the chalkboard.</td></tr>
<tr><td><u>How to ...</u>
1. What do you need to complete this task?
2. What is the first thing you must do?
3. What is the next thing you must do?
4. What else must you do?
5. Is there anything you must not do?
6. What should you do to finish this task?</td><td><u>How to smell a flower</u>
1. Your nose, a flower
2. Find a flower
3. Put your nose next to it
4. Sniff it
5. Don’t put your nose too close
6. Enjoy the nice smell.</td></tr>
</table>

LEARNERS USE THE PLANNING STRATEGY **(YOU DO)**	1. Instruct learners to **think before they write** and to decide which topic they want to write about. 2. Instruct learners to close their eyes and **visualise** themselves completing the task they have chosen. Instruct them to think about what they would do first. Instruct learners to imagine what they would do next. Remind learners to break down what they must do into small steps. 3. Next, tell learners to **turn and talk** to share their ideas, with a partner. 4. Show learners the writing frame on the chalkboard and tell them to use this frame to plan their set of instructions, just like you did. 5. **Hand out exercise books.** 6. Instruct learners to write the proper heading at the top of the page for whichever topic they have chosen. 7. Tell learners not to copy your plan – they must write their **own** ideas! 8. As learners work, walk around the room and hold mini-conferences.



Planning: instructions.

How to get to my best friends house.

1. Walk out the door
2. Turn ~~left~~ right ~~ang~~ and go through the school gates.
3. Turn right and walk straight
4. When you see the pink house, turn right.
5. Walk straight and look for the green house with no gate

WEEK 8: MONDAY / DAY1: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	I plant a little seed,	*Pretend to have a little seed in your hand / fingers*
	In the ground.	*Point to the ground*
	Out comes the sun,	*Hold your arms in a circle over your head, like a sun*
	Big and round.	*Hold your arms in a circle over your head, like a sun*
	Down come the raindrops,	*Pretend your fingers are falling raindrops*
	Soft and slow.	*Pretend your fingers are falling raindrops*
	Up sprouts a flower,	*Put one finger up*
	Grow, grow, grow!	*Slowly raise your arm to the sky*
THEME VOCABULARY	protea, national, spiky, wild, scent	
QUESTION OF THE DAY		
Question	Explain that many countries have a national flower. South Africa's national flower is the protea. A protea grows in the wild in South Africa; that means you can see it growing in places where no one has planted it. **Ask learners:** Do you think proteas have a scent?	
Answer frame	Yes, I think proteas do have a scent. No, I think proteas don't have a scent.	
Graph	2-column graph	
Options	yes / no	
FOLLOW-UP QUESTIONS		
Question	**How many learners think proteas have a scent?**	
Answer	__ learners think proteas have a scent.	
Question	**How many learners think proteas don't have a scent?**	
Answer	__ learners think proteas don't have a scent.	
Question	**Do more learners think that proteas have a scent or not?**	
Answer	More learners think that proteas __ a scent.	

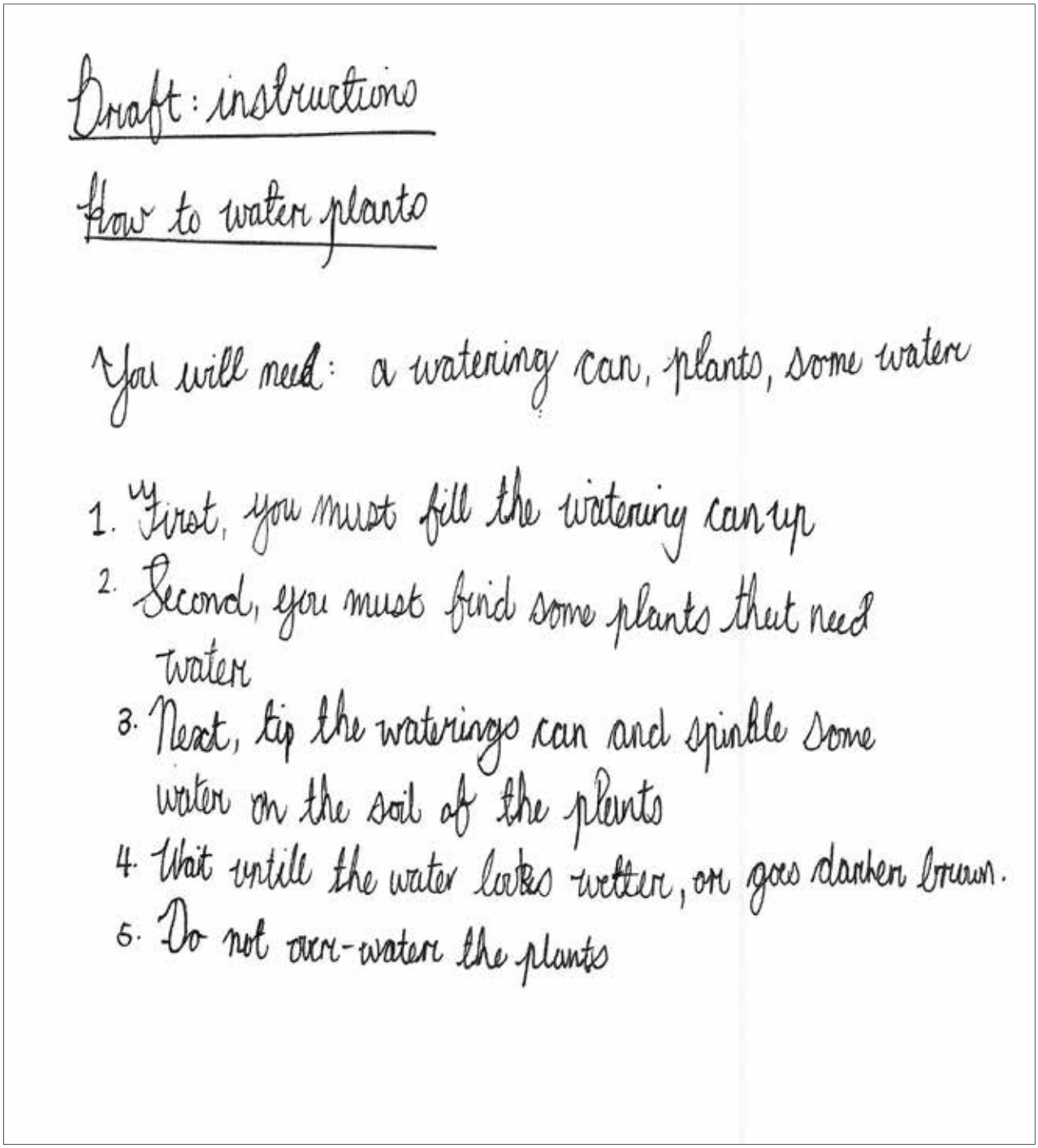
Question	**Do fewer learners think that proteas have a scent or not?**
Answer	Fewer learners think that proteas __ a scent.
Question	**Do you think proteas have a scent?**
Answer	Yes, I think proteas have a scent.
Answer	No, I think proteas don't have a scent.
EXPLAIN	Explain that most proteas do not have a scent. They are spiky, colourful and beautiful but, they don't smell!
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 8: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 8: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING	
LSC	**Imperative**
LSC MODELLING **(I DO)**	1. Instruct learners to: • Stand up. • Sit down. • Sit up straight! 2. Explain that these instructions are all examples of **imperative speech**. We use the imperative when we give instructions or tell someone to do something. Sometimes when we are angry or upset, we use the imperative as well (like: Go away!). 3. When we use the imperative, we use a simple verb in the present tense, like: • **Stand** up! • **Go** away! • **Sit** up! • **Get** out! 4. The negative version of an imperative starts with 'do not' OR 'don't', like: • **Don't** do that! • **Don't** sit! • **Don't** eat that! 5. The imperative can follow another word or phrase, like: • First, **go to the shop**. • After you eat, **brush your teeth**. • Next, **add the sugar**.
LSC Ask learners for help **(WE DO)**	1. Call one learner up to the front of the room. 2. Instruct learners to think of one instruction they want to give to this learner. 3. Explain that learners can think of something they want this learner to do (like: Walk to the door) or something that they don't want this person to do (like: Don't speak!). 4. Call on learners to give an instruction to the learner at the front of the room. They must use the imperative to give the instructions to the learner. 5. The learner at the front of the room must follow the instructions.

<table>
<tr><td>LSC
Pair work
(YOU DO)</td><td colspan="2">1. Hand out DBE workbook 1.
2. Instruct learners to turn to page 64.
3. Instruct learners to read through the instructions: How to grow a tree.
4. Instruct learners to work with a partner to find and underline all the examples of the imperative they can find in the text.
5. Give learners 3 to 5 minutes to complete this task.
6. Call learners back together. Call on different learners to read out one example they found in the text, like:
• Cut off the top of the bottle.
• Put some good soil in the base.
• Add compost or manure.
• Plant the tree seeds in the soil.
• Water lightly once a week.
• Replant them in plastic bags filled with good soil.
• Plant them in the ground.
• Keep a chart showing how often you water the plants.
7. Explain that learners will need to use the imperative when they write their instructions!</td></tr>
<tr><td>TOPIC</td><td colspan="2">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!
• How to smell a flower
• How to eat an orange
• How to climb a tree
• How to water plants</td></tr>
<tr><td rowspan="2">PLANS</td><td colspan="2">Before class begins, rewrite your plan on the board:</td></tr>
<tr><td><u>How to ...</u>
1. What do you need to complete this task?
2. What is the first thing you must do?
3. What is the next thing you must do?
4. What else must you do?
5. Is there anything you must not do?
6. What should you do to finish this task?</td><td><u>How to smell a flower</u>
1. Your nose, a flower
2. Find a flower
3. Put your nose next to it
4. Sniff it
5. Don’t put your nose too close
6. Enjoy the nice smell.</td></tr>
</table>

WRITING FRAME	1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences in order of how they must be completed, using the writing frame. 3. Write the following frame on the chalkboard and explain it to learners: **<u>How to</u>…** **You will need:** 1. **First,** 2. **Second,** 3. **Next,** 4. **Then,** 5. **Last,**
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write instructions using the frame. 4. Instruct learners to write the date and heading: **Instructions: Draft**. 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more steps or details if they have time. 8. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.



Draft: instructions

How to water plants

You will need: a watering can, plants, some water

1. First, you must fill the watering can up
2. Second, you must find some plants that need water
3. Next, tip the watering can and spinkle some water on the soil of the plants
4. Wait until the water looks wetter, or goes darker brown.
5. Do not over-water the plants

WEEK 8: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	I plant a little seed,	*Pretend to have a little seed in your hand / fingers*
	In the ground.	*Point to the ground*
	Out comes the sun,	*Hold your arms in a circle over your head, like a sun*
	Big and round.	*Hold your arms in a circle over your head, like a sun*
	Down come the raindrops,	*Pretend your fingers are falling raindrops*
	Soft and slow.	*Pretend your fingers are falling raindrops*
	Up sprouts a flower,	*Put one finger up*
	Grow, grow, grow!	*Slowly raise your arm to the sky*
THEME VOCABULARY	natural, wood, ingredient, roots, grass, perfume	
QUESTION OF THE DAY		
Question	Remind learners that in our Independent Reading Worksheet this week, we learnt that many of the delicious smells in perfume come from natural ingredients, like flowers, grass and even wood. **Ask learners:** Which ingredient do you think will make the best perfume?	
Answer frame	I think (wood / grass / flowers) will make the best perfume.	
Graph	3-column graph	
Options	wood / grass / flowers	
FOLLOW-UP QUESTIONS		
Question	**How many learners think wood will make the best perfume?**	
Answer	__ learners think wood will make the best perfume.	
Question	**How many learners think grass will make the best perfume?**	
Answer	__ learners think grass will make the best perfume.	
Question	**How many learners think flowers will make the best perfume?**	
Answer	__ learners think flowers will make the best perfume.	

Question	**Which ingredient do most learners think will make the best perfume?**
Answer	Most learners think that __ will make the best perfume.
Question	**Which ingredient do fewest learners think will make the best perfume?**
Answer	Fewest learners think that __ will make the best perfume.
Question	**Which ingredient do you think will make the best perfume?**
Answer	I think wood will make the best perfume.
Answer	I think grass will make the best perfume.
Answer	I think flowers will make the best perfume.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 8: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING	
EDITING CHECKLIST *(Write this on the board **BEFORE** class begins)*	1. Did I write a heading? 2. Did I use determiners, like: first, next, then, last? 3. Did I use imperative speech to tell someone what to do? 4. Did I list the things someone needs to complete this task? 5. Are the steps in chronological order (in order of how someone must do them)? 6. Did I spell all words correctly? 7. Does every sentence start with a capital letter? 8. Does every sentence end with proper punctuation?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their instructions to be clearer. 7. Instruct learners to move sentences around if needed, so that the steps are in the correct order. 8. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their instructions, correcting any mistakes. 3. Instruct learners to rewrite the instructions correctly, under the heading: **How to…** 4. Tell learners that they may illustrate their instructions by drawing a picture for each step, but it is not a requirement.
SHARE	1. Instruct learners to **turn and talk** to a partner. 2. Instruct learners to read their writing out loud to their partner and then swap. 3. Instruct learners to each tell each other one thing they liked about their partner's writing. 4. Collect learners' books and mark as follows:

How to water plants

You will need:

1. a watering can
2. Some water
3. Some plants

1. First, you must fill the watering can up until the top
2. Second, you must find some plants that need water.
3. Next, tip the watering can until it gently lets out water onto the soil of the plants
4. Sprinkle the soil until the soil is a little bit wet or the soil is dark brown
5. Do not over-water the plants

WEEK 8: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 8: CONCLUSION	
Find 10-15 minutes at the end of the week to do the following:	
UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 5 - TERM 1

THEME:
AMAZING ELEPHANTS

"Nature's great masterpiece, an elephant; the only harmless great thing."
- John Donne

TERM 1: WEEK 9	
OVERVIEW	
THEME	**Amazing Elephants**
THEME VOCABULARY	trunk, tusk, terribly, flap, enormous, mammal, herd, tusk, herbivore, human
LSC	Simile
COMPREHENSION STRATEGY	**Visualise** **Evaluate**
WRITING GENRE	Poem (Haiku)
WRITING TOPIC	**Write a poem about your favourite animal**
CLASSROOM PREPARATION	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting articles about endangered elephants. 5. Try to find some pictures of elephants, the Kruger National Park or people riding Asian elephants. 6. Do some research on the internet to find out some interesting information to prepare for this theme, for example: How big are elephants?

<table>
<tr><th colspan="3">WEEK 9: MONDAY / DAY 1: INTRODUCE THEME & ORAL ACTIVITIES</th></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 25
2. Instruct learners to look at the title, headings and pictures in the text.</td></tr>
<tr><td>INTRODUCE THE THEME</td><td colspan="2">1. Tell learners the title of the theme.
2. Activate learners' background knowledge about the theme.
3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.
4. Fill in the first part of the K-W-L chart.</td></tr>
<tr><td rowspan="5">SONG / RHYME</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>An elephant is huge and strong.</td><td>Flex your muscles</td></tr>
<tr><td>Her trunk is very, very long!</td><td>Hold your arm in front of you and swing it from side to side</td></tr>
<tr><td>Her tail and ears flap bugs away,</td><td>Put your hands next to your ears and move them back and forth</td></tr>
<tr><td>And keep her cool on hot, hot days.</td><td>Fan yourself, like it is a hot day</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">trunk, tusk, terribly, flap, enormous</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Ask learners: How would you feel if there was an enormous elephant next to your car?</td></tr>
<tr><td>Answer frame</td><td colspan="2">I would feel (frightened / excited / nervous).</td></tr>
<tr><td>Graph</td><td colspan="2">3-column graph</td></tr>
<tr><td>Options</td><td colspan="2">frightened / excited / nervous</td></tr>
<tr><td colspan="3">FOLLOW-UP QUESTIONS</td></tr>
<tr><td>Question</td><td colspan="2">How many learners would feel frightened if there was an enormous elephant next to their car?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners would feel frightened.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners would feel excited if there was an enormous elephant next to their car?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners would feel excited.</td></tr>
</table>

Question	**How many learners would feel nervous if there was an enormous elephant next to their car?**
Answer	__ learners would feel nervous.
Question	**How would most learners feel if there was an enormous elephant next to their car?**
Answer	Most learners would feel __ if there was an enormous elephant next to their car.
Question	**How would fewest learners feel if there was an enormous elephant next to their car?**
Answer	Fewest learners would feel __ if there was an enormous elephant next to their car.
Question	**How would you feel if there was an enormous elephant next to your car?**
Answer	I would feel frightened if there was an enormous elephant next to my car.
Answer	I would feel excited if there was an enormous elephant next to my car.
Answer	I would feel nervous if there was an enormous elephant next to my car.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 9: MONDAY / DAY 1: LISTENING

LISTEN TO…

1. This week, learners will listen to **a story**: *Bantu's big trip!*
2. **FIRST READ:** Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions and actions.
3. **SECOND READ:** Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	Second Read: Share Thoughts (Model)	Third Read: Ask Questions
It was finally Saturday! Bantu had been dreaming about Saturday all week long. Bantu and his sister, Zipho, had worked very hard that term. They both had excellent reports. As a reward, the family were going to the Kruger National Park for the day.	I can **visualise** Bantu sitting and looking out the window, thinking about all the animals he will see on their trip!	1. Who are the characters in the story? (Bantu, Zipho and their family.) 2. What did Bantu and Zipho do to earn a reward? (They both had excellent reports.) 3. What is their reward? (They are going to the Kruger National Park for the day.)
That Saturday morning, Bantu woke up very early. The sky was still dark when he looked out of the window. Bantu was too excited to go back to sleep, so he made enough noise to wake his family. Bantu's parents pretended to be unhappy, but they got out of bed and prepared to leave the house.	I can **visualise** Bantu moving books around his room. I can **visualise** the loud clunks. I can visualise him walking to the kitchen and closing the door loudly.	1. Why did Bantu wake up early? (Because he is so excited that he can't sleep.) 2. Why did Bantu make noise when he woke up? (Because he wants everyone to wake up so they can get going!)

Bantu and Zipho sat in the back seat of the car. It was a bit cold, so they covered their knees with a blanket. Bantu's mother rubbed her hands together to try and keep them warm. 'So Bantu, what animals are you excited to see?' his mother asked.	The sky is still dark and the air in the car is still cold. I can **visualise** the steam coming from everyone's mouths when they breathe out.	1. How did Bantu's mother try to keep her hands warm? (She rubbed them together.)
A wide grin spread across Bantu's face. 'I can't wait to see elephants! They are the biggest land mammals. Did you know that, Mama?'	Bantu smiles while he **visualises** a giant elephant right next to their car.	1. What animal is Bantu most excited to see? (An elephant.)
Bantu's mother smiled at him. 'That is interesting! Let's hope that we get to see some elephants!' Bantu nodded his head happily. 'I really want to see a whole herd of elephants! Are we almost there?' Bantu was getting impatient. He wanted to be at the Kruger Park so badly! Bantu's dad laughed. 'We haven't even been in the car for twenty minutes! Be patient, Bantu.'	I can **visualise** him tapping his feet and snapping his fingers – he is so anxious to get to the Kruger!	1. Why does Bantu get impatient? (Because he wants to get to the Kruger – he is excited to get there!) 2. What do you **visualise** is happening in the car? (I can **visualise**…)
The family eventually arrived at the Kruger National Park and Bantu's mother paid their entrance fees. As they drove through the gates, Bantu bounced up and down on the seat with excitement!	I can **visualise** the car seat squeaking as Bantu bounces up and down. I can **visualise** the car bumping up and down as Bantu's father drives down the dirt road.	1. Who pays the entrance fees? (Mama.) 2. Why does the veldt look like gold? (Because the sun is rising.)

Bantu's father turned off the main road and drove along a more isolated dirt road for about ten minutes. The sun was just coming up and the veldt looked like gold.		
Suddenly, they appeared! A herd of elephants! Bantu's eyes went large as he stared at the enormous mammals! Bantu couldn't stop looking at the large ivory tusks of the adults. He loved their long trunks and the way they flapped their big grey ears around. The baby elephants followed closely behind their mothers; one of them was young enough to stand all the way underneath his mother! Bantu's dad followed the herd as they walked to the watering hole. He drove slowly – he didn't want to scare the enormous animals.	I can **visualise** dad stopping the car quickly when he sees the big herd on the side of the road. I can visualise Bantu's big eyes glued to the elephants.	1. What does Bantu love about the elephants? (He loves their long trunks and their flapping ears.) 2. Why do you think the baby elephants might stay close to their mothers? (Because they are scared. / Because their mothers can protect them. / Because they want to drink milk from their mothers.)
When they arrived at the watering hole, there were at least thirty elephants there, splashing around and drinking water through their trunks. This was the most magical sight that Bantu had ever seen. He wished that they could stay in the Kruger Park forever!	I can **visualise** the sound of water splashing while the elephants play!	1. How many elephants were at the watering hole? (At least 30!) 2. What do you **visualise** was happening at the watering hole? (I can **visualise**…) 3. Why did Bantu wish to stay in the Kruger National Park forever? (Because he loves watching the elephants. / Because it is the most magical thing he has ever seen – he wants to keep watching.)

WEEK 9: TUESDAY / DAY 2: SPEAKING

DISCUSS…

1. This week, learners will discuss **a story**: *Bantu's big trip!*
2. **Before class begins, write the following conversation frame on the board:**
   a. In this story…
   b. I think that Bantu…
   c. I can **visualise**…
   d. I like / dislike this story because…
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 9: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	**/bl/ /ar/**
Activity	1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: **bl, ar.** 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: **/bl/ - /ee/ - /d/ = bleed** **/bl/ - /oo/ - /d/ = blood** **/bl/ - /a/ - /de/ - blade** **/sh/ - /ar/ - /p/ = sharp** **/m/ - /ar/ - /k/ - /e/ -/t/ = market** **/f/ - /a/ - /r/ - /m/ = farm** 6. Ask learners to sound out and read each word after you.
Word find	Write the following table on the chalkboard: **MODEL** 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: **sharp or blam**

bl	**ar**	**sh**
p	**ck**	**o**
a	**m**	**d**

Sight or high frequency words	1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: **work, going, where, need, elephant, money, die, game, off, know**

WEEK 9: TUESDAY / DAY 2: PRE-READING	
TITLE	*Untitled*
DBE workbook 1, PAGE	25
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	**Predict**
PURPOSE	When learners predict, they think about and try to make sense of a text before they read it. This helps build learners' story-telling and comprehension skills.
PRE-READING ACTIVITY	
1. **Ask learner:** What is the title of this poem? 2. Explain that there isn't a title. Often poems without a title are called: **Untitled**. 3. Instruct learners to think about the pictures, captions and title. 4. Conduct the Pre-Read activity as per core methodology.	

WEEK 9: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	An elephant is huge and strong.	*Flex your muscles*
	Her trunk is very, very long!	*Hold your arm in front of you and swing it from side to side*
	Her tail and ears flap bugs away,	*Put your hands next to your ears and move them back and forth*
	And keep her cool on hot, hot days.	*Fan yourself, like it is a hot day*
THEME VOCABULARY	mammal, herd, tusk, herbivore, human	
QUESTION OF THE DAY		
Question	Explain that elephants are mammals. Mammals are a type of animal that have hair or fur, that breathe air, that feed their young milk and that give birth to their babies (they don't lay eggs!). **Ask learners:** Which do you think is **not** a mammal?	
Answer frame	I think a (whale / shark / human) is not a mammal.	
Graph	3-column graph	
Options	a whale / a shark / a human	
FOLLOW-UP QUESTIONS		
Question	**How many learners think a whale is not a mammal?**	
Answer	__ learners think a whale is not a mammal.	
Question	**How many learners think a shark is not a mammal?**	
Answer	__ learners think a shark is not a mammal.	
Question	**How many learners think a human is not a mammal?**	
Answer	__ learners think a human is not a mammal.	
Question	**Which do most learners think is not a mammal?**	
Answer	Most learners think a __ is not a mammal.	
Question	**Which do fewest learners think is not a mammal?**	
Answer	Fewest learners think a __ is not a mammal.	
Question	**Which do you think is not a mammal?**	
Answer	I think a whale is not a mammal.	

Answer	I think a shark is not a mammal.
Answer	I think a human is not a mammal.
EXPLAIN	Explain that a shark is not a mammal. A shark gets oxygen from the water – not the air. Sharks lay eggs and they do not feed milk to their babies.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 9: WEDNESDAY / DAY 3: FIRST READ	
TITLE	*Untitled*
DBE workbook 1, PAGE	25
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	**Visualise** **Evaluate**
PURPOSE	• To give learners an understanding of the text and to help them think about the text as a whole, by turning it into a 'movie' in their minds. • To help learners make some judgements on the events or characters in the text. Learners begin to form an opinion about the text using evidence.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the poem on **page 25**.
3. Allow learners a few minutes to try and read the poem on their own, in silence.
4. Explain that you will read the poem to learners. They must **follow along** with the poem as you read.
5. Read the poem with fluency and expression to learners.
6. Read the **Text** first and then say the comment in the **First Read** column.

Text	Think Aloud: First Read
The elephant goes Like this, like that.	I can **visualise** an elephant, huge and heavy, moving slowly from tree to tree as he eats.
He's terribly big, And he's terribly fat.	I can **visualise** the elephant's big, saggy, grey skin! He looks very fat!
He has no fingers, And he has no toes.	I can **visualise** an elephant's hooves – the elephant is very big, but his hooves are quiet as they hit the ground.
But he waves his trunk Wherever he goes.	I can **visualise** the elephant using his trunk like hands, to tear leaves off the tree. The elephant's trunk then carries the leaves right into his mouth!
Follow-up questions	**Responses**
What is this poem about?	This poem is about a big elephant.
What size is the elephant?	The elephant is terribly big.
Why question	**Possible responses**
*Explain that the **speaker** of a poem is the narrator or the person who is speaking in the poem.* Who do you think is the speaker of this poem?	*This is **an evaluation question.** Learners must form their own opinion, like:* • I think the speaker of the poem is someone who is in their car viewing elephants, like Bantu from our story. • I think the speaker of the poem is someone who is on safari. This person is fascinated by elephants. • I think the speaker could be anyone who is looking at an elephant in the wild.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will learn about: **similes** 2. Introduce this LSC as follows: Similes are direct comparisons between two things. A simile uses the words 'like' or 'as'. Similes are often used in poems to help create an image. In this poem, there could be a simile comparing an elephant to a house, for example: The elephant is as big as a house!	

WEEK 9: THURSDAY / DAY 4: SECOND READ	
TITLE	*Untitled*
DBE workbook 1, PAGE	*25*
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	**Visualise** **Evaluate**
PURPOSE	• To give learners a deeper understanding of the text and to help them think about the text as a whole, by picturing the feelings of characters. • To help learners form judgements on the events, characters, actions or message of the text. Learners practice forming opinions about the text using evidence.

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *What does the elephant wave?*
   b. *What doesn't the elephant have?*
   c. *What do you think is the message of this poem?*
2. Read the **follow-up questions** out loud to learners.
3. Hand out the DBE workbooks.
4. Instruct learners to turn to the poem on **page 25**.
5. Explain that you will read the poem to learners. They must **follow along** with the poem as you read.
6. Read the poem with fluency and expression to learners.
7. Read the **Text** first and then say the comment in the **Second Read** column.
8. Next, instruct learners to **turn and talk** with a partner.
9. Instruct learners to take turns **reading the poem** to each other.
10. Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
The elephant goes Like this, like that.	I can **visualise** myself seeing a big elephant! I can hear the elephant make a loud, trumpeting sound as it walks on the road.
He's terribly big, And he's terribly fat.	I can **visualise** looking up from the car at the big elephant. I can **visualise** inching closer. But I also feel nervous because I can **visualise** the elephant sitting on my car and crushing it!
He has no fingers, And he has no toes.	

But he waves his trunk Wherever he goes.	I can **visualise** hearing the elephant slurping up water with his trunk. I can **visualise** the the pink nostrils at the end of the trunk!
follow-up questions	**Responses**
What does the elephant wave?	He waves his trunk.
What doesn't the elephant have?	He doesn't have fingers or toes.
Why question	**Possible response**
Explain that the **message** of a poem is whatever the poet wants us to learn from reading the poem. What do you think is the message of this poem?	*This is **an evaluation question.** Learners must form their own opinion, like:* • I think the poet wants us to learn about how big elephants are. • I think the poet wants us to love elephants, like he or she does!

Ask learners to formulate a question about the text.

1. Ask learners to independently think of a question that they can ask about the text.
2. 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.
3. Tell learners to turn and talk and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.
5. Give other learners the opportunity to answer these questions.

WEEK 9: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY	
Modelling **(I DO)**	1. Explain that this week, we have been working on **visualising.** 2. Explain that when we visualise, we try to imagine what is happening in the text, like a movie inside our minds. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to **page 24**. 5. Read out loud from the box titled **Elephant Facts** while learners follow along: *Elephants talk to each other by making a "trumpeting" sound with their trunks.* 6. Close your eyes and explain what you visualise about this sentence, like: a. I **visualise** elephants holding their trunks up and making a loud, deep sound. b. I can **visualise** that a baby elephant can't see its mother because she is behind a tree. The little baby elephant makes a loud sound with her trunk. Her mother hears the sound and comes running.

Work with learners **(WE DO)**	1. Read out loud while learners follow along: *All the babies and other females follow the leader.* 2. Instruct learners to close their eyes and to pretend they are watching these elephants follow the leader. 3. **Ask learners:** What did you visualise? 4. Listen to learners' ideas, like: a. The biggest elephant is in the front. b. All of the elephants are walking. It is very loud! c. The baby elephants have to run to keep up with the bigger elephants. d. The smallest baby elephant holds her mother's tail with her trunk.
Pair work **(YOU DO)**	1. Write the following questions on the board: a. *What did you visualise?* b. *How was your visualisation similar to your partner?* c. *How was your visualisation different from your partner?* 2. Explain that now, learners will work with a partner to visualise. 3. Read out loud while learners follow along: *When it is hot, elephants like to get into water and mud.* 4. Instruct learners to visualise this. 5. Then, instruct learners to discuss the questions with their partners. 6. After 3 **to** 5 minutes, call learners back together. 7. Call on 2 **to** 3 learners to share their answer to each question.
NOTES	**Tell learners to open their exercise books and copy down the following notes to remind them of how to visualise:** **<u>Visualise</u>** To visualise, we: a. Close our eyes b. Imagine what we see, hear, smell, taste and feel c. Try to see the story like a movie in our minds

WEEK 9: FRIDAY / DAY 5: POST-READING	
TITLE	*Untitled*
DBE workbook 1, PAGE	25
ACTIVITY	TEXT ILLUSTRATION
COMPREHENSION STRATEGY	**Visualise**
PURPOSE	• To help learners to clarify and consolidate their understanding of the text by independently visualising an element of the text.

POST-READING

Getting Ready

Before the lesson begins, write the following sentence starter on the board:
I can **visualise**…

1. **Hand out exercise books.**
2. Remind learners that this week, we have been learning how to visualise a text.
3. Instruct learners to close their eyes. Instruct them to visualise the elephant in the poem. They must try to visualise what the elephant looks like. They must visualise what they can hear and smell as they watch this elephant.
4. Read the poem out loud to learners while their eyes are closed.
5. Instruct learners to open their books and to draw a picture of the elephant they visualised in their minds.
6. Instruct learners to add labels to show what they can hear and smell.
7. Instruct learners to use the sentence starter to write 2 **to** 3 sentences about their visualisation.

Turn and Talk:

1. When there are 2 **to** 3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner and discuss how they visualised the elephant in the poem.

*Hang up learner drawings at **LEARNER EYE-LEVEL** around the room. This helps learners have conversations about the theme.*

<table>
<tr><th colspan="4">WEEK 9: FRIDAY / DAY 5: TEACH THE GENRE</th></tr>
<tr><td>TEXT TYPE</td><td>PURPOSE</td><td>TEXT STRUCTURE</td><td>LANGUAGE FEATURES</td></tr>
<tr><td>POEM</td><td>Poetry is artistic writing, that attempts to stir the reader's imagination or emotions.</td><td>1. All poems are written using lines and stanzas (instead of sentences and paragraphs).
2. There are many styles and forms of poetry.</td><td>The language of a poem is carefully chosen for its meaning, sound and rhythm.</td></tr>
<tr><td>INTRODUCE THE GENRE</td><td colspan="3">1. Explain that this cycle, learners will write a poem.
2. In this lesson, we will focus on haiku poems.
3. Haikus are non-rhyming poems.
4. They are short, three-line poems.
5. They are structured using syllables: the first line has five syllables, the second line has seven syllables, the third line has five syllables.
6. In Haiku poems, the writer can decide whether or not to use punctuation.</td></tr>
<tr><td>READ THE SAMPLE TEXT</td><td colspan="3">HAIKU 1: GIANT CREATURE OF THE BUSH
Elephant, so big,
Eating, eating, all day
But just plants – not meat!

HAIKU 2: ELEPHANT
a long trunk, swinging
tusks of ivory, like swords
ears flap like wipers

HAIKU 3: UNEXPECTED encounter
Driving down the road,
An elephant crossed our path!
Enormous and grey.</td></tr>
<tr><td>DISCUSS</td><td colspan="3">1. How do we know these are poems?
2. How do we know these are haikus?
3. Which of the three poems did you like the best? Why?</td></tr>
</table>

NOTES	**Tell learners to open their exercise books and write down the following heading and notes:** **<u>Poem: Haiku</u>** 1. A haiku poem is written in sets of three lines. 2. The lines must have a certain number of syllables: a. Line 1: 5 syllables b. Line 2: 7 syllables c. Line 3: 5 syllables 3. The words do not need to rhyme. 4. The writer can decide to use punctuation or not. 5. A poem should make us feel something about a topic.

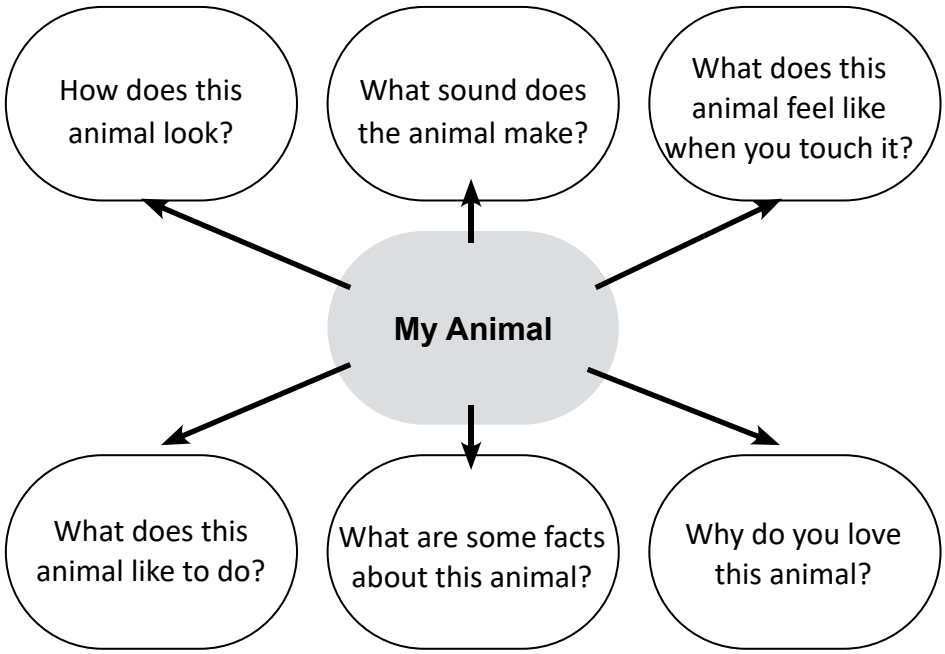
GRADE 5 - TERM 1

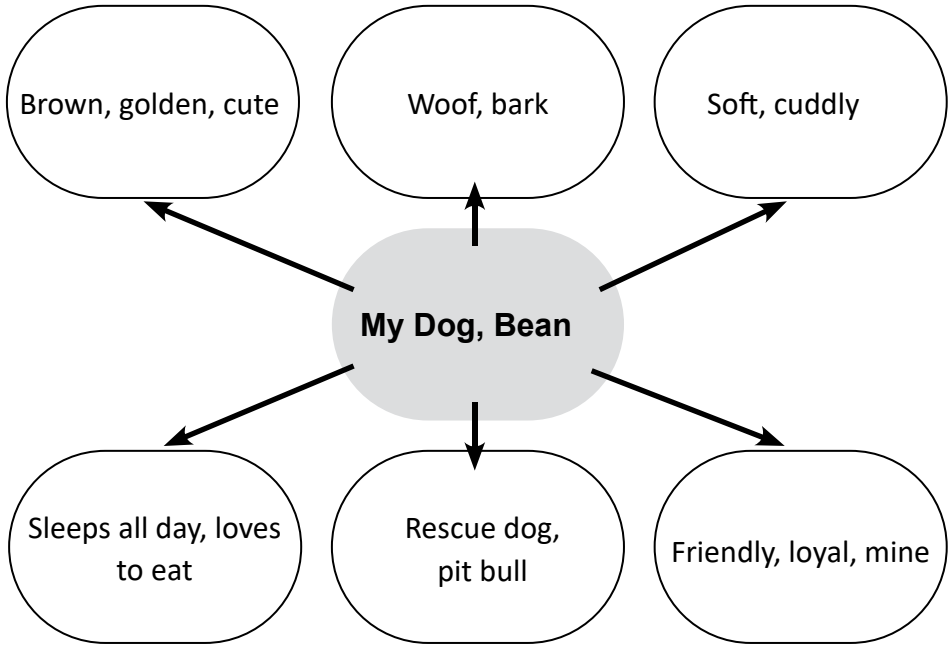
WEEK 10

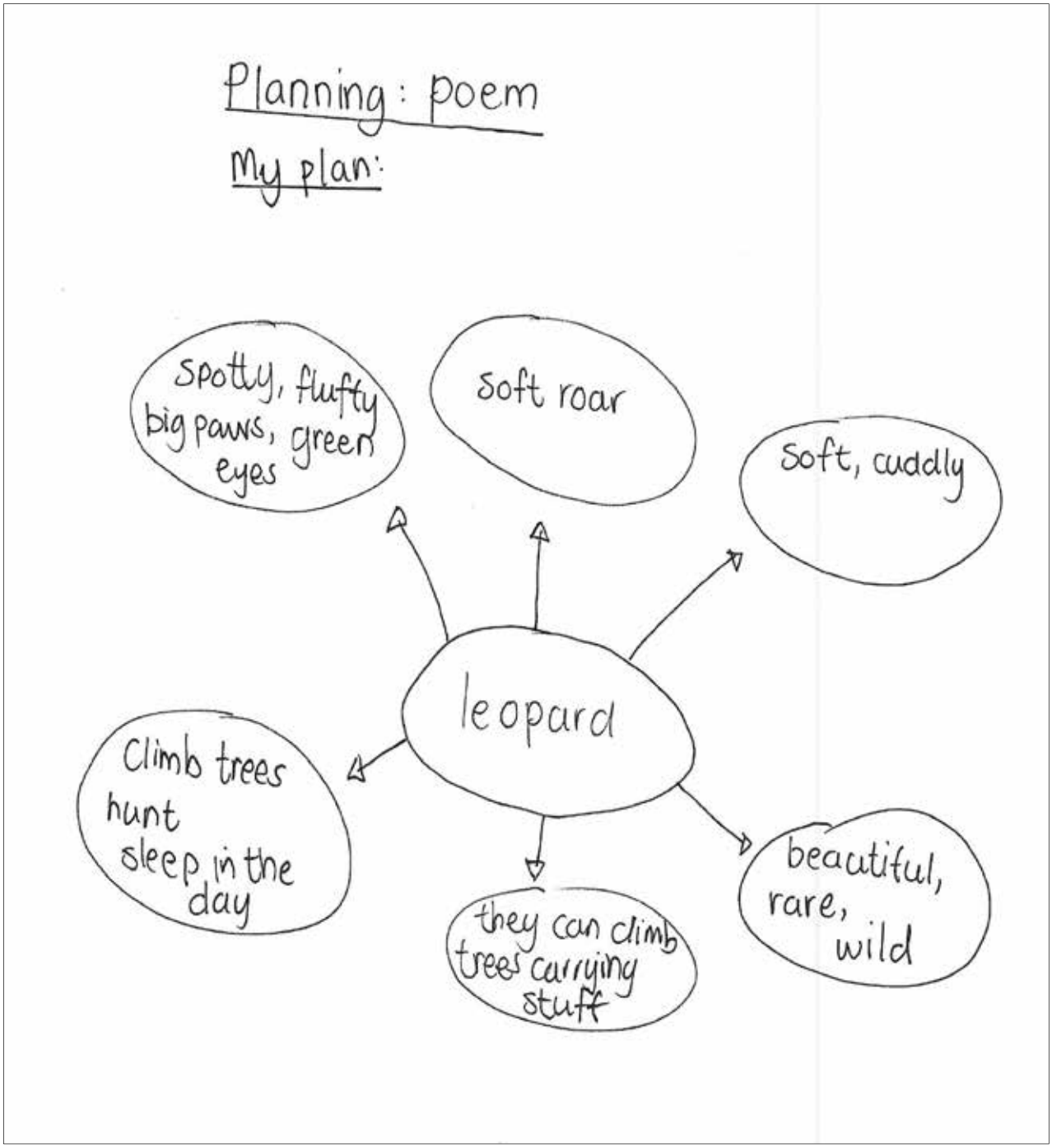
THEME:
AMAZING ELEPHANTS

"After a long separation, elephants will become highly emotional when they are reunited."
- National Geographic

TERM 1: WEEK 10	
OVERVIEW	
THEME	**Amazing Elephants**
THEME VOCABULARY	trunk, tusk, terribly, flap, enormous, mammal, herd, herbivore, human, ivory, poacher, endangered, stressed, illegal, wrinkly, simile, calf, bull, Asian
LSC	Similes
COMPREHENSION STRATEGY	**Visualise** **Evaluate**
WRITING GENRE	Poem
WRITING FRAME	**Write a poem about your favourite animal**

WEEK 10: MONDAY / DAY 1: PLANNING	
TOPIC	**Write a poem (haiku) about your favourite animal**
GENRE	**Poem**
PLANNING STRATEGY	**Use a mind map**
MODEL THE PLANNING STRATEGY **(I DO)**	1. Introduce the writing topic. 2. Show learners that you **think before you write**. 3. Explain which animal you will choose, like: *My favourite animal is my dog. I love her so much. I will write a haiku describing my dog.* 4. Have the planning frame written on one side of the chalkboard. 5. Show learners how you use a mind map to brainstorm ideas. 6. Complete your own plan on the other side of the chalkboard, as below:
	Planning frame 

	My plan 
LEARNERS USE THE PLANNING STRATEGY **(YOU DO)**	1. Tell learners to close their eyes and think of their favourite animal. They must think of words to answer some of the questions in the mind map (they do not need to answer every question!). 2. Next, tell learners to **turn and talk** with a partner to share their idea. 3. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their haiku, just like you did. 4. Tell learners not to copy your plan – they must write their **own** ideas. 5. As learners work, walk around the room and hold mini-conferences.



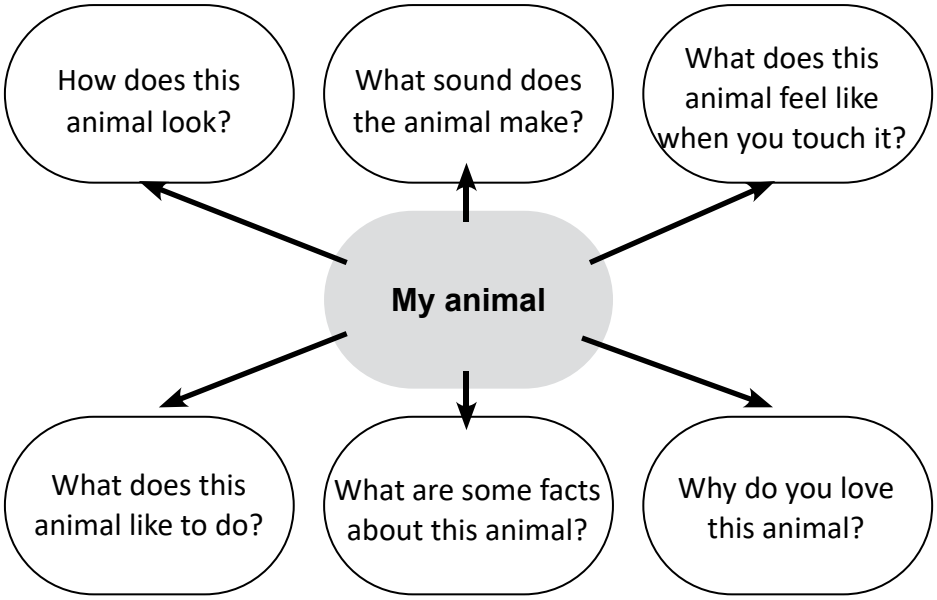
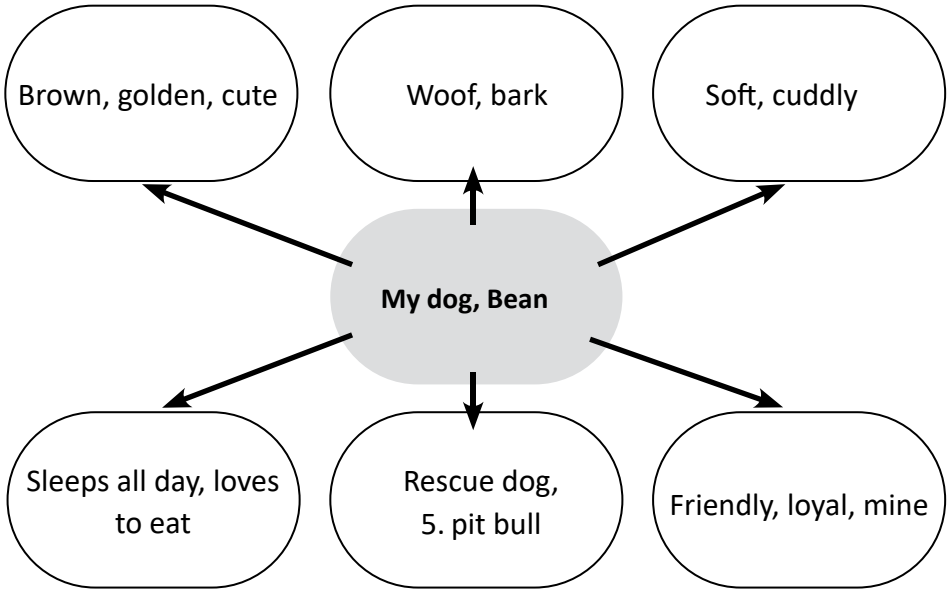
WEEK 10: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 10: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	An elephant is huge and strong.	*Flex your muscles*
	Her trunk is very, very long!	*Hold your arm in front of you and swing it from side to side*
	Her tail and ears flap bugs away,	*Put your hands next to your ears and move them back and forth*
	And keep her cool on hot, hot days.	*Fan yourself, like it is a hot day*
THEME VOCABULARY	ivory, poacher, endangered, stressed, illegal	
QUESTION OF THE DAY		
Question	**Which animal do you think is not endangered?**	
Answer frame	I think the (rhinoceros / elephant / bull shark) is not endangered.	
Graph	3-column graph	
Options	rhinoceros / elephant / bull shark	
FOLLOW-UP QUESTIONS		
Question	**How many learners think the rhinoceros is not endangered?**	
Answer	__ learners think the rhinoceros is not endangered.	
Question	**How many learners think the elephant is not endangered?**	
Answer	__ learners think the elephant is not endangered.	
Question	**How many learners think the bull shark is not endangered?**	
Answer	__ learners think the bull shark is not endangered.	
Question	**What animal do most learners think is not endangered?**	
Answer	Most learners think the __ is not endangered.	
Question	**What animal do fewest learners think is not endangered?**	
Answer	Fewest learners think the __ is not endangered.	
Question	**Which animal do you think is not endangered?**	
Answer	I think the rhinoceros is not endangered.	
Answer	I think the elephant is not endangered.	
Answer	I think the bull shark is not endangered.	

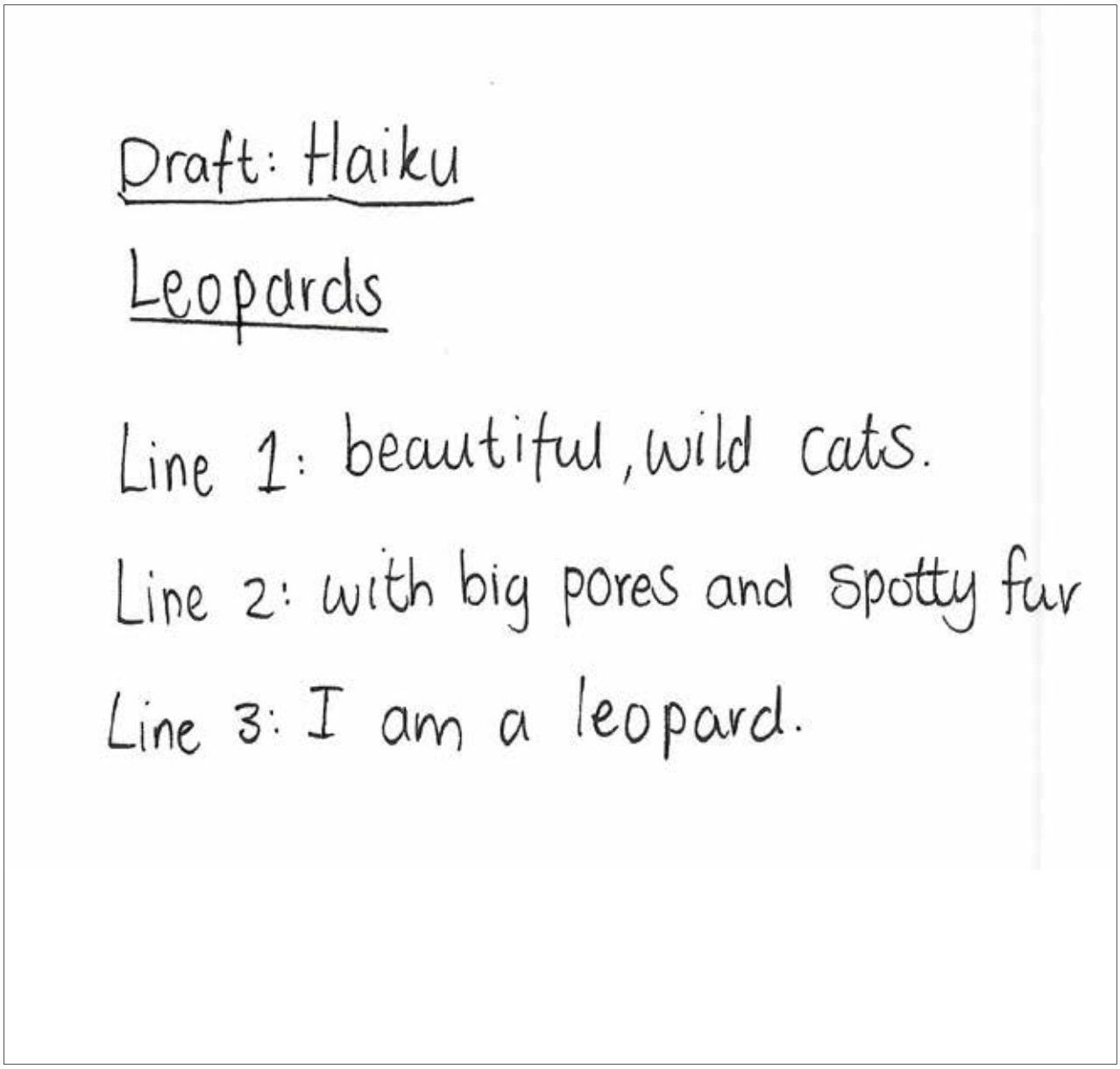
EXPLAIN	Explain that the bull shark is not endangered. However, any animal could become endangered if we don't take care of our environment! We must make our planet a safe and clean place for humans and for animals.
PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 8: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 10: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING	
LSC	**Similes**
LSC MODELLING **(I DO)**	1. Explain that poetry often uses figurative language. This week, we will learn about one type of figurative speech: **similes** 2. Explain that a simile is a comparison about how two things are similar using the word **like** or **as**. 3. Write this simile on the board: • I was so scared that my blood was **as** cold **as** ice. 4. Explain that here, someone's blood is being compared to ice. Explain that this shows us that the person was very scared. 5. Explain that this is also an exaggeration. The person's blood couldn't really turn to ice. The person is exaggerating to help us **visualise** how uncomfortable she was!
LSC Ask learners for help **(WE DO)**	1. Write the following sentence frame on the board: **…is…as...as…** 2. Explain that learners will use this to formulate a simile about the animal they will write about. 3. Explain that learners must choose one thing from their mind maps and write a simile about their animal (which they can use in their haiku if they choose). 4. Explain that you will write one about your dog. The word you have chosen from the mind map is: **soft**. 5. **Ask learners:** What can you think of that is really soft? 6. Listen to learner responses, like: a blanket. 7. Use **modelling** to make a simile using this word, like: My dog **is as** soft **as** a blanket. 8. **Explain that you will create one more using the word: brown**. 9. **Ask learners:** What can you think of that is brown? 10. Listen to learner responses, like: chocolate. 11. Use **modelling** to make a simile using this word, like: My dog **is as** brown **as** chocolate.
LSC Pair work **(YOU DO)**	1. Hand out exercise books. 2. Instruct learners to find their mind maps. Instruct learners to choose one word they will use to write a simile about their animal. 3. Instruct learners to think of an object that is similar to the word they have chosen (like hot – oven; yellow – sunlight). 4. Instruct learners to use the sentence frame to write a simile. Remind learners that they can use this in their poem if they want! 5. Instruct learners to **turn and talk** and share their simile with a partner.

	6. After learners have shared with a partner, call the class back together. 7. **Ask learners** to share their partner's simile with the class. 8. **Ask the whole class:** Why do you think poets might use a simile? 9. Emphasise that a comparison helps the poet get their point across! Similes help the reader to **visualise** and relate to what the poet wants to say.
TOPIC	**Write a poem (haiku) about your favourite animal**
PLANS	Before class begins, rewrite the planning frames on the board:
	Planning frame 
	My plan 

WRITING FRAME	1. Next, tell learners that they must choose words from their plan to write haiku. 2. Explain that poems do **not** have to be written in full sentences! 3. Explain that haikus do **not** need punctuation. 4. In a poem, the ideas do **not** need to be written in any particular order. 5. Learners must think very carefully about the words they use, because they cannot fit too many words in a haiku! 6. Write the following frame on the chalkboard and explain it to learners: Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables
DRAFT	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a poem using the frame. 4. Instruct learners to write the date and heading: **Haiku poem: Draft**. 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Remind learners that they can use their simile in their poem if they want to! 8. As learners write, walk around the classroom and help learners who are struggling.
HOMEWORK	Learners must complete the draft.



WEEK 10: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 10: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	**Lyrics**	**Actions**
	An elephant is huge and strong.	*Flex your muscles*
	Her trunk is very, very long!	*Hold your arm in front of you and swing it from side to side*
	Her tail and ears flap bugs away,	*Put your hands next to your ears and move them back and forth*
	And keep her cool on hot, hot days.	*Fan yourself, like it is a hot day*
THEME VOCABULARY	wrinkly, simile, calf, bull, Asian	
QUESTION OF THE DAY		
Question	**Which simile do you like: The elephant was as wrinkly as…**	
	I like the simile of (a raisin / an old man).	
Graph	2-column graph	
Options	a raisin / an old man	
FOLLOW-UP QUESTIONS		
Question	**How many learners like the simile 'The elephant was as wrinkly as a raisin'?**	
Answer	__ learners like the simile: 'The elephant was as wrinkly as a raisin'.	
Question	**How many learners like the simile 'The elephant was as wrinkly as an old man'?**	
Answer	__ learners like the simile: 'The elephant was as wrinkly as an old man'.	
Question	**Which simile do more learners like?**	
Answer	More learners like the simile: 'The elephant was as wrinkly as __'.	
Question	**Which simile do fewer learners like?**	
Answer	Fewer learners like the simile: 'The elephant was as wrinkly as __'.	
Question	**Which simile do you like?**	
Answer	I like the simile: 'The elephant was as wrinkly as a raisin'.	
Answer	I like the simile: 'The elephant was as wrinkly as an old man'.	

PERSONAL DICTIONARIES	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 10: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 10: FRIDAY / DAY 5: EDITING AND PUBLISHING	
EDITING CHECKLIST *(Write this on the board **BEFORE** class begins)*	1. Does my Haiku have 3 lines? 2. Does my first line have 5 syllables? 3. Does my second line have 7 syllables? 4. Does my third line have 5 syllables? 5. Did I spell all words correctly?
EDIT	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their Haiku sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their poem, correcting any mistakes. 3. Instruct learners to rewrite the poem correctly, under the heading: **Haiku: I love…** 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
SHARE	1. Instruct learners to **turn and talk** to a partner. 2. Instruct learners to read their writing out loud to their partner and then swap. 3. Instruct learners to each tell each other one thing they liked about their partner's writing.
HOMEWORK	Learners must complete the final paragraph and illustration.

WEEK 10: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING	
GROUP GUIDED READING	
GROUP	Call a same-ability reading group to work with you.
INDEPENDENT OR PAIRED READING	
Tell the rest of the class to complete the reading worksheet activities independently or in pairs.	

WEEK 10: CONCLUSION	
Find 10-15 minutes at the end of the week to do the following:	
UPDATE THE K-W-L CHART	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	• Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

Other titles in this series