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 4 Lesson Plan

# ENGLISH

## First Additional Language

# Grade 5

### Lesson Plan

**Term 4**

## Edition 5, 2023

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## GRADE 4 - 6 EFAL ROUTINE

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

## GRADE 6 EFAL ALTERNATE ROUTINE

- This routine 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**<br>**Week 1 Day 1** | **Tuesday**<br>**Week 1 Day 2** | **Wednesday**<br>**Week 1 Day 3** | **Thursday**<br>**Week 1 Day 4** | **Friday**<br>**Week 1 Day 5** |
|---|---|---|---|---|
| L&S / LSC<br>Theme Introduction<br>Oral Activities | L&S<br>Speaking Activity | L&S / LSC<br>Oral Activities | R&V<br>Shared Reading: Second Read | R&V<br>Shared Reading: Post-Read |
| L&S<br>Listening Activity | R&V<br>Phonics Review<br>Shared Reading: Pre-Read | R&V / LSC<br>Shared Reading: First-Read<br>LSC in Context | R&V<br>Teach Comprehension Strategy | W&P<br>Teach the Genre |
| **Monday**<br>**Week 2 Day 1** | **Tuesday**<br>**Week 2 Day 2** | **Wednesday**<br>**Week 2 Day 3** | **Thursday**<br>**Week 2 Day 4** | **Friday**<br>**Week 2 Day 5** |
| W&P<br>Planning | L&S / LSC<br>Oral Activities | W&P<br>Drafting continued | L&S / LSC<br>Oral Activities | W&P<br>Publish & Present |
| R&V<br>Group Guided Reading /<br>Independent or Paired Reading & Comprehension<br>Group 1: 15 mins<br>Group 2: 15 mins | W&P<br>Teach LSC<br>Drafting | R&V<br>Group Guided Reading /<br>Independent or Paired Reading & Comprehension<br>Group 3: 15 mins<br>Group 4: 15 mins | W&P<br>Editing | R&V<br>Group Guided Reading /<br>Independent or Paired Reading & Comprehension<br>Group 5: 15 mins<br>Group 6: 15 mins<br>***Theme conclusion:***<br>• *Build and monitor knowledge*<br>• *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 6P to ask.**
4. Have another empty jar, labelled: **Grade 6P 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.

1. 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?**<br>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<br><br>Read the text and explain. | Read the text.<br><br>Model 'thinking aloud'. | Read the text.<br><br>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.

1. 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.

## Phonics Review

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

- A phonics review programme has been designed to cover most of the 44 English graphemes over the course of the year.
- This is a short activity where teachers can explicitly teach English Phonics to learners who are struggling to read. It will also improve the spelling of all learners.
- Phonics, knowing the sound of each letter or group of letters, and blending the sounds together to form words, is the key building block of reading and writing.
- Implement the Phonics Review and related activities as follows:

On Tuesday, in first week of each cycle, complete the activity: **Phonic and Sight Word Review**

1. **Show learners a flashcard of each sound or write them on the chalkboard.**
2. Point to each sound and say it, get learners to repeat after you. Do this three times.
3. **Show learners the flashcards of the example words, or write them on the chalkboard.**
4. Point to the letters and sound out the word. Get learners to repeat this after you. Do this with each example word.
5. **Write the 'word find' table on the chalkboard**.
6. Review each sound in the table. Show learners how to build words using sounds from the table.
7. **Tell learners to copy down the table, and to build as many words as possible over the two week cycle.**

On Mondays to Fridays, in the second week of each cycle, complete the activity:
**Paired and Independent Reading**

1. Hand out the **Reading Worksheets** to all learners in the class.
2. Orientate learners to the worksheet activities for the week.
3. Point out that these include practicing **reading the phonic sounds and words** for the week.
4. Then, show learners the **two decodable texts** for the week.
5. Point out that these texts **include the phonic and sight words** from this week and previous weeks.
6. Encourage learners to work in pairs to read the sounds, words and decodable texts aloud.
7. They should read the decodable texts until they can do so fluently and comfortably.

On the last day of each cycle, **review the word** find with learners

1. Ask learners to say the words that they have built from the table, and write these from the chalkboard.
2. Show learners how to build one or two of the more complex words, by sounding them out.
3. See which learner has managed to build the most words for the week, and acknowledge their effort and achievement.

**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<br>handling<br>wound | fallen<br>knocked head<br>unconscious<br>cut<br>bleeding<br>ambulance<br>first aid<br>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.

1. 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.

2. 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.

3. 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.<br><br>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<br><br>*(For predicting with text structures)* | 1. Ask learners to look over the whole text.<br>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?)<br>3. Ask learners: *What do you think we might read about?*<br>4. If learners cannot answer, ask further prompting questions, or provide the answers. |
| Steps<br><br>*(For predicting by scanning the text)* | 1. Ask learners to scan the text and identify two lists of words:<br>a. words they do not understand<br>b. words that they think are important<br>2. Go through the list of words that learners do not understand, and explain them in context.<br>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.<br>2. Tell learners what you visualised. (Model the skill.)<br>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.<br>4. Read the text again.<br>5. Ask learners: What did you visualise? (What happened in your movie?)<br>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:<br>• How to identify the kind of information the question is asking for<br>• How to locate the information in the text |
| Steps | 1. Read the text.<br>2. Ask learners a question about the text, like: *What did person x do?*<br>3. Ask learners: What kind of information is this question asking for? *(an action – we need to identify what person x did)*<br>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?*<br>5. Ask learners to locate the part of the text where the action took place.<br>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.<br>2. Remind learners: When we summarise, we identify the most important parts of a text.<br>3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text.<br>4. Tell learners to use the following questions as a guide:<br>a. What is this text about?<br>b. What is the main purpose of the text? Why was it written?<br>c. What did you learn from this text?<br>d. What did you like about this text and why?<br>5. Always give learners time to think about the text.<br>6. Always instruct learners to turn and talk and discuss their summary with a partner.<br>7. Next, instruct learners to write their summary down.<br>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:<br>1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading.<br>2. Secondly, we show learners the kinds of thoughts that good readers have about a text.<br>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.<br>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.)<br>3. Say: I wonder …<br>4. Let learners think about this.<br>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:<br>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.<br>This is called a text-to-self connection.<br>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.<br>This is called a text-to-text connection.<br>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.<br>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.<br>2. Ask learners relevant connection questions, like:<br>a. When was a time that you felt x?<br>b. Do you remember when we read about x? Can you make a connection between these two texts?<br>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.<br>2. Ask learners: What do you know about this? What does the text say?<br>3. Ask learners: What else can we work out about this? Is there something that the text does not say?<br>4. Listen to and **discuss** learners' answers. Make sure learners' answers are logical.<br>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:**<br>We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.<br>**Inference:**<br>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:<br>• Characters, people or events<br>• Facts versus opinions<br>• The author's perspective, opinions and motivations<br>• What they like or find interesting<br>• 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.<br>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?<br>3. Listen to and discuss learners' answers. Make sure that learners' answers are logical.<br>4. If learners struggle, share your own evaluation as an example: **I think** x did the right thing **because** x<br>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 6 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.<br>• 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.<br>• This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words. | • This learner knows many common sight words.<br>• This learner needs help to decode some previously unseen words. | • This learner knows many common sight words and can decode most previously unseen words.<br>• This learner occasionally needs help to decode more challenging words.<br>• This learner reads with some fluency. | • This learner knows many common words.<br>• This learner can decode previously unseen words.<br>• This learner reads with fluency and expression.<br>• 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 complete the reading worksheet activities.

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.

1. 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.

2. 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 4

## THEME:

### THE ARTS ARE FOR EVERYONE!

'Every child is an artist. The problem is how to remain an artist once we grow up.'

— Pablo Picasso

| TERM 4: WEEK 1 | |
|---|---|
| **OVERVIEW** | |
| THEME | **The arts are for everyone!** |
| THEME VOCABULARY | artist, musician, composer, image, performance, rehearsal, orchestra, violin, clarinet, concert |
| LSC | Demonstratives |
| COMPREHENSION STRATEGY | **Make inferences** |
| WRITING GENRE | Personal recount / story |
| WRITING TOPIC | Write about a time you participated in the arts. (Remember, the arts can include visual art, dance, music, or theatre!) |
| CLASSROOM PREPARATION | 1. Take down and carefully store the flashcard words and pictures from the previous term.<br>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.<br>4. Try to find some reading material for your theme table, for example: a book about art.<br>5. Try to find some pictures of different artwork, different musical instruments, different types of art, etc.<br>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

<table>
<tr><th colspan="3">WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES</th></tr>
<tr><td colspan="3">INTRODUCE THE THEME</td></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 112<br>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.<br>2. Activate learners' background knowledge about the theme.<br>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.<br>4. Fill in the first part of the K-W-L chart.</td></tr>
<tr><td rowspan="11">SONG / RHYME<br><br>(Tune: The wheels on the bus)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>Art is around us all the time</td><td>Spread your arms out wide</td></tr>
<tr><td>All the time</td><td>Sway to one side</td></tr>
<tr><td>All the time</td><td>Sway to the other side</td></tr>
<tr><td>Art is around us all the time</td><td>Spread your arms out wide</td></tr>
<tr><td>Look, listen and feel!</td><td>Hold your hand to your eyes, your ears, your heart.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>There's a talented artist in you and me</td><td>Point to yourself and a friend</td></tr>
<tr><td>You and me</td><td>Sway to one side</td></tr>
<tr><td>You and me</td><td>Sway to the other side</td></tr>
<tr><td>There's a talented artist in you and me</td><td>Point to yourself and a friend</td></tr>
<tr><td>Try it out and see!</td><td>Pretend to paint, dance or sing</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">artist, musician, composer, image, performance</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Which kind of artist would you like to be?</td></tr>
<tr><td>Graph</td><td colspan="2">3 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">a street artist / a musician / a composer</td></tr>
</table>

| **Follow-up questions** | |
|---|---|
| **Question** | **How many learners would like to be a street artist?** |
| Answer | __ learners would like to be a street artist. |
| **Question** | **How many learners would like to be a musician?** |
| Answer | __ learners would like to be a musician. |
| **Question** | **How many learners would like to be a composer?** |
| Answer | __ learners would like to be a composer. |
| **Question** | **Which kind of artist would most learners like to be?** |
| Answer | Most learners would like to be a __. |
| **Question** | **Which kind of artist would fewest learners like to be?** |
| Answer | Fewest learners would like to be a __. |
| **Question** | **Which kind of artist would you like to be?** |
| Answer | I would like to be a street artist. |
| Answer | I would like to be a musician. |
| Answer | I would like to be a composer. |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

**WEEK 1: MONDAY / DAY 1: LISTENING**

**LISTEN TO…**

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Art is for everyone!**
4. This week, learners will listen to **an oral description: Art for everyone**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text 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 |
|---|---|---|
| I am Ms P. That's the only name I go by. As a street artist, it is important to keep my identity secret until I become well-known and respected. For now, I work alone, quickly, quietly and in places that the police don't worry about. Street art is still illegal, see. It drives me crazy that I am harassed for creating something beautiful, and for sharing my message of hope. | I can **infer** that Ms P. thinks that street art should be made legal, because it is a beautiful and important kind of art. But it is against the law! So I can **infer** that people have different ideas about what is art, and what is not! | 1. Who is the speaker in this text? *(Ms P, a street artist.)*<br>2. How can we **infer** that Ms P thinks street art should be legal? *(Because she says that it drives her crazy that she gets harassed for creating beautiful things.)*<br>3. Why must Ms P keep her identity secret? *(Because street art is illegal. / She could get in trouble if people found out who she was!)* |
| Life as a street artist is not easy. On the one hand, we have to look out for the police and security guards, who want to protect buildings and walls – ha! | Ms P tries to disguise herself when she does her street art. I **infer** that this is so no one will find out who she really is, and because she might get harassed less if she looks like a boy, rather than a woman. | 1. Why is life difficult for a street artist? *(Because they must watch out for police, security guards, and muggers.)* |

| | | |
|---|---|---|
| On the other hand, we are an easy target for muggers who steal from us, and sometimes beat us, just because they can. I am a woman, but when I work, I look like a boy. | | 2. How can we **infer** that Ms P doesn't think the police and security guards are really protecting the walls? *(Because she says 'ha!' at the end of the sentence.)* |
| So why do we do it? It's all about bringing art to the people. Bringing our big, bold, beautiful images to people who don't go to art galleries or museums, and who don't have beautiful pictures hanging in their homes. Our art is for everyone. And whether you like it or not, it makes you stop, look, and feel something. | I **infer** that street artists care about everyone being able to have art in their lives! | 1. Who do street artists seem to care about? *(They care about everyone, but especially people who can't go to museums or art galleries to see art.)* |
| My images are about hope. When I was just a kid, I read about an English street artist called Banksy. Even though his work is really famous, no one knows Banksy's real name or identity. Banksy creates street art on walls or public spaces in countries across the world. Just like us, he creates his art when it is dark, and there aren't many people on the streets. His work always sends political or social messages. He uses his art to make people think about war, poverty, politics, religion and race. Sometimes, his work is destroyed because people do not like his message. | I can **infer** that art isn't just made to be beautiful – it is also made for the artist to send a message or tell us what they think about something. I **infer** that this can make art controversial – some people will like it and some people will not! | 1. Who is Banksy? *(Banksy is a famous street artist from England.)*<br>2. What does Banksy want people to think about when they look at his art? *(He wants people to think about war, poverty, politics, religion and race)*.<br>3. Why do people sometimes destroy Banksy's art? *(Because some people do not like the messages his art sends.)* |

| | | |
|---|---|---|
| But he still keeps going and is always true to himself.<br><br>Banksy's style is easy to recognise, he uses mostly black and white paint, with small accents of colour. | | |
| My favourite Banksy work is a piece called 'There is Always Hope.' This piece shows a young girl who has just lost her red, heart shaped balloon. The girl looks sad because she has lost something. Next to the girl are the words: there is always hope. I like this simple reminder that no matter how bad things are, there is always hope. I was inspired by this message, and so my pieces are also always about hope. I paint beautiful plants growing out of garbage. I paint rays of sunlight shining on broken, old things, making them look beautiful. I try to paint hope. | This Banksy piece inspired Ms P's own work. I **infer** that Ms P wanted to give people the same kind of hope she felt when she saw Banksy's piece! | 1. Who inspired Ms P? *(Banksy inspired her.)*<br>2. What does Ms P always paint about? *(She always paints about hope / having hope.)*<br>3. What are some things the artist has painted before? *(She has painted beautiful plants growing out of garbage, and rays of sunlight shining on broken, old things.)* |
| I hope that my art inspires people and makes them feel a little better about anything bad in their lives. I want people to look for my tag on street pieces, and when they see it, to smile. | I **infer** that Ms P cares about creating art that sends a happy and positive message. | 1. How does the artist want people to feel when they see her work? *(She wants them to feel happy.)* |

## WEEK 1: TUESDAY / DAY 2: SPEAKING

**DISCUSS…**

1. This week, learners will discuss an oral description: **Art for everyone.**
2. Before class begins, write the following conversation frame on the board:
   a. In this story…
   b. I can make a connection to this story because…
   c. I think…would enjoy this story because…
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

## WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW

| | |
|---|---|
| Sounds | */kn/ /ea/ /ow/* |
| Activity | 1. Write the following sounds on the chalkboard: **kn, ea, ow**<br>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.<br>3. Explain that in the sound /**kn**/, the k is silent, we just say the 'n'.<br>4. Explain that the sound /**ow/** makes two different sounds, like in 'cow' and 'know'.<br>5. Write the following words on the chalkboard and sound each word out as follows:<br>a. /kn/ - /ee/ = knee<br>b. /b/ - /ea/ - /d/ = bead<br>c. /l/ - /ow/ = low (same sound as know)<br>d. /h/ - /ow/ = how (same sound as cow)<br>6. Ask learners to sound out and read each word after you. |
| Word find | Write the following table on the chalkboard:<br><br>kn \| ea \| ow<br>ee \| t \| ch<br>b \| l \| d<br><br>**MODEL**<br>1. Review all of the sounds on the chalkboard.<br>2. Tell learners to copy the table into their books.<br>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.<br>4. Show learners how to build one or two words, like: **know** or **deed**<br>5. Possible words (this is not a complete list): **know, knee, knead, knot, teach, beach, bead, cheat, tow, low, bow, bowl, bee, tee, etc.** |

| WEEK 1: TUESDAY / DAY 2: PRE-READING | |
|---|---|
| TITLE | *Let's make music* |
| DBE WORKBOOK 2, PAGE | *112* |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Remind learners of the theme for this cycle:**The arts are for everyone.**
2. Remind them of the text that they listened to and discussed in the previous lesson.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***Let's make music***
5. Explain the meaning of the title, e.g. *We can say that we play music or that we make music. It means that we are playing instruments or sings to create new music.*
6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about.
8. Instruct learners to circle any words that they do not know.
9. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
10. Ask learners: Which words did you underline? Why?
11. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
12. Ask learners: Which words did you circle?
13. As learners list the words, make a list on the board. Help learners to define these words in context.
14. Instruct learners to think about the title, the pictures, and the words they underlined.
15. Ask learners predictive questions:
    a. What do you think will happen in this story?
    b. Who are the characters in the story? What do you think you know about them?
    c. How do you think the characters in the story feel about making music? Why?
    d. What kind of music do you think this story will be about? Why?
    e. What do you think might happen at the end of this story?
16. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

| WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME<br><br>*(Tune: The wheels on the bus)* | **Lyrics** | **Actions** |
| | Art is around us all the time | *Spread your arms out wide* |
| | All the time | *Sway to one side* |
| | All the time | *Sway to the other side* |
| | Art is around us all the time | *Spread your arms out wide* |
| | Look, listen and feel! | *Hold your hand to your eyes, your ears, your heart.* |
| | | |
| | There's a talented artist in you and me | *Point to yourself and a friend* |
| | You and me | *Sway to one side* |
| | You and me | *Sway to the other side* |
| | There's a talented artist in you and me | *Point to yourself and a friend* |
| | Try it out and see! | *Pretend to paint, dance or sing* |
| THEME VOCABULARY | rehearsal, orchestra, violin, clarinet, concert | |
| **QUESTION OF THE DAY** | | |
| Question | How would you feel before playing in a concert for hundreds of people? | |
| Graph | 2 COLUMN GRAPH | |
| Options | nervous / excited | |
| **Follow-up questions** | | |
| **Question** | **How many learners would feel nervous?** | |
| Answer | __ learners would feel nervous. | |
| **Question** | **How many learners would feel excited?** | |
| Answer | __ learners would feel excited. | |
| **Question** | **How would more learners feel?** | |
| Answer | More learners would feel __. | |
| **Question** | **How would fewer learners feel?** | |
| Answer | Fewer learners would feel __. | |

| **Question** | **How would you feel before playing in a concert for hundreds of people?** |
|---|---|
| Answer | I would feel nervous. |
| Answer | I would feel excited. |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

| **WEEK 1: WEDNESDAY / DAY 3: FIRST READ** | |
|---|---|
| TITLE | *Let's make music* |
| DBE WORKBOOK 2, PAGE | *112* |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Make inferences** |
| 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. |
| | |

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 112**.
3. Allow learners a few minutes to try and read the story on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** 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 |
|---|---|
| Tami wanted to play in the orchestra at the community Centre, but she was nervous. She thought music would be too difficult. The first day she was so nervous she could hardly tune the strings of her musical instrument. The only orchestra she had ever played in was the one at school. After a few rehearsals she was comfortably playing along everyone else. She realised that there was no reason to be nervous and she began to enjoy herself. | I can **infer** that rehearsal helped make Tami feel comfortable, because she saw that she could play along with all the other members of the orchestra. |
| At rehearsals, Tami became friendly with Vusi, who sat next to her. Vusi was always helpful. Tami was not embarrassed to ask him questions about music. Vusi's parents were musicians. They had started teaching Vusi music when he was only five years old. Tami couldn't imagine playing the violin at that age. Vusi told her that many famous musicians started playing when they were very young. | I **infer** that Vusi knows a lot about music, because his parents are musicians and because he has been playing music for a long time. |
| Another orchestra member who became a friend of Tami's was Marie. Marie played the clarinet. After rehearsal Marie would tell her funny stories. Marie said that when she played her clarinet at home as a child, it squeaked so much that she got the nickname Squeaky. That was a long time ago. Now Marie had a beautiful tone on the clarinet. Sometimes, just to make Tami laugh, Marie made her clarinet squeak. Even though Marie was older Tami, the two became very good friends. | I **infer** that it took a lot of practice for Marie to become a good clarinet player. I can **infer** that Marie wasn't good at playing the clarinet for a long time, because she got the nickname Squeaky! |
| The Orchestra was rehearsing music for the spring concert. Tami liked all the composers but Mozart was her favourite. Some of her friends at school didn't understand why she liked Mozart. They promised to come to the spring concert anyway. Tami looked forward to the event and hoped that it would not rain the night of the concert. | Tami's friends want to come see Tami play in her first big concert even though they don't really like the music. I can **infer** that they really want to support Tami! |

| | |
|---|---|
| On the night of the spring concert, Tami was very excited. She had never played for such a large audience before. Both Vusi and Marie told her that she would have a lot of fun. The conductor, who usually seemed so calm, appeared to be nervous. Tami was quite surprised because he had been to big cities all over the world for at least forty years. After the concert was over, the conductor seemed pleased. He praised the members of the members of the orchestra for their fine performance. | I can **infer** that even musicians with a lot of experience and practice might get nervous before a big concert! |
| **Follow up questions** | **Responses** |
| Where did Tami play music before the community centre? | She had only played in the orchestra at school. |
| What instrument can we **infer** that Tami plays? | • We can infer that she plays the violin from the picture on the page.<br>• We can infer she plays the violin because we know that she plays an instrument with strings.<br>• We can infer that she plays the violin, because she sits next to Vusi, who also plays the violin. (In an orchestra, everyone who plays a certain instrument sits together.) |
| **Why question** | **Possible responses** |
| What lets us infer that Tami will stay in the orchestra and play in more concerts? | • She was excited for the concert.<br>• She didn't want it to rain because then the concert might get cancelled!<br>• She felt excited to play for a large audience.<br>• The conductor praised the orchestra, so we know that the musicians did a good job. |
| **Introduce the LSC in context** | |
| 1. Explain to learners that this cycle, they will be learning about: **Demonstratives**<br>2. Point out the following example of this in the text:<br>***This*** *violin belongs to Tami.*<br>3. Introduce this LSC as follows: *Demonstratives are words we use to talk about specific nouns. These are words such as this, that, those, and these.* | |

| WEEK 1: THURSDAY / DAY 4: SECOND READ | |
|---|---|
| TITLE | *Let's make music* |
| DBE WORKBOOK 2, PAGE | *112* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **Make connections** |
| PURPOSE | When learners make connections, they compare the story to their own lives, or to another text, or to the world. |

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *Can you make a connection to Tami? Have you ever tried something new that felt scary at first?*
   b. *Who told Tami she would have fun at the concert?*
   c. *Why did Tami feel more comfortable playing in the orchestra by the end 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 112**.
5. Explain that you will read the story to learners. They must **follow along** with the text 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 |
|---|---|
| Tami wanted to play in the orchestra at the community Centre, but she was nervous. She thought music would be too difficult. The first day she was so nervous she could hardly tune the strings of her musical instrument. The only orchestra she had ever played in was the one at school. After a few rehearsals she was comfortably playing along everyone else. She realised that there was no reason to be nervous and she began to enjoy herself. | I can make a **connection** to this. Sometimes it is very intimidating to try something new! That reminds me of the time when my son went to dance class for the first time. He loves to dance and always practiced at home. But he felt so scared that everyone would judge him and that he wouldn't be as good a dancer as the other children in the class! |

| | |
|---|---|
| At rehearsals, Tami became friendly with Vusi, who sat next to her. Vusi was always helpful. Tami was not embarrassed to ask him questions about music. Vusi's parents were musicians. They had started teaching Vusi music when he was only five years old. Tami couldn't imagine playing the violin at that age. Vusi told her that many famous musicians started playing when they were very young. | When we try something new, it is important that we feel comfortable asking questions. That **reminds me** of how my son felt better once he saw how nice his new dance instructor was. She would always answer his questions and never made him feel stupid. That made him feel better at dance class. |
| Another orchestra member who became a friend of Tami's was Marie. Marie played the clarinet. After rehearsal Marie would tell her funny stories. Marie said that when she played her clarinet at home as a child, it squeaked so much that she got the nickname Squeaky. That was a long time ago. Now Marie had a beautiful tone on the clarinet squeak. Sometimes, just to make Tami laugh, Marie made her clarinet. Even though Marie was older Tami, the two became very good friends. | Once my son began going to dance classes, he made a friend too! Once he had his friend Carla, he felt less nervous about being at dance class because he didn't feel alone. |
| The Orchestra was rehearsing music for the spring concert. Tami liked all the composers but Mozart was her favourite. Some of her friends at school didn't understand why she liked Mozart. They promised to come to the spring concert anyway. Tami looked forward to the event and hoped that it would not rain the night of the concert. | **I remember** when my son was getting ready for his first dance performance – he was excited to show his friend ballet, because most of them had never seen ballet before! |

| | |
|---|---|
| On the night of the spring concert, Tami was very excited. She had never played for such a large audience before. Both Vusi and Marie told her that she would have a lot of fun. The conductor, who usually seemed so calm, appeared to be nervous. Tami was quite surprised because he had been to big cities all over the world for at least forty years. After the concert was over, the conductor seemed pleased. He praised the members of the members of the orchestra for their fine performance. | **I remember** how excited my son was the night of his first dance rehearsal! He was so excited to see all of his friends in the audience. After the performance ended, we gave him flowers. He felt so proud of all of his hard work. |
| **Follow up questions** | **Responses** |
| Can you make a connection to Tami? Have you ever tried something new that felt scary at first? | I felt scared when I first tried… because… |
| Who told Tami she would have fun at the concert? | Both Vusi and Marie. |
| **Why question** | **Possible responses** |
| Why did Tami feel more comfortable playing in the orchestra by the end of the story? | • Because she realised she could play along with everyone else.<br>• Because she got practice playing with the new orchestra and she realised it wasn't scary after all.<br>• Because she made friends.<br>• Because her friends could answer her questions and help her out.<br>• Because she got used to playing in the new orchestra.<br>• Because she enjoyed her first big performance – she had fun! |

**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 1: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY | |
|---|---|
| **Modelling (I DO)** | 1. Explain that this week, we have been working on **making inferences.**<br>2. Explain that we make an inference when we use what is written and what we already know to figure something out.<br>3. Hand out the DBE workbooks to learners.<br>4. Instruct learners to open to: **page 112.**<br>5. Read out loud while learners follow along: *Tami wanted to play in the orchestra at the community Centre, but she was nervous. She thought music would be too difficult. The first day she was so nervous she could hardly tune the strings of her musical instrument. The only orchestra she had ever played in was the one at school.*<br>6. Explain we can make **inferences** that:<br>a. The orchestra at the community centre is more advanced (or better) than the orchestra at school.<br>b. Tami is not very confident about her musical ability at first.<br>c. Tami doesn't think she will be as good as the other musicians in the new orchestra. |
| **Work with learners (WE DO)** | 1. Read out loud while learners follow along: *After a few rehearsals she was comfortably playing along with everyone else. She realised that there was no reason to be nervous and she began to enjoy herself.*<br>2. Ask learners: What inferences can you make after you read these sentences?<br>3. If needed, you can help prompt learners by asking:<br>a. What do you think the characters might be thinking?<br>b. What do you think the characters might be feeling?<br>4. Listen to learners' ideas, like:<br>a. Tami was a better musician than she thought.<br>b. Once Tami began to play with the new orchestra, her confidence grew!<br>c. The first few rehearsals were not fun for Tami, but she kept trying until she felt good! |

| | |
|---|---|
| **Pair work (YOU DO)** | 1. Explain that now, learners will work with a partner to make an inference.<br>2. Read out loud while learners follow along: *Tami looked forward to the event and hoped that it would not rain the night of the concert.*<br>3. Ask learners: What inferences can you make about the concert?<br>4. Instruct learners to discuss this with their partners.<br>5. After 3-5 minutes, call learners back together. |
| **Pair work (YOU DO)** | 6. Call on 2-3 learners to share their answer to the question, like:<br>a. Tami is excited for her first concert.<br>b. The concert will be outside.<br>c. If it rains, the concert will be cancelled.<br>d. Tami wants her friends and family to see her play in the orchestra! |
| **NOTES** | 1. **Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.**<br><br>**<u>Making Inferences</u>**<br>To make an inference, we take:<br>what is written<br>+<br>what we already know<br>and we make a good guess about the text.<br><br>2. **If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).** |

| WEEK 1: FRIDAY / DAY 5: POST-READING | |
|---|---|
| TITLE | *Let's make music* |
| DBE WORKBOOK 2, PAGE | 112 |
| ACTIVITY | WRITTEN COMPREHENSION |
| COMPREHENSION STRATEGY | **Summarise**<br>**Make inferences** |
| PURPOSE | Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.<br>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. |

**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 and the answers.
6. In the last five minutes of the lesson, call all the learners back together. Go through the answers with learners, and allow them to correct their own work.

**Let's make music**

1. How did Tami feel at the beginning of the story? Why?
   ***She felt…because…***
2. Who were Tami's new friends in the story?
   ***Tami's new friends were…***
3. Why did Tami like Vusi?
   ***She liked Vusi because…***
4. Why did Tami like Marie?
   ***She liked Marie because…***
5. How can we infer that Tami's school friends cared a lot about her?
   ***We can infer they cared about her because…***

6. Was Marie always a good clarinet player? How do you know?
   ***Marie…***
7. Do you think Tami will continue to play in the orchestra? Why or why not?
   ***I think that Tami <u>will</u> / <u>will not</u> continue to play in the orchestra because…***

**<u>Let's make music - memorandum</u>**

1. How did Tami feel at the beginning of the story?
   ***She felt nervous that she would not be able to play as well as the other children.***
2. Who were Tami's new friends in the story?
   ***Tami's new friends were Vusi and Marie.***
3. Why did Tami like Vusi?
   ***She liked Vusi because he was so helpful. He answered her questions.***
4. Why did Tami like Marie?
   ***She liked Marie because she was funny.***
5. How can we infer that Tami's school friends cared a lot about her?
   ***We can infer they cared about her because they didn't like Mozart, but they still came to her concert.***
6. Was Marie always a good clarinet player? How do you know?
   ***Marie wasn't always a good clarinet player. She used to squeak so much when she played that her nickname was Squeaky!***
7. Do you think Tami will continue to play in the orchestra? Why or why not?
   ***I think that Tami <u>will</u> continue to play in the orchestra because she was so excited for the concert, and because she has friends who are in the orchestra.***

| **WEEK 1 FRIDAY: TEACH THE GENRE** | | | |
|---|---|---|---|
| **TEXT TYPE** | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| **PERSONAL RECOUNT** | A piece of writing that records a personal experience. | 1. Orientation: set the scene or establish the context (where and when)<br>2. Narration of events: explain what happened in **chronological** order. Add details as necessary.<br>3. Reorientation: make a closing statement. | Explain that a recount is simple and informative.<br><br>It is about something that has already happened, so it is usually written in the past tense.<br><br>Because it is someone talking about themselves, it is usually told in the first person 'I'. |

| | |
|---|---|
| INTRODUCE THE GENRE | 1. Explain that this cycle, learners will write a **personal recount**.<br>2. Explain that a personal recount is like a story about something that has happened to us in the past. But, the story is non-fiction, meaning it is true. It is a story about something that really happened to us.<br>3. Explain to learners that **a personal recount** is told in chronological order. This means we tell the events in order of how they happened.<br>4. In a personal recount, we might add details about what we see, hear, smell, taste, feel. |
| READ THE SAMPLE TEXT | ***I sang my heart out***<br>*When I was in primary school, I used to love singing. Everyone would always praise my lovely voice. One day, I saw an advert for auditions for the school choir. It took courage, and a lot of encouragement from my family and friends for me to audition. But I did and I was in!*<br><br>*We practiced and practiced. The following week we had our first concert and I had a solo part to sing. All my family and friends came to support me on the night of the concert. I sang my heart out and got a standing ovation from the audience.* |
| DISCUSS | 1. What is the setting? (When and where did this take place?)<br>2. What is the message in this personal recount?<br>3. Who is telling this story? (Is the person talking about herself or someone else?)<br>4. How can we **infer** that this is a personal recount? |
| NOTES | **Tell learners to open their exercise books, and write down the following heading and notes:**<br><br>**<u>Personal recount</u>**<br>1. Is a story about me.<br>2. I use the words I, me and we.<br>3. I write the events in the order that they happened.<br>4. I write in the past tense. |

NOTES

# GRADE 5 - TERM 4

## THEME:

### THE ARTS ARE FOR EVERYONE!

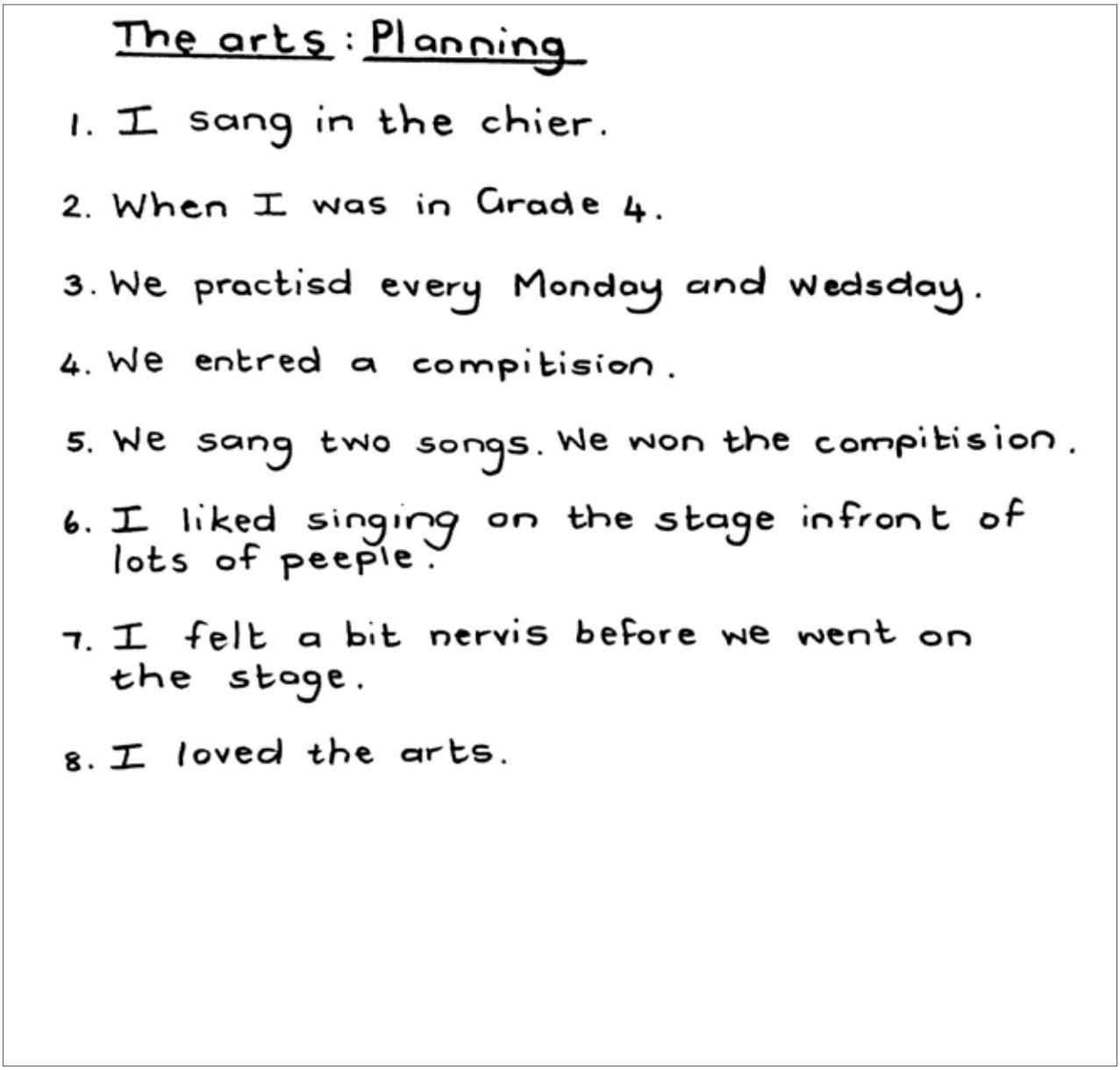
'We are all artists.'

— Unknown

| TERM 4: WEEK 2 | |
|---|---|
| **OVERVIEW** | |
| THEME | **Art is for everyone!** |
| THEME VOCABULARY | artist, musician, composer, image, performance, rehearsal, orchestra, violin, clarinet, concert, harmonica, instrument, audience, stage, harassed, gallery, exhibition, public, passionate, talent |
| LSC | Demonstratives |
| COMPREHENSION STRATEGY | **Make inferences** |
| WRITING GENRE | Personal recount / story |
| WRITING TOPIC | Write about a time you participated in the arts. (Remember, the arts can include visual art, dance, music, or theatre!) |

<table>
<tr><th colspan="3">WEEK 2: MONDAY: PLANNING</th></tr>
<tr><td>TOPIC</td><td colspan="2">Write about a time you participated in the arts. (Remember, the arts can include visual art, dance, music, or theatre!)</td></tr>
<tr><td>GENRE</td><td colspan="2">Personal recount / story</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.<br>2. Show learners that you think before you write.<br>3. Orally, explain a time you participated in the arts, like:<br><br>When I was in Grade 5, I participated in our school cultural day. I was part of the dance team. We danced Mokhibo in front of the whole school. We even went to a competition for the district! I loved dancing for an audience.<br><br>4. Have the planning frame written on one side of the chalkboard.<br>5. Show learners how you make a list by answering the questions.<br>6. Complete the plan on the other side of the chalkboard.</td></tr>
<tr><td></td><td><u>The arts</u><br>1. How did you participate in the arts?<br>2. When did this happen?<br>3. How did you get ready to participate in the arts?<br>4. What happened when you participated in the arts?<br>5. What details are important about your experience?<br>6. What did you like about your experience?<br>7. Was there anything you didn’t like about your experience?<br>8. How did you feel about the arts?</td><td><u>The arts</u><br>1. I danced Mokhibo<br>2. I was in Grade 5.<br>3. I joined the dance team. We rehearsed every day for a few weeks.<br>4. I danced at cultural day. It was fun.<br>5. We wore beautiful skirts. I was in the front because the instructor said I was a good dancer.<br>6. I liked dancing in front of people because they cheered and clapped.<br>7. No.<br>8. I loved it. I danced lots of times after that!</td></tr>
<tr><td>LEARNERS USE THE PLANNING STRATEGY (YOU DO)</td><td colspan="2">1. Tell learners to close their eyes and think of a time when they participated in the arts.<br>2. Remind learners that this could be any kind of art: painting, photography, music, dance, theatre. It could be a time they were in the audience viewing some kind of art, or when they were involved as an artist.<br>3. Next, tell learners to turn and talk with a partner, to share their stories.</td></tr>
</table>

| | |
|---|---|
| | 4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their personal recount, just like you did.<br>5. **Hand out exercise books**<br>6. Tell learners they must write their own ideas – they must **not** copy your plan.<br>7. As learners work, walk around the room and hold mini-conferences. |



The arts : Planning

1. I sang in the chier.
2. When I was in Grade 4.
3. We practisd every Monday and wedsday.
4. We entred a compitision.
5. We sang two songs. We won the compitision.
6. I liked singing on the stage infront of lots of peeple.
7. I felt a bit nervis before we went on the stage.
8. I loved the arts.

| WEEK 2: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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 2: TUESDAY: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME *(Tune: The wheels on the bus)* | **Lyrics** | **Actions** |
| | Art is around us all the time | *Spread your arms out wide* |
| | All the time | *Sway to one side* |
| | All the time | *Sway to the other side* |
| | Art is around us all the time | *Spread your arms out wide* |
| | Look, listen and feel! | *Hold your hand to your eyes, your ears, your heart.* |
| | | |
| | There's a talented artist in you and me | *Point to yourself and a friend* |
| | You and me | *Sway to one side* |
| | You and me | *Sway to the other side* |
| | There's a talented artist in you and me | *Point to yourself and a friend* |
| | Try it out and see! | *Pretend to paint, dance or sing* |
| THEME VOCABULARY | harmonica, instrument, audience, stage, harassed | |
| **QUESTION OF THE DAY** | | |
| Question | Which instrument do you think is the most difficult to play? | |
| Graph | 4 COLUMN GRAPH | |
| Options | violin / clarinet / harmonica / piano | |
| **Follow-up questions** | | |
| **Question** | **How many learners think the violin is the most difficult to play?** | |
| Answer | __ learners think the violin is the most difficult to play. | |
| **Question** | **How many learners think the clarinet is the most difficult to play?** | |
| Answer | __ learners think the clarinet is the most difficult to play. | |
| **Question** | **How many learners think the harmonica is the most difficult to play?** | |
| Answer | __ learners think the harmonica is the most difficult to play. | |

| | |
|---|---|
| **Question** | **How many learners think the piano is the most difficult to play?** |
| Answer | __ learners think the piano is the most difficult to play. |
| **Question** | **Which instrument do most learners think is the most difficult to play?** |
| Answer | Most learners think the __ is the most difficult to play. |
| **Question** | **Which instrument do fewest learners think is the most difficult to play?** |
| Answer | Fewest learners think the __ is the most difficult to play. |
| **Question** | **Which instrument do you think is the most difficult to play?** |
| Answer | I think the violin is the most difficult to play. |
| Answer | I think the clarinet is the most difficult to play. |
| answer | I think the harmonica is the most difficult to play. |
| Answer | I think the piano is the most difficult to play. |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

| **WEEK 2: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING** |
|---|
| **GROUP GUIDED READING** |
| 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 2: WEDNESDAY: LANGUAGE AND DRAFTING</th></tr>
<tr><td>LSC</td><td>Demonstratives</td></tr>
<tr><td>LSC<br>MODELLING<br>(I DO)</td><td>
1. Explain that demonstratives are words we use to talk about specific nouns.<br>
2. Write the following table on the board:<br>
<table>
<tr><th></th><th>Singular</th><th>Plural</th></tr>
<tr><td>here (close)</td><td>this</td><td>these</td></tr>
<tr><td>there (not close)</td><td>that</td><td>those</td></tr>
</table>
3. Hold a book in your hand, and put one book on a table far from where you are standing.<br>
4. Explain that if you are talking about the book in your hand, you would say:<br>
<u>This</u> book.<br>
I love <u>this</u> book.<br>
5. Explain that if you are talking about the book on the table far away, you would say:<br>
<u>That</u> book.<br>
Bring me <u>that</u> book.<br>
6. Hold some pencils in your hand, and put some pencils on a table far from where you are standing.<br>
7. Explain that if you are talking about the pencils in your hand, you would say:<br>
<u>These</u> pencils.<br>
<u>These</u> pencils are yellow.<br>
8. Explain that if you are talking about the pencils on the table far away, you would say:<br>
<u>Those</u> pencils.<br>
<u>Those</u> pencils belong to Mr Maboya.
</td></tr>
<tr><td>LSC<br>Ask learners for help<br>(WE DO)</td><td>
1. Instruct learners to look around the room. They must look at some objects close to them. They must look at some objects far away.<br>
2. Ask learners: What sentences can you make to talk about objects that are close to you?<br>
3. Complete a few examples with learners, like:<br>
a. I am sitting at <u>this</u> desk.<br>
b. <u>This</u> pencil is on my desk.<br>
c. I sit with <u>these</u> two children.<br>
d. <u>These</u> desks are in my row.
</td></tr>
</table>

<table>
<tr><td></td><td>4. Ask learners: What sentences can you make to talk about objects that are not close to you?<br>5. Complete a few examples with learners, like:<br>a. Can you bring me <u>that</u> chalk?<br>b. <u>That</u> learner is my friend.<br>c. <u>Those</u> scissors belong to the teacher.<br>d. <u>Those</u> desks outside are broken.</td></tr>
<tr><td>LSC<br>Pair work<br>(YOU DO)</td><td>1. Hand out learners' exercise books.<br>2. Instruct learners to copy the table into their books under the heading: Demonstratives<br>3. Explain that now, learners will write 4 sentences: one sentence using each demonstrative (this, that, those, these)<br>4. As learners write, walk around the room and complete mini conferences.<br>5. Ask learners to read their writing to you.<br>6. Help learners use demonstratives.<br>7. Encourage learners!<br><br>Sharing<br>1. When there are 3-5 minutes remaining, call learners back together.<br>2. Call on random learners to read their example for each demonstrative.<br>3. Correct any mistakes. Make sure learners know how to use demonstratives!</td></tr>
<tr><td>TOPIC</td><td colspan="2">Write about a time you participated in the arts. (Remember, the arts can include visual art, dance, music, or theatre!)</td></tr>
<tr><td>PLANS</td><td colspan="2">Before class begins, rewrite the planning frames on the board:</td></tr>
<tr><td></td><td><u>The arts</u><br>1. How did you participate in the arts?<br>2. When did this happen?<br>3. How did you get ready to participate in the arts?<br>4. What happened when you participated in the arts?<br>5. What details are important about your experience?<br>6. What did you like about your experience?<br>7. Was there anything you didn't like about your experience?</td><td><u>The arts</u><br>1. I danced Mokhibo<br>2. I was in Grade 5.<br>3. I joined the dance team. We rehearsed every day for a few weeks.<br>4. I danced at cultural day. It was fun.<br>5. We wore beautiful skirts. I was in the front because the instructor said I was a good dancer.<br>6. I liked dancing in front of people because they cheered and clapped.</td></tr>
</table>

| | | |
|---|---|---|
| | 8. How did you feel about the arts? | 7. No.<br>8. I loved it. I danced lots of times after that! |
| WRITING FRAME | 1. Next, tell learners that they must turn each point in their plan into a sentence.<br>2. They must also arrange the sentences into 3 paragraphs.<br>3. Write the following frame on the chalkboard, and explain it to learners:<br><br>**<u>Me and the arts</u>**<br><br>**Paragraph 1**<br>This introduces the event.<br>Points 1-3<br><br>**Paragraph 2**<br>This tells us the details about what happened.<br>Points 4-5<br><br>**Paragraph 3**<br>This tells us more about what happened and how it ended.<br>Points 6-8 | |
| DRAFT | 1. Hand out learners' exercise books.<br>2. Settle learners so you have their attention.<br>3. Remind learners that they will write a personal recount using the frame.<br>4. Instruct learners to write the date and heading: **Personal Recount: Draft**<br>5. Instruct learners to find their plan from Monday and think about their ideas.<br>6. Instruct learners to complete the writing frame using their plans.<br>7. Tell learners that they can add more sentences or details if they have time.<br>8. Remind learners of the strategies they can use to help them.<br>9. As learners write, walk around the classroom and help learners who are struggling. | |
| HOMEWORK | Learners must complete the draft. | |

Personal Recount: Draft

When I was in Grade 4, I sang in the chier. We practised every Monday and Wedsday.

We entred a big compitision. We sang two songs and we even won the compitision.

I loved singing on the stage in front of lots of peeple but I did feel a bit nervis at first. I loved singing so much.

| WEEK 2: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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 2: THURSDAY: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME<br>*(Tune: The wheels on the bus)* | **Lyrics** | **Actions** |
| | Art is around us all the time | *Spread your arms out wide* |
| | All the time | *Sway to one side* |
| | All the time | *Sway to the other side* |
| | Art is around us all the time | *Spread your arms out wide* |
| | Look, listen and feel! | *Hold your hand to your eyes, your ears, your heart.* |
| | | |
| | *There's a talented artist in you and me* | *Point to yourself and a friend* |
| | You and me | *Sway to one side* |
| | You and me | *Sway to the other side* |
| | There's a talented artist in you and me | *Point to yourself and a friend* |
| | Try it out and see! | *Pretend to paint, dance or sing* |
| THEME VOCABULARY | gallery, exhibition, public, passionate, talent | |
| **QUESTION OF THE DAY** | | |
| Question | What would you rather see? | |
| Graph | 3 COLUMN GRAPH | |
| Options | a gallery exhibition / an orchestra concert / a theatre performance | |
| **Follow-up questions** | | |
| **Question** | **How many learners would rather see a gallery exhibition?** | |
| Answer | __ learners would rather see a gallery exhibition. | |
| **Question** | **How many learners would rather see an orchestra concert?** | |
| Answer | __ learners would rather see an orchestra concert. | |
| **Question** | **How many learners would rather see a theatre performance?** | |
| Answer | __ learners would rather see a theatre performance. | |

| **Question** | **What would most learners rather see?** |
|---|---|
| Answer | Most learners would rather see a __. |
| **Question** | **What would fewest learners rather see?** |
| Answer | Fewest learners would rather see a __. |
| **Question** | **What would you rather see?** |
| Answer | I would rather see a gallery exhibition. |
| Answer | I would rather see an orchestra concert. |
| Answer | I would rather see a theatre performance. |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

| **WEEK 2: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING** |
|---|
| **GROUP GUIDED READING** |
| 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. |

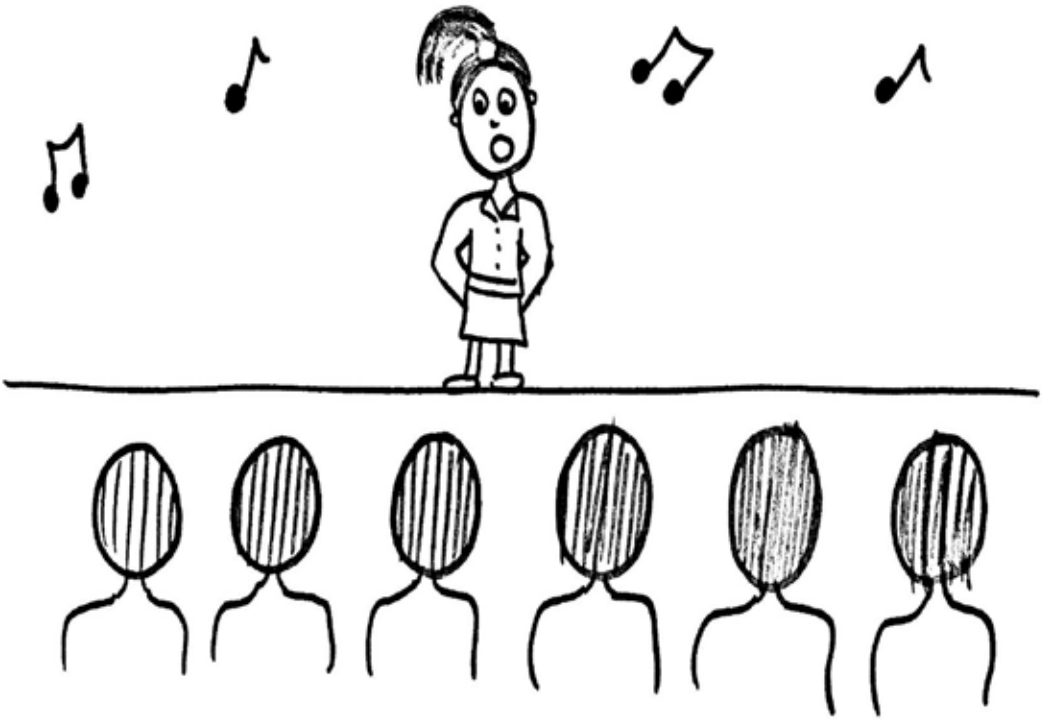
| WEEK 2: FRIDAY: EDITING AND PUBLISHING | |
|---|---|
| EDITING CHECKLIST *(Write this on the board **before** class begins)* | 1. Did I use the past tense?<br>2. Did I use first person ('I' and 'we') ?<br>3. Are my events in the order of when they happened?<br>4. Do I have 3 paragraphs?<br>5. Did I spell all words correctly?<br>6. Does every sentence start with a capital letter?<br>7. Does every sentence end with a full stop or exclamation mark? |
| EDIT | 1. Instruct learners to open their exercise books to the completed draft.<br>2. Write the editing checklist on the board.<br>3. Instruct learners to read their own writing.<br>4. Instruct learners to make sure the answer to each of these questions is yes.<br>5. Instruct learners to fix any mistakes they find.<br>6. Instruct learners to add any sentences or details that will help their recount sound more interesting.<br>7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | 1. Instruct learners to read through their corrections.<br>2. Instruct learners to rewrite their recount, correcting any mistakes.<br>3. Instruct learners to rewrite the paragraph correctly, under the heading: **My experience with the arts!**<br>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.<br>2. Instruct learners to read their writing out loud to their partner and then swop.<br>3. Instruct learners to each tell each other one thing they liked about their partner's writing. |
| HOMEWORK | If learners have not fully completed their final draft, they must do so as homework. |

My experience with the arts!

When I was in Grade 4, I sang in the choir. We practised every Monday and Wednesday.

We entered a big competition. We sang two songs and we even won the competition.

I loved singing on the stage in front of lots of people but I did feel a bit nervous at first. I loved singing so much.



| WEEK 2: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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 2: 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.<br>• 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.<br>• Remember to include:<br>o Theme vocabulary<br>o LSC<br>o The different texts that were read<br>o The small group discussion<br>o The comprehension strategy<br>o The writing genre and task<br>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.<br>• Tell learners to turn and talk and share with a partner.<br>• 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.<br>• These improvements and achievements can be related to:<br>o EFAL skills like reading or writing<br>o Theme content<br>o Tasks or activities<br>o Behaviour in the class<br>o Relationships with other learners<br>o Attitude to EFAL<br>o Or any other aspect of classroom life<br>• Do something small to celebrate any remarkable achievements or improvements that you have noticed. |

NOTES

# GRADE 5 - TERM 4

## THEME:

### LEARNING IN DIFFERENT WAYS

'If a child can't learn the way we teach, maybe we should teach the way they learn.'

— Ignacio Estrada

| TERM 4: WEEK 3 | |
|---|---|
| **OVERVIEW** | |
| THEME | **Learning in different ways** |
| THEME VOCABULARY | lead, leader, population, independent, guilty, research, resource, independent, ambitious, slogan |
| LSC | Modal verbs: can |
| COMPREHENSION STRATEGY | **Search the text** |
| WRITING GENRE | Newspaper article using a frame |
| WRITING TOPIC | Pretend you are a reporter. Write an article about someone who learns something in a new and different way! You can write about a fictional person, or about someone real. |
| CLASSROOM PREPARATION | 1. Take down and carefully store the flashcard words and pictures from the previous week.<br>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.<br>4. Try to find some reading material for your theme table, for example: a story about someone who learns in a different way.<br>5. Try to find some pictures of people learning in different ways.<br>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

<table>
<tr><th colspan="3">WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES</th></tr>
<tr><td colspan="3">INTRODUCE THE THEME</td></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 86<br>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.<br>2. Activate learners' background knowledge about the theme.<br>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.<br>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>We all learn in different ways</td><td>Hold your hands up like an open book</td></tr>
<tr><td>It doesn't matter what they say</td><td>Wave your index finger</td></tr>
<tr><td>Our minds are wired differently</td><td>Point to your head</td></tr>
<tr><td>In every single way</td><td>Hold up your index finger</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">lead, leader, population, independent, guilty</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Which country do you think has the biggest population?</td></tr>
<tr><td>Graph</td><td colspan="2">3 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">South Africa / Zimbabwe / Senegal</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think South Africa has the biggest population?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think South Africa has the biggest population.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Zimbabwe has the biggest population?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think Zimbabwe has the biggest population.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think Senegal has the biggest population?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learner think Senegal has the biggest population.</td></tr>
<tr><td>Question</td><td colspan="2">Which country do most learners think has the biggest population?</td></tr>
<tr><td>Answer</td><td colspan="2">Most learners think __ has the biggest population.</td></tr>
</table>

| **Question** | **Which country do fewest learners think has the biggest population?** |
|---|---|
| Answer | Fewest learners think __ has the biggest population. |
| **Question** | **Which country do you think has the biggest population?** |
| Answer | I think South Africa has the biggest population. |
| Answer | I think Zimbabwe has the biggest population. |
| Answer | I think Senegal has the biggest population. |
| EXPLAIN | *Explain that South Africa has a population of about 55 million people. Zimbabwe and Senegal both have a population of about 16 million.* |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

## WEEK 3 MONDAY / DAY 1: LISTENING

**LISTEN TO…**

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Learning in different ways**
4. This week, learners will listen to **a story**: **Khanya Proves her Point**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text 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 |
|---|---|---|
| In Social Sciences, the Grade 5 class was learning about human settlements. Their teacher, Mrs Ngwenya, had told them all about the population and the different kinds of human settlements in South Africa. The class found this interesting, and Lerato asked about the population in other countries in the world. Mrs Ngwenya showed the class a map of the world and pointed at India, 'India has the largest population in the world,' said Mrs Ngwenya, 'it has over 1 billion people!' | -- | 1. Who asked about the population of countries around the world? (*Lerato*.)<br>2. What country does Mrs Ngwenya say has the largest population in the world? (*India*.) |
| Khanya, who was a very smart student and who loved reading, knew that Mrs Ngwenya was wrong. Khanya remembered reading that China had the biggest population in the world. | I make the **evaluation** that Mrs Ngwenya isn't used to learners knowing more than she does about something! | 1. How does Khanya know that China has a bigger population than India? (*Because she read it somewhere*.)<br>2. What does Mrs Ngwenya do when Khanya tries to correct her? (*She tells Khanya to be quiet.*) |

| | | |
|---|---|---|
| 'Mrs Ngwenya, sorry, but I think that you may be wrong,' said Khanya. 'I think that China has the biggest population in the world,' she said.<br>Mrs Ngwenya shook her head, 'That's enough, Khanya, be quiet! I am sure I am right.'<br>Khanya felt embarrassed and a little angry. She did not mean to be rude. She wished that Mrs Ngwenya would at least listen to her. | | 3. What does Mrs Ngwenya do when Khanya tries to correct her? (*She tells Khanya to be quiet.*)<br>4. What **evaluation** do you make about Khanya at this point in the story? (*I think that Khanya is… because…*) |
| That day after school, Khanya walked to her mother's work. Her mother was a secretary at a small company in town. Khanya asked her mother if she could use her computer to go onto Google. Khanya knew that Google would search all the information on the Internet to find the answer to her question. | I make the **evaluation** that Khanya is a very independent learner. She knows where to find information to answer any question she has. | 1. What does Khanya's mother do for work? (*She is a secretary.*) |
| Khanya logged onto the Internet and up popped Google. In the Google search bar, she typed in: 'Which country has the biggest population?' Within a few seconds, Google displayed a number of articles and a lot of research showing that China has the biggest population in the world! Khanya used her mother's printer to print a number of these articles. | I make the **evaluation** the Khanya is passionate about learning, and getting the facts right. I wonder why she is printing out the articles? I think it is so she can prove to her teacher that she was right! | 1. What question did Khanya Google? (*She Googled: Which country has the biggest population?*)<br>2. Why do you think she Googled which country has the biggest population? (*Because she wanted to find out if she was right or if Mrs Ngwenya was right.*) |

| | | |
|---|---|---|
| The next day, Khanya took the articles to school. Before Social Sciences class, Khanya quietly went to Mrs Ngwenya and showed her the research she did on the Internet. Mrs Ngwenya read the articles. She looked a little embarrassed, and she felt guilty that she had not listened to Khanya the previous day. | Oh, I see that Khanya isn't trying to embarrass her teacher or be unkind, because she brings her the research when no one else is around. I make the **evaluation** that she truly wants her teacher to know that China has a bigger population than India, | 1. When did Khanya go to show Mrs Ngwenya her research? (*Before class.*)<br>2. Why did Mrs Ngwenya feel a little embarrassed? (*Because Khanya was right and Mrs Ngwenya had told her to be quiet*.)<br>3. What **evaluation** do you make about Khanya at this point in the story? (*I think that Khanya is… because…*) |
| Then, when Khanya's class had their Social Sciences lesson, Mrs Ngwenya asked the class to be quiet. She asked Khanya to read one of the articles that she had printed. After Khanya finished reading, Mrs Ngwenya stood up and smiled at the class, 'This proves that the teacher is not always right – we must always be open to learning new things! I am sorry that I didn't listen to you, Khanya. I hope that this shows that there are different ways of learning,' explained Mrs Ngwenya. | I think Mrs Ngwenya must have realised it was a good thing – not a bad thing – that Khanya knew something she didn't! I make the **evaluation** that Mrs Ngwenya learned something new from this experience: that learners can know things the teacher doesn't! | 1. What do you think the article that Khanya read to the class said? (*It said that China has a bigger population than India.*)<br>2. What lesson do you think Mrs Ngwenya learned? (*I think she learned that she should listen to learners when they tell her she is wrong. / She learned that just because she is the teacher she isn't always right.*) |
| Khanya felt proud that she was able to teach Mrs Ngwenya and the rest of the class something that they didn't know. Khanya also felt proud that she knew how to do her own research and find things out for herself. Khanya loved using the Internet! | I think this experience will make Khanya like Google and doing her own research even more. | 1. Why did Khanya feel proud? (*Because she taught the class something new!)*<br>2. What does this story teach you about different ways of learning? (*It teaches us that we can learn many things on our own!*) |

## WEEK 3: TUESDAY / DAY 2: SPEAKING

**DISCUSS…**

1. This week, learners will discuss a story: **Khanya Proves her Point.**
2. **Before class begins, write the following conversation frame on the board:**
   a. In this story…
   b. I can make a connection to this story because…
   c. I think…would enjoy this story because…
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

<table>
<tr><th colspan="2">WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW</th></tr>
<tr><td>Sounds</td><td>/oy/ /oi/ /ar/</td></tr>
<tr><td>Activity</td><td>1. Write the following sounds on the chalkboard: oy, oi and ar<br>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.<br>3. Explain that the sounds /oy/ and /oi/ sound the same, but we always use /oy/ at the end of a word, and /oi/ in the middle of a word. For example:<br>enjoy<br>boil<br>4. Write the following words on the chalkboard and sound each word out as follows:<br>a. /t/ - /oy/ = toy<br>b. /c/ - /oi/ - /n/ = coin<br>c. /p/ - /ar/ - /t/ = part<br>5. 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:<br><br><table><tr><td>oy</td><td>oi</td><td>ar</td></tr><tr><td>b</td><td>l</td><td>c</td></tr><tr><td>j</td><td>n</td><td>t</td></tr><tr><td>ea</td><td>a</td><td>ch</td></tr></table><br>MODEL<br>1. Review all of the sounds on the chalkboard.<br>2. Tell learners to copy the table into their books.<br>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.<br>4. Show learners how to build one or two words, like: boy or start<br>5. Possible words (this is not a complete list): boy, toy, coy, joy, coin, join, art, chart, cart, tart, nab, tab, each, beach, teach, etc.</td></tr>
</table>

| WEEK 3: TUESDAY / DAY 2: PRE-READING | |
|---|---|
| TITLE | *Children take the lead on learning* |
| DBE WORKBOOK 2, PAGE | *86* |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Remind learners of the theme for this cycle: **Learning in Different Ways**
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***Children take the lead on learning***
5. Explain the meaning of the title, e.g. *Children are being leaders in their own learning. That might mean they are deciding exactly what they want to learn, or they are teaching themselves about things that interest them!*
6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about.
8. *Instruct learners to circle any words that they do not know.*
9. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
10. Ask learners: Which words did you underline? Why?
11. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
12. Ask learners: Which words did you circle?
13. As learners list the words, make a class list on the board. Help learners figure out the words in the context of the text.
14. Instruct learners to think about the title, the pictures, and the words they underlined. Ask learners predictive questions:
    a. What do you think is the topic of this article?
    b. Where does this story in the article take place?
    c. Where do you think you might find this article in real life?
    d. Who talks in this article? How do you know?
    e. Do you think this text will be fiction or nonfiction? Why?
15. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

| WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME | **Lyrics** | **Actions** |
| | We all learn in different ways | *Hold your hands up like an open book* |
| | It doesn't matter what they say | *Wave your index finger* |
| | Our minds are wired differently | *Point to your head* |
| | In every single way | *Hold up your index finger* |
| THEME VOCABULARY | research, resource, independent, ambitious, slogan | |
| **QUESTION OF THE DAY** | | |
| Question | What kind of person do you think Khanya is? | |
| Graph | 3 COLUMN GRAPH | |
| Options | ambitious / independent / clever | |
| **Follow-up questions** | | |
| **Question** | **How many learners think Khanya is an ambitious person?** | |
| Answer | __ learners think Khanya is an ambitious person. | |
| **Question** | **How many learners think Khanya is an independent person?** | |
| Answer | __ learners think Khanya is an independent person. | |
| **Question** | **How many learners think Khanya is a clever person?** | |
| Answer | __ learners think Khanya is a clever person. | |
| **Question** | **What kind of person do most learners think Khanya is?** | |
| Answer | Most learners think Khanya is __. | |
| **Question** | **What kind of person do fewest learners think Khanya is?** | |
| Answer | Fewest learners think Khanya is __. | |
| **Question** | **What kind of person do you think Khanya is?** | |
| Answer | I think Khanya is an ambitious person. | |
| Answer | I think Khanya is an independent person. | |
| Answer | I think Khanya is a clever person.. | |

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

| **WEEK 3: WEDNESDAY / DAY 3: FIRST READ** | |
|---|---|
| TITLE | *Children take the lead on learning* |
| DBE WORKBOOK 2, PAGE | *86* |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Make evaluations** |
| PURPOSE | Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 86**.
3. Allow learners a few minutes to try and read the story on their own, in silence.
4. Explain that you will read the story to learners. They must **follow along** 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 |
|---|---|
| **CHILDREN TAKE THE LEAD ON LEARNING**<br>By Michelle Minster<br>**Children in Hillbrow are taking charge of their own learning. And they're having lots of fun too.** | -- |
| A small room behind a building in Hillbrow is buzzing with activity. Around two large tables children laugh and talk as they draw and colour in slogans: | I make the **evaluation** that Tsela is an ambitious person, because she is the person who started the resource centre! |

| | |
|---|---|
| "people shall share", "stop the war", "I love all but I don't trust anyone", "I'm the happiest girl in the world". In the corner sits Tsela Maako, who teaches the group.<br>She is explaining to two children how to use a machine to make badges for their slogans. These are just a few of the kids who attend this resource centre after school. Tsela explains why she started the centre. | She saw a problem (that children had nothing to do after school) and opened the centre to help solve this problem! |
| "I like working with children. I saw many kids walking around after school doing nothing. So I decided to collect them together where they would be safe and I could do fun things with them". | |
| **At the centre**<br>"I come twice a week", says Nomfundo. "I've been coming here for three years. I come because I want to learn new things and I don't want to get involved with gangsters in the streets."<br>Ivy smiles when she talks about what they do in the afternoons. "We learn dancing, music, drama and art". The children teach themselves dancing and a teacher from art schools comes to teach them art.<br>Along the walls of this busy room is a miniature city made out of beautiful cardboard houses. The children made them all themselves. | Oh I learn that there are other problems for children who have nothing to do. I can make the **evaluation** that there are dangers on the street, and the centre helps the learners have good, safe options after school! |
| **The gardeners**<br>Mawetu loves gardening. He spends much of his time looking after the little plots the centre uses. A gardening group taught the children how to grow things in the poor soil.<br>"What I like best about our group is that you learn how to plant trees, flowers and vegetables. Then you sell the vegetables and flowers for money."<br>In Tsela's garden there is a crop of potatoes.<br>"The children just planted the potatoes without telling me." | The children at the centre can learn lots of different kinds of things. I make the **evaluation** that Tsela wanted to make sure all the children who come can find something that motivates them to learn! |

| | |
|---|---|
| Now the neighbours come up to her and say, "Don't the children want to work in our gardens?" | |
| **What the children are learning**<br>Some of the children went to workshops on storytelling, toy-making, organising and running meetings and fund-raising. All the children raise funds and then decide what they are going to do with the money they raise.<br>"The children tell me what they want to do," Tsela says, with a smile. "The whole point is about children helping and looking after each other." | I make the **evaluation** that children at the centre are quite independent. I see that they can choose the skills they want to learn, and put time and energy into the things that interest them. |
| **Follow up questions** | **Responses** |
| Where is the resource centre? | In Hillbrow. |
| What problem did Tsela want to solve? | She wanted to solve the problem of lots of children walking around after school with nothing to do. |
| **Why question** | **Possible response** |
| Why did Tsela open the resource centre? | • Because she wanted to help the children in the community who had nothing to do.<br>• Because she wanted to open a place where children would be safe.<br>• Because she wanted to open a place for children to learn new things.<br>• Because she saw a problem and she wanted to solve it.<br>• Because she is a caring / ambitious person. |
| **Introduce the LSC in context** | |
| 1. Explain to learners that this cycle, they will be learning about: **Modal verbs: can**<br>2. Point out the following example of this in the text:<br>*'Children **can** go to Tsela's centre if they need something to do after school.'*<br>3. Introduce this LSC as follows: *Modal verbs modify another verb. That means they slightly change the meaning of another verb. The most common modal verb is 'can'. We do not use the verb 'can' on its own. It must be used with another verb.* | |

| WEEK 3: THURSDAY / DAY 4: SECOND READ | |
|---|---|
| TITLE | *Children take the lead on learning* |
| DBE WORKBOOK 2, PAGE | *86* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **Make evaluations** |
| PURPOSE | Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *What does Mawetu love to do at the centre?*
   b. *What would you like to learn how to do if you were one of the children at the community centre?*
   c. *Why do you think children like going to the resource centre?*
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 86**.
5. Explain that you will read the story to learners. They must **follow along** with the text 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 |
|---|---|
| **CHILDREN TAKE THE LEAD ON LEARNING**<br>By Michelle Minster<br>**Children in Hillbrow are taking charge of their own learning. And they're having lots of fun too.** | -- |

| | |
|---|---|
| A small room behind a building in Hillbrow is buzzing with activity. Around two large tables children laugh and talk as they draw and colour in slogans: "people shall share", "stop the war", "I love all but I don't trust anyone", "I'm the happiest girl in the world". In the corner sits Tsela Maako, who teaches the group.<br>She is explaining to two children how to use a machine to make badges for their slogans. These are just a few of the kids who attend this resource centre after school. Tsela explains why she started the centre.<br>"I like working with children. I saw many kids walking around after school doing nothing. So I decided to collect them together where they would be safe and I could do fun things with them". | I make the **evaluation** that learners who come to the centre do so because they want to – it isn't a requirement. |
| **At the centre**<br>"I come twice a week", says Nomfundo. "I've been coming here for three years. I come because I want to learn new things and I don't want to get involved with gangsters in the streets."<br>Ivy smiles when she talks about what they do in the afternoons. "We learn to dancing, music, drama and art". The children teach themselves dancing and a teacher from art schools comes to teach them art.<br>Along the walls of this busy room is a miniature city made out of beautiful cardboard houses. The children made them all themselves. | Nomfundo is one of the children who chooses to come learn at the resource centre! I can see that Tsela put a lot of work into providing lots of options to attract children to the centre so that they will make the choice to come. |
| **The gardeners**<br>Mawetu loves gardening. He spends much of his time looking after the little plots the centre uses. A gardening group taught the children how to grow things in the poor soil.<br>"What I like best about our group is that you learn how to plant trees, flowers and vegetables. Then you sell the vegetables and flowers for money." | The learners planted potatoes in the garden all on their own. I make the **evaluation** that they really enjoy gardening – they put in extra time and effort because they want to and not because they must. |

| | |
|---|---|
| In Tsela's garden there is a crop of potatoes. "The children just planted the potatoes without telling me." Now the neighbours come up to her and say, "Don't the children want to work in our gardens?" | |
| **What the children are learning**<br>Some of the children went to workshops on storytelling, toy-making, organising and running meetings and fund-raising. All the children raise funds and then decide what they are going to do with the money they raise.<br>"The children tell me what they want to do," Tsela says, with a smile. "The whole point is about children helping and looking after each other." | I make the **evaluation** that when learners get to choose what they want to learn about, they have a lot more motivation to learn that if they are forced to learn something they aren't interested in. |
| **Follow up questions** | **Responses** |
| What does Mawetu love to do at the centre? | He loves to do gardening. |
| What would you like to learn how to do if you were one of the children at the community centre? | If I went to the centre, I would like to… |
| **Why question** | **Possible response** |
| Why do you think children like going to the resource centre? | I think children like going to the resource centre because…<br>• They get to choose what they learn.<br>• There are lots of different things they can learn about.<br>• They have the independence to make their own choices! |

**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 evaluations.**<br>2. Explain that we when we make an **evaluation**, we make a judgement about the text. This week we have been making judgements about the characters in the texts we have read.<br>3. Hand out the DBE workbooks to learners.<br>4. Instruct learners to open to: **page 86**<br>5. Read out loud while learners follow along: *"I like working with children. I saw many kids walking around after school doing nothing. So I decided to collect them together where they would be safe and I could do fun things with them".*<br>6. Explain that you can **make an evaluation** about Tsela, the person who is speaking here.<br>7. Model how to make an evaluation of this person, like:<br>a. In my opinion, Tsela is a problem-solver. She saw a problem, and she thought of a practical way to address the problem.<br>b. I think Tsela is ambitious, because she figured out how to solve a problem she saw in her community. |
| **Work with learners (WE DO)** | 1. Explain that now, we will make an **evaluation** together.<br>2. Explain that we will now think about Nomfundo, one of the children who attends the centre.<br>3. Read out loud while learners follow along: *"I come twice a week", says Nomfundo. "I've been coming here for three years. I come because I want to learn new things and I don't want to get involved with gangsters in the streets."*<br>4. Ask learners: What evaluation can you make about Nomfundo?<br>5. Listen to learners' ideas, like:<br>a. Nomfundo is an independent learner.<br>b. Nomfundo cares about her future. She goes to the centre to learn new things and to stay out of trouble. |
| **Pair work (YOU DO)** | 1. Instruct learners to open to: **page 86**<br>2. Explain that now, learners will make their own evaluation about the text.<br>3. Read out loud while learners follow along: *In Tsela's garden there is a crop of potatoes. "The children just planted the potatoes without telling me." Now the neighbours come up to her and say, "Don't the children want to work in our gardens?"*<br>4. **Ask learners:** What evaluation can you make about the children who attend the centre?<br>5. Explain that learners can think about this part of the text, and about Nomfundo. |

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| | 6. Instruct learners to **turn and talk** and discuss this with a partners.<br>7. After 3-5 minutes, call learners back together.<br>8. Call on a few learners to share their evaluations, like:<br>a. I think the children at the centre are very ambitious – they are always trying to learn new things!<br>b. I think the children at the centre care about their own learning.<br>c. I think the children at the centre are independent, and take learning into their own hands. |
| **NOTES** | 1. **Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.**<br><br>**<u>Make evaluations</u>**<br>Form opinions based on what is happening in the text.<br>I must:<br>• Think about what a character does or says.<br>• Decide what I think about this! Develop an opinion.<br>• Think about the text as I go and look for evidence that my judgement is correct (or incorrect).<br><br>2. **If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).** |

| WEEK 3: FRIDAY / DAY 5: POST-READING | |
|---|---|
| TITLE | *Children take the lead on learning* |
| DBE WORKBOOK 2, PAGE | *86* |
| ACTIVITY | ORAL RECOUNT |
| COMPREHENSION STRATEGY | **Make evaluations** |
| PURPOSE | Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations. |

**POST-READING**

1. Explain that today we will be **summarising the main points** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be **making an evaluation** about something that happens in the text*. This means we will be forming an opinion or a judgement about one of the characters*
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:
   **This text is about**…
   **I think children like learning at the centre because…**
   **I think this article was written to…**
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. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
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*** *a resource centre in Hillbrow. Children at the centre can learn all different kind of things! This article tells us some of the things children do, and why they enjoy the centre.* ***I think children like learning at the centre because*** *they can choose what they learn about.* ***I think this article was written to*** *tell people how a community centre works, and to make them think about starting one in their own community.*

| WEEK 3: FRIDAY / DAY 5: TEACH THE GENRE | | | |
|---|---|---|---|
| **TEXT TYPE** | PURPOSE | TEXT STRUCTURE | LANGUAGE FEATURES |
| **NEWSPAPER ARTICLE / FACTUAL RECOUNT** | To inform, educate, enlighten and entertain the public | • State facts briefly but accurately.<br>• Strive to communicate the essence without losing the reader.<br>• Summarise accurately, without slanting the truth.<br>• Give a succinct title and add a clear sub-title.<br>• Start with the most important facts: the who, what, how, when, where, why, and to what degree. | • Clear and concise language<br>• Written in 3rd person.<br>• Can use an active or passive voice, depending on the focus and which is more engaging for the reader.<br>• Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic. |
| INTRODUCE THE GENRE | 1. Explain that this cycle, learners will write an **information text: a newspaper article**.<br>2. A newspaper informs (tells) people of something important that has happened. It gives them the most important information they need to learn about the event.<br>3. Explain that we learn about *who*, *what*, *when*, *where*, *why*, and *how* the event happened in the first paragraph of the article.<br>4. Explain that a newspaper article has some special features that we might not have in other types of writing.<br>5. Explain these features:<br>a. **Title**: A short statement that grabs the reader's attention. Full sentences are not necessary.<br>b. **Sub-title**: Also known as a blurb. Tells the reader what the article is about and appears directly below the headline.<br>c. **Byline**: 'By….' (the name of the writer of the article). | | |

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|---|---|
| | 6. Show learners an example of how this might look. Write the following example on the board:<br><br>**Learning through play** [centered]<br>*A Soweto teacher does things differently* [centered]<br>*[leave a line open]*<br>*By Naledi Moleleki*[right ] |
| READ THE SAMPLE TEXT | ***Learning through play***<br>*A Soweto teacher does things differently*<br><br>*The parents of children in the Protea South community in Soweto are excited! Every day after school, Mrs Mbambo, a teacher at Protea South Primary School allows kids into the school hall to spend their afternoons. "At first, it was just about keeping the children busy. Then as we went on, I started to realise that this can be so much more than that", said Mrs Mbambo when interviewed.*<br><br>*There are ten different stations in the hall, each with a different game. These games range from Maths, to language games and there are four to six children at each station at a time. Since the start of the programme, parents and teachers have reported that their children are doing so much better at language and mathematics, thanks to Mrs Mbambo.*<br><br>*By Naledi Moleleki* |
| DISCUSS | 1. What does this article give us information about?<br>2. Where do you find out **who** the article is about?<br>3. Where do you find out **what** happened to this person?<br>4. Where do you find out **where** this happened?<br>5. How do we know that this is a newspaper article? |
| NOTES | 1. **Look at the notes below. If your learners have not copied these into their exercise books, they should do so now.**<br>**<u>Newspaper Article</u>**<br>1. Write about about *who*, *what*, *when*, *where*, *why*, and how in the first paragraph.<br>2. Must have these features:<br>a. **<u>Title</u>**: A short statement that grabs the reader's attention. Does not need to be a full sentence.<br>b. **<u>Sub-title</u>**: Also known as a blurb. Tells the reader what the article is about and appears directly below the headline. Does not need to be a full sentence.<br>c. **<u>Byline</u>**: 'By….' (the name of the writer of the article).<br>3. Includes some quotations. |

# GRADE 5 - TERM 4

## THEME:

### LEARNING IN DIFFERENT WAYS

'Fair doesn't mean giving every child the same thing. It means giving every child what they need.'

— Rick Lavoi

| TERM 4: WEEK 4 | |
|---|---|
| **OVERVIEW** | |
| THEME | **Learning in different ways** |
| THEME VOCABULARY | lead, leader, population, independent, guilty, research, resource, independent, ambitious, slogan, inspire, ambition, determination, possibility, permission, business, company, entrepreneur, boss, in charge |
| LSC | Modal verbs: can |
| COMPREHENSION STRATEGY | **Search the text** |
| WRITING GENRE | Newspaper article using a frame |
| WRITING TOPIC | Pretend you are a reporter. Write an article about someone who learns something in a new and different way! You can write about a fictional person, or about someone real. |

<table>
<tr><th colspan="3">WEEK 4: MONDAY / DAY 1: PLANNING</th></tr>
<tr><td>TOPIC</td><td colspan="2">Pretend you are a reporter. Write an article about someone who learns something in a new and different way! You can write about a fictional person, or about someone real.</td></tr>
<tr><td>GENRE</td><td colspan="2">Newspaper article using a frame</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.<br>2. Show learners that you think before you write.<br>3. Orally, explain some ideas you have for your newspaper article, like:<br>I am going to write about my sister, but this is a newspaper article, so I am going to write about her as if I don't know her. She made a beautiful garden. She learned how to build the beds from watching a video on YouTube. Then, she bought a book about growing vegetables. She has used the book to help her grow different vegetables from all over the world.<br><br>4. Have the planning frame written on one side of the chalkboard.<br>5. Show learners how you make a list by answering the questions.<br>6. Complete the plan on the other side of the chalkboard.<br>7. When you reach Question 11, remind learners that we just revised direct speech. Model writing the quotation, remind learners that:<br>a. The quotation marks go around what the person says.<br>b. A tag (like: the child said) can go before or after the quotation marks.<br>c. The comma goes outside the quotation marks if the tag is before.<br>d. The comma goes inside the quotation marks if the tag is after.</td></tr>
<tr><td></td><td><u>My newspaper article</u><br>1. Who is the person you will be writing about?<br>2. What has this person learned?<br>3. When and where has this person learned this new thing?<br>4. What resources have they used?<br>5. How has this person learned?</td><td><u>My newspaper article</u><br>1. Yoza (my sister, but I am writing about her as if I don't know her!)<br>2. Gardening<br>3. In Matric, to feel less stressed she began in her parent's backyard.<br>4. YouTube, books<br>5. By watching videos and building beds. By reading about taking care of plants.</td></tr>
</table>

| | | |
|---|---|---|
| | 6. What has this person accomplished?<br>7. Are there any other important details?<br>8. What are people saying about this event? (Write a quotation using direct speech!)<br>9. Why is this important or interesting? | 6. A huge beautiful garden. She shares the food with those in our community in need.<br>7. She has also used the internet to research new recipes. She has become an excellent vegetarian cook!<br>8. She said, "Gardening is so much fun. I love learning new and interesting vegetables to plant!"<br>9. It shows that we can learn new, useful things without any teacher. |
| LEARNERS USE THE PLANNING STRATEGY<br>**(YOU DO)** | 1. Tell learners to close their eyes and think about someone who is learning something in a different, interesting, and independent way.<br>2. Remind learners that they can make up a pretend person, or they can write about a person they know of. This could be a famous person or someone in their own communities or lives.<br>3. Next, tell learners to **turn and talk** with a partner, to share their ideas.<br>4. **Hand out exercise books.**<br>5. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their newspaper article, just like you did.<br>6. Tell learners not to copy your plan – they must write their **own** words.<br>7. As learners work, walk around the room and hold mini-conferences. | |

My newspaper article: Planning

1. Thabile.
2. How to sew.
3. Last year. Thabile's mother lost her job and could not buy Thabile new cloths. She re-stiled her old cloths.
4. The Internet, videos and sewing books
5. By watching videos and re-stiling her old cloths.
6. Thabile now sells cloths and re-stils peoples old cloths. She has made a bisnis.
7. She is able to help her mom pay bills.
8. She said, "I love being able to create new cloths and to re-stile old cloths!"
9. It shows us that you make your own oportunitiez in life.

| WEEK 4: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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** |
| | We all learn in different ways | *Hold your hands up like an open book* |
| | It doesn't matter what they say | *Wave your index finger* |
| | Our minds are wired differently | *Point to your head* |
| | In every single way | *Hold up your index finger* |
| THEME VOCABULARY | inspire, ambition, determination, possibility, permission | |
| **QUESTION OF THE DAY** | | |
| Question | Who makes you feel more inspired? | |
| Graph | 2 COLUMN GRAPH | |
| Options | Khanya (from our listening story) / Tsela (from our DBE story) | |
| **Follow-up questions** | | |
| **Question** | **How many learners feel more inspired by Khanya?** | |
| Answer | __ learners feel more inspired by Khanya. | |
| **Question** | **How many learners feel more inspired by Tsela?** | |
| Answer | __ learners feel more inspired by Tsela. | |
| **Question** | **Who makes more learners feel more inspired?** | |
| Answer | More learners feel more inspired by __. | |
| **Question** | **Who makes fewer learners feel more inspired?** | |
| Answer | Fewer learners feel more inspired by __. | |
| **Question** | **Who makes you feel more inspired?** | |
| Answer | I feel more inspired by __. | |
| Answer | I feel more inspired by __. | |
| | | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. | |

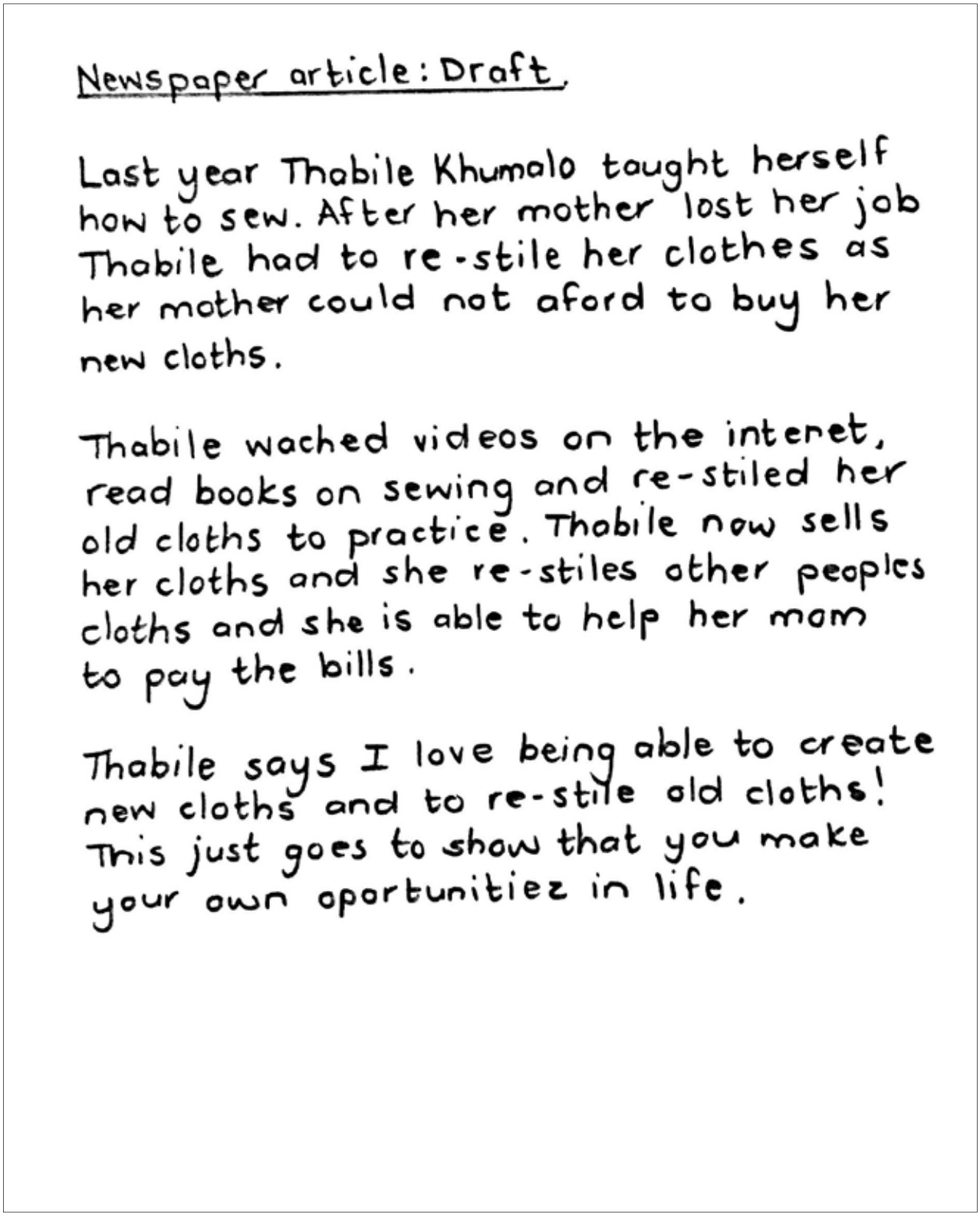
| | |
|---|---|
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

| WEEK 4: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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 / DAY 3: LSC AND DRAFTING | |
|---|---|
| LSC | **Modal verbs: can** |
| LSC<br>MODELLING<br>**(I DO)** | 1. Explain that modal verbs modify another verb. That means they slightly change the meaning of another verb<br>2. Explain that once of the most commonly used modals is **can. It has different meanings, depending on the context:**<br>a. Ability: I can speak five languages.<br>b. Request: Can you make me some tea?<br>c. Permission: Can I borrow your bicycle?<br>d. Offer: I can help you!<br>e. Possibility: Smoking can cause cancer.<br>3. ***Explain that can is not a verb we can use by itself; it must be used with another verb.*** |
| LSC<br>Ask learners for help<br>**(WE DO)** | 1. Write the following on the board:<br>a. Ability:<br>b. Request:<br>c. Permission:<br>d. Offer:<br>e. Possibility:<br>2. Brainstorm an example of each category together with the learners.<br>3. Write the examples down, underlining can and the second verb in the sentence, like:<br>a. Ability: I <u>can</u> <u>play</u> soccer well.<br>b. Request: <u>Can</u> you <u>bring</u> me some sugar?<br>c. Permission: <u>Can</u> she <u>use</u> the bathroom?<br>d. Offer: We <u>can</u> <u>read</u> together if you want!<br>e. Possibility: Drinking milk <u>can</u> <u>make</u> your bones strong. |
| LSC<br>Pair work<br>**(YOU DO)** | 1. **Hand out learners' exercise books.**<br>2. Instruct learners to copy the table into their books under the heading: **Modals: can**<br>3. Explain that now, learners will write 5 sentences: one sentence for each of the categories above.<br>4. As learners write, walk around the room and complete **mini conferences**.<br>5. Ask learners to **read their writing** to you.<br>6. Help learners use can.<br>7. Encourage learners! |

<table>
<tr><td></td><td colspan="2">Sharing<br>1. Hand out pieces of chalk to as many learners as possible.<br>2. Instruct the learners to write their sentence on the board.<br>3. Call learners back together. Read the sentences that have been written on the board.<br>4. Ask learners: What does this sentence mean? What category does it belong in (ability, request, permission, offer, possibility)?<br>5. Help learners to correct any mistakes in the sentences.</td></tr>
<tr><td>TOPIC</td><td colspan="2">Pretend you are a reporter. Write an article about someone who learns something in a new and different way! You can write about a fictional person, or about someone real.</td></tr>
<tr><td rowspan="2">PLANS</td><td colspan="2">Before class begins, rewrite the planning frames on the board:</td></tr>
<tr><td><u>My newspaper article</u><br>1. Who is the person you will be writing about?<br>2. What has this person learned?<br>3. When and where has this person learned this new thing?<br>4. What resources have they used?<br>5. How has this person learned?<br>6. What has this person accomplished?<br>7. Are there any other important details?<br>8. What are people saying about this event? (Write a quotation using direct speech!)<br>9. Why is this important or interesting?</td><td><u>My newspaper article</u><br>1. Yoza (my sister, but I am writing about her as if I don’t know her!)<br>2. Gardening<br>3. In Matric, to feel less stressed she began in her parent’s backyard.<br>4. YouTube, books<br>5. By watching videos and building beds. By reading about taking care of plants.<br>6. A huge beautiful garden. She shares the food with those in our community in need.<br>7. She has also used the internet to research new recipes. She has become an excellent vegetarian cook!<br>8. She said, “Gardening is so much fun. I love learning new and interesting vegetables to plant!”<br>9. It shows that we can learn new, useful things without any teacher.</td></tr>
</table>

| | |
|---|---|
| WRITING FRAME | 1. Next, tell learners that they must turn each point in their plan into a sentence.<br>2. They must also arrange the sentences into 3 paragraphs.<br>3. Remind learners that they should include one sentence written in the passive voice in their newspaper article.<br>4. Write the following frame on the chalkboard, and explain it to learners:<br><br>**<u>My newspaper article</u>**<br><br>**Paragraph 1**<br>This paragraph gives us the basic introduction and summary. It tells us who the article will be about, and what they have learned.<br>Points 1-3<br><br>**Paragraph 2**<br>This paragraph goes more in depth about what this person has learned, and what they have accomplished.<br>Points 4-7<br><br>**Paragraph 3**<br>This paragraph tells us what people think about this person's accomplishments! It tells us why this is important.<br>Points 8-9 |
| DRAFT | 1. Hand out learners' exercise books.<br>2. Settle learners so you have their attention.<br>3. Remind learners that they will write a newspaper article using the frame.<br>4. Instruct learners to write the date and heading: **Newspaper article: Draft**<br>5. Instruct learners to find their plan from Monday and think about their ideas.<br>6. Instruct learners to complete the writing frame using their plans.<br>7. Tell learners that they can add more sentences or details if they have time.<br>8. Remind learners of the strategies they can use to help them.<br>9. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |



Newspaper article: Draft

Last year Thabile Khumalo taught herself how to sew. After her mother lost her job Thabile had to re-stile her clothes as her mother could not aford to buy her new cloths.

Thabile wached videos on the interet, read books on sewing and re-stiled her old cloths to practice. Thabile now sells her cloths and she re-stiles other peoples cloths and she is able to help her mom to pay the bills.

Thabile says I love being able to create new cloths and to re-stile old cloths! This just goes to show that you make your own oportunitiez in life.

| WEEK 4: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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** |
| | We all learn in different ways | *Hold your hands up like an open book* |
| | It doesn't matter what they say | *Wave your index finger* |
| | Our minds are wired differently | *Point to your head* |
| | In every single way | *Hold up your index finger* |
| THEME VOCABULARY | business, company, entrepreneur, boss, in charge | |
| **QUESTION OF THE DAY** | | |
| Question | What career choice sounds more interesting to you? | |
| Graph | 2 COLUMN GRAPH | |
| Options | working for a company / being an entrepreneur | |
| **Follow-up questions** | | |
| **Question** | **How many learners think working for a company sounds more interesting?** | |
| Answer | __ learners think working for a company sounds more interesting. | |
| **Question** | **How many learners think being an entrepreneur sounds more interesting?** | |
| Answer | __ learners think being an entrepreneur sounds more interesting. | |
| **Question** | **What career choice sounds interesting to more learners?** | |
| Answer | More learners think __ sounds more interesting. | |
| **Question** | **What career choice sounds interesting to fewer learners?** | |
| Answer | Fewer learners think __ sounds more interesting. | |
| **Question** | **What career choice sounds more interesting to you?** | |
| Answer | I think working for a company sounds more interesting. | |
| Answer | I think being an entrepreneur sounds more interesting. | |

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

| **WEEK 4: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING** |
|---|
| **GROUP GUIDED READING** |
| 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 CHECKLIST<br>*(Write this on the board **before** class begins)* | 1. Does my newspaper article answer who, what, when, where and why?<br>2. Does my article talk about someone who has learned something new in a different, interesting way?<br>3. Does my newspaper article have at least one quotation?<br>4. Did I spell all words correctly?<br>5. Does each sentence begin with a capital letter?<br>6. Does each sentence end with proper punctuation? |
| EDIT | 1. Instruct learners to open their exercise books to the completed draft.<br>2. Write the editing checklist on the board.<br>3. Instruct learners to read their own writing.<br>4. Instruct learners to make sure the answer to each of these questions is yes.<br>5. Instruct learners to fix any mistakes they find.<br>6. Instruct learners to add any sentences or details that will help their newspaper article sound more interesting.<br>7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | 1. Explain that in the final draft, learners must give their articles a title, sub-title, and byline.<br>2. Use modelling to write a sample on the board, like:<br>**Learning through play** [centered]<br>*A Soweto teacher does things differently* [centered]<br>*[leave a line open]*<br>*By Naledi Moleleki* [right]<br>3. Instruct learners to read through their corrections.<br>4. Instruct learners to rewrite their newspaper article, correcting any mistakes.<br>5. Instruct learners to rewrite the paragraph correctly, under their title, sub-title and byline.<br>6. Tell learners that they may illustrate their article by drawing a picture with a caption, but it is not a requirement. |
| SHARE | 1. Instruct learners to **turn and talk** to a partner.<br>2. Instruct learners to read their writing out loud to their partner and then swop.<br>3. Instruct learners to each tell each other one thing they liked about their partner's writing. |
| HOMEWORK | If learners do not finish in class, they may finish publishing as homework. |

# From old to new

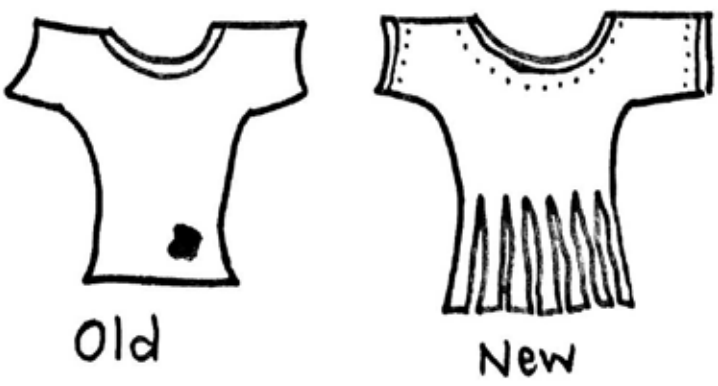
## Local girls learns to create new clothes to feed her family

By N. Dladla

Last year, Thabile Khumalo taught herself how to sew. After her mother lost her job, Thabile had to re-style her clothes as her mother could not afford to buy her new clothes.

Thabile watched videos on the internet, read books on sewing and re-styled her old clothes to practise. Thabile now sells her clothes and she re-styles other people's clothes, and she is able to help her mom pay the bills.

Thabile says, "I love being able to create new clothes and to restyle old clothes!"
This just goes to show that you make your own opportunities in life.



| WEEK 4: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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.<br>• 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.<br>• Remember to include:<br>o Theme vocabulary<br>o LSC<br>o The different texts that were read<br>o The small group discussion<br>o The comprehension strategy<br>o The writing genre and task<br>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.<br>• Tell learners to turn and talk and share with a partner.<br>• 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.<br>• These improvements and achievements can be related to:<br>o EFAL skills like reading or writing<br>o Theme content<br>o Tasks or activities<br>o Behaviour in the class<br>o Relationships with other learners<br>o Attitude to EFAL<br>o Or any other aspect of classroom life<br>• Do something small to celebrate any remarkable achievements or improvements that you have noticed. |

# GRADE 5 - TERM 4

## THEME:
## GREED

'He who is greedy is always in want.'

— Horace

| TERM 4: WEEK 5 | |
|---|---|
| **OVERVIEW** | |
| THEME | **Greed** |
| THEME VOCABULARY | greed, greedy, wealth, wealthy, poverty, rich, poor, inequality, billionaire, millionaire |
| LSC | Modals indicating possibility |
| COMPREHENSION STRATEGY | **Make evaluations** |
| WRITING GENRE | Print advertising |
| WRITING TOPIC | Make a print advertisement to persuade people to make someone else's life better |
| CLASSROOM PREPARATION | 1. Take down and carefully store the flashcard words and pictures from the previous week.<br>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.<br>4. Try to find some reading material for your theme table, for example: a story about someone who was greedy or an article about the inequality that exists between the wealthy and the poor.<br>5. Try to find some pictures of people who are wealthy and people who live in poverty.<br>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

<table>
<tr><th colspan="3">WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES</th></tr>
<tr><td colspan="3">INTRODUCE THE THEME</td></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 70<br>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.<br>2. Activate learners' background knowledge about the theme.<br>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.<br>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>Greedy beedy, greedy beedy</td><td>Pretend to grab things</td></tr>
<tr><td>Just can't get enough</td><td>Waved your index finger</td></tr>
<tr><td>Greedy beedy, greedy beedy</td><td>Pretend to grab things</td></tr>
<tr><td>Has waaaaay too much stuff!</td><td>Spread your arms out wide</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td>Greedy beedy, greedy beedy</td><td>Pretend to grab things</td></tr>
<tr><td>Wants everything to himself</td><td>Hug yourself tightly</td></tr>
<tr><td>Greedy beedy, greedy beedy</td><td>Pretend to grab things</td></tr>
<tr><td>Won't share any of his wealth</td><td>Hug yourself tightly</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">greed, greedy, wealth, wealthy, poverty</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">How many people in the world do you think live in poverty?</td></tr>
<tr><td>Graph</td><td colspan="2">3 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">1 million / 1 billion / 3 billion</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think 1 million people live in poverty?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think 1 million people live in poverty.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners think 1 billion people live in poverty?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners think 1 billion people live in poverty.</td></tr>
</table>

| | |
|---|---|
| **Question** | **How many learners think 3 billion people live in poverty?** |
| Answer | __ learners think 3 billion people live in poverty. |
| **Question** | **How many people in the world do most learners think live in poverty?** |
| Answer | Most learners think __ people in the world live in poverty. |
| **Question** | **How many people in the world do fewest learners think live in poverty?** |
| Answer | Fewest learners think __ people in the world live in poverty. |
| **Question** | **How many people in the world do you think live in poverty?** |
| Answer | I think 1 million people live in poverty. |
| Answer | I think 1 billion people live in poverty. |
| Answer | I think 3 billion people live in poverty. |
| EXPLAIN | *3 billion people in the world live in poverty, whereas 1.3 billion people in the world live in extreme poverty.* |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

**WEEK 5: MONDAY / DAY 1: LISTENING**

**LISTEN TO…**

1. Remind learners of the theme for the cycle: **Greed**
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Greed**
4. This week, learners will listen to an **information text**: **Wealth and Poverty in the World**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text 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 |
|---|---|---|
| Throughout history, in every country in the world, there have been rich people and poor people. This has always been unfair. Rich people are usually rich because their families have money or power. And poor people are usually poor because their families have very little. Therefore, people who are born into wealthy families have many opportunities from the time they are born. People born into poverty do not have the same opportunities. That is why wealthy people usually stay wealthy, and poor people often stay poor. It is difficult to overcome the challenges that poverty brings. | I can **visualise** a baby born into a wealthy family. She has lots of books. She has a tablet with lots of educational games! Her parents can pay for someone to help her if she struggles at school. These are some of the opportunities that help her from the time she is very small. | 1. What has been true throughout history, in every country in the world? (*That there have been rich people and poor people.*)<br>2. Why do wealthy people usually stay wealthy? *(Because they have access to many opportunities from the time they're born.)*<br>3. What is difficult to overcome? (*The challenges that poverty brings*.) |

| | | |
|---|---|---|
| Overall, the world is a very unequal place, and the problem seems to be getting worse. A recent study reported that the world's eight richest billionaires control the same wealth between them as the poorest half of the globe's entire population. It is quite disturbing that that a handful of rich people are worth about 426 billion dollars, equivalent to the wealth of 3.6 billion people. | This is hard to even **visualise!** Just imagine that 8 people have as much money as billions of other people. This makes me think about someone with hundreds of pizzas all to themselves, while hundreds of other people must share just one slice! | 1. What do you visualise when you hear that eight people have as much wealth as 3.6 billion people? *(I visualise...)* |
| We can also measure the inequality of individual countries. In 1912, an Italian called Corrado Gini invented something called the Gini coefficient. This was a way to measure the difference in income between the rich and poor people in a country. This system was very well designed and is still used today. When we look at a country's Gini coefficient, it gives us important information about how unequal a society is. | When I **visualise** inequality, I think about houses. Some people have many, enormous houses. Others have just a small, one room house. Some people must sleep on the street – they don't have a house at all. Inequality is more complicated than just houses, but this is one easy way to **visualise** it! | 1. What is the Gini coefficient? (*It is a way to measure inequality in a country / the way to measure the difference in income between the rich and poor people in a country.)*<br>2. Why is this measurement called the Gini coefficient? *(Because it was invented by someone named Corrado Gini.)* |

| | | |
|---|---|---|
| The Gini coefficient goes from 0 – 1. If everyone in a country has exactly the same wealth and everyone is equal, then it will measure 0. If there is a massive gap between the poor and the rich, then it will be 1. This means that the lower the Gini coefficient of a country is, the more equal it is in terms of wealth. | When I **visualise** what income equality would look like, I think of everyone living in the same, nice little house. But, I know that there is no place in the world where this really exists! | 1. What would a country's Gini coefficient be if everyone in a country had exactly the same amount of wealth? *(It would be 0.)*<br>2. Do you think it is better to have a lower or higher Gini coefficient? Why? *(I make think it is better to have...because…)* |
| The most equal countries in the world are Ukraine, Slovenia and Norway. These countries all have a Gini coefficient of about .25, and they are all in Europe. The most unequal countries in the world are South Africa, Namibia and Haiti. These countries all have a Gini coefficient of about .60.<br>Most of the unequal countries in the world are in Africa and South America, although in many of these countries, things are getting a little better for poor people. Experts all agree that the most important thing to do to close the gap between rich and poor in South Africa is to improve education. | I **wonder** why most of the unequal countries in the world are in Africa and South America, while the most equal countries are in Europe? I would like to know more about this. | 1. What are the most equal countries in the world? *(Ukraine, Slovenia, Norway.)*<br>2. What are the most unequal countries in the world? *(South Africa, Namibia, Haiti.)*<br>3. What do experts think is the best way to close the gap between rich and poor people? (*Education*.) |

## WEEK 5: TUESDAY / DAY 2: SPEAKING

**DISCUSS…**

1. This week, learners will discuss a story: **Wealth and Poverty in the World.**
2. **Before class begins, write the following conversation frame on the board:**
   a. In this story…
   b. I can make a connection to this story because…
   c. I think…would enjoy this story because…
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</th></tr>
<tr><td>Sounds</td><td>/qu/ /ow/. /aw/</td></tr>
<tr><td>Activity</td><td>1. Write the following sounds on the chalkboard: qu, ow and aw<br>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.<br>3. Write the following words on the chalkboard and sound each word out as follows:<br>a. /qu/ - /i/ - /ck/ = quick<br>b. /n/ - /ow/ = now<br>c. /s/ - /aw/ = saw<br>4. 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:<br><br><table><tr><td>qu</td><td>ow</td><td>aw</td></tr><tr><td>ck</td><td>a</td><td>ee</td></tr><tr><td>n</td><td>br</td><td>l</td></tr><tr><td>s</td><td>h</td><td>i</td></tr></table><br>MODEL<br>1. Review all of the sounds on the chalkboard.<br>2. Tell learners to copy the table into their books.<br>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.<br>4. Show learners how to build one or two words, like: how or quin<br>5. Possible words (this is not a complete list): quick, queen, quack, sow, how, now, brow, saw, lawn, see, heel, etc.</td></tr>
</table>

| WEEK 5: TUESDAY / DAY 2: PRE-READING | |
|---|---|
| TITLE | *The rich man and the poor man* |
| DBE WORKBOOK 2, PAGE | *70, 74, 78, 82* |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Remind learners of the theme for this cycle: **Greed**
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Tell learners the title of the story (note: it is not written on the page!): ***The rich man and the poor man.***
5. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
6. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about.
7. Instruct learners to circle any words that they do not know.
8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
9. Ask learners: Which words did you underline? Why?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Ask learners: Which words did you circle?
12. As learners list the words, make a list on the board. Help learners to define these words in context.
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
    a. What do you think will happen in this story?
    b. Who are the characters in the story? What do you think you know about them?
    c. How do you think the characters in the story feel about being poor? Why?
    d. What object helps the character?What do you think might happen at the end of this story?
15. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

| WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME | **Lyrics** | **Actions** |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Just can't get enough | *Waved your index finger* |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Has waaaaay too much stuff! | *Spread your arms out wide* |
| | | |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Wants everything to himself | *Hug yourself tightly* |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Won't share any of his wealth | *Hug yourself tightly* |
| THEME VOCABULARY | rich, poor, inequality, billionaire, millionaire | |
| **QUESTION OF THE DAY** | | |
| Question | How many billionaires do you think there are in South Africa? | |
| Graph | 3 COLUMN GRAPH | |
| Options | zero / thirteen / five | |
| **Follow-up questions** | | |
| **Question** | **How many learners think there are zero billionaires in South Africa?** | |
| Answer | __ learners think there are zero billionaires in South Africa. | |
| **Question** | **How many learners think there are thirteen billionaires in South Africa?** | |
| Answer | __ learners think there are thirteen billionaires in South Africa. | |
| **Question** | **How many learners think there are five billionaires in South Africa?** | |
| Answer | __ learners think there are five billionaires in South Africa. | |
| **Questions** | **How many billionaires do most learners think there are in South Africa.** | |
| Answer | Most learners think there are __ billionaires in South Africa. | |

| | |
|---|---|
| **Questions** | **How many billionaires do fewest learners think there are in South Africa.** |
| Answer | Fewest learners think there are __ billionaires in South Africa. |
| **Question** | **How many billionaires do you think there are in South Africa?** |
| Answer | I think there are zero billionaires in South Africa. |
| Answer | I think there are thirteen billionaires in South Africa. |
| Answer | I think there are five billionaires in South Africa. |
| EXPLAIN | *There are five billionaires in South Africa - Nicky Oppenheimer, Johann Rupert, Patrice Motsepe, Koos Bekker, and Michael Le Roux*. |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

| WEEK 5: WEDNESDAY / DAY 3: FIRST READ | |
|---|---|
| TITLE | *The rich man and the poor man* |
| DBE WORKBOOK 2, PAGE | *70, 74, 78, 82* |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Visualise** |
| PURPOSE | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds. |

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the text on **page 70**.
3. Make sure learners understand that the text continues across four pages! They must be ready to turn the page to: 74, 78, and 82.
4. Allow learners a few minutes to try and read the text on their own, in silence.
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 **First Read** column.

| Text | Think Aloud: First Read |
|---|---|
| Once upon a time there were two brothers, one rich and one poor. On one freezing Christmas Eve, the poor brother had nothing to eat.<br>The snow was knee-deep and the wind howled and whistled and he and his wife were starving. So he went to his brother and begged him to give him something for Christmas Day. It was not the first time that the poor brother had asked his brother for a favour. The rich, stingy brother was tired of being asked to help out, so he devised a plan.<br>"If you will do as I ask, you shall have a whole ham. You must spend a night in the Haunted Cave," he told his poor brother. Thomas, the poor one, thanked him and agreed, since he had no other options. | I **visualise** Thomas knocking on his rich brother's door. He is standing outside and shivering while his brother speaks unkindly to him – he won't even let him inside his warm house! |

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|---|---|
| "Well, I will do what I have promised," said the poor brother, and he took the ham and set off. He went on and on all day, and at night time he came to a place where there was a bright light.<br>"This must be the place," he thought.<br>An old man with a long white beard was outside chopping logs.<br>"Good evening," said Thomas.<br>"Good evening to you. Where are you going at this late hour?" asked the man.<br>"I am going to the Haunted Cave. Am I headed in the right direction?"<br>[**TURN TO PAGE 74**] | I can **visualise** Thomas trudging through the deep snow and howling wind, trying to find his way through the dark. It is so cold, and he is breathing so hard as he walks that he can see his breath! |
| "Oh! Yes, you are already there," said the old woodcutter. "When you get inside, the little people will all want to buy your ham, for they don't get much meat to eat there. But you must not sell it unless you can get the hand-mill, which stands behind the door. When you come out again, I will teach you how to use the hand-mill properly; it is useful for almost everything."<br>So Thomas thanked the old man for his good advice and knocked at the door. When he got in, everything happened just as predicted. People came around him like ants on an anthill and tried to outbid each other for the ham.<br>"I really shouldn't sell it," said the man. "But, if I do decide to sell it, I would like to have the hand-mill that is standing there behind the door." | I **visualise** Thomas standing inside, holding the ham high above his head. All of the tiny little people are reaching up for his ham, but they are too tiny to touch it! |

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|---|---|
| At first they said no, but eventually they gave in and traded the hand-mill for the ham.<br>When Thomas came out again into the yard, he asked the old woodcutter about the hand-mill and how to use the hand-mill.<br>"It is a wonderful mill. It will grind anything in the world that you wish for. I will show you how to use it. The mill will grind anything you want. But when you want the mill to stop, you must say 'Halt, halt, little mill', and the mill will obey you."<br>When the poor man had learned how to use the mill he headed home. He got there just as Christmas Day arrived.<br>[**TURN TO PAGE 78]** | I can **imagine** Thomas standing in front of the mill, practising telling the machine to 'halt halt little mill'. He is talking to the mill just like someone commands their dog. |
| Thomas, the poor brother, took the little mill under his arm and trudged home again through the snow. He could not wait to find out what the mill could do. At home, he put the mill on the wobbly table and smiled. "Look what I have!" His wife looked very uncertain. Why was he bringing home a mill? What were they supposed to eat? However, she was a good person and did not want to complain. | I **visualise** Thomas getting home, and his wife looking upset, because he hasn't brought home food – just a strange old mill!<br>I **visualise** the wife's stomach growling when she thinks of how hungry she is! I visualise her frown, as she wonders how they will eat next! |
| Thomas told the mill to make the most wonderful Christmas dinner. He asked for a turkey, vegetables and two puddings. Everything he asked for, appeared on the table. Next he asked for a Christmas tree, and there it was. His wife asked for presents to put under the tree, and enough food and presents for all their friends. | I **visualise** a 'pop' 'pop' sound as food, presents, and a tree appear from the magical mill! |

| | |
|---|---|
| The mill gave them all they needed.<br>"Grind, quickly grind, little mill,<br>Grind a house – with a right good will!"<br>The little mill ground and ground, until the poor brother had the most beautiful house in the world. It had large windows and broad stairways, and the house was fully furnished. It ground everything he needed in the house. It ground sheep and cows and food for them to eat. It ground crops. Finally, Thomas and his wife had everything they needed. "Halt, halt, little mill!" The mill obeyed him.<br>The rich brother heard about all the strange things that had happened, and he went to visit his poor brother.<br>[**TURN TO PAGE 82]** | I **visualise** Thomas and his wife sitting on big, comfortable chairs inside their new, enormous house. |
| The rich brother knew about the mill grinder and had heard his brother tell the mill to grind things for him. The rich brother wanted the mill more than anything else in the world. He wanted it to make salt – something that everybody wanted and that would make him a lot of money. One evening, he crept into his brother's house and stole the grinder. | I see that the rich brother is very greedy. He is already rich, but he wants the mill to make salt so he can become even wealthier! I can **visualise** the greedy, rich brother sneaking inside the house through an open window, and grabbing the grinder in the dark! |
| He took the mill onto his ship and started sailing. If he could get the mill to make enough salt to sell to everybody throughout the world, he would be the richest man in the whole world.<br>When they were out at sea, the brother said, "Grind, quickly grind, little mill, Grind salt – with a right good will!"<br>And the mill ground salt, and more salt, and still more salt. When he had filled his hundred thousand sacks, the brother cried, "Now you must stop, little mill". | I **visualise** the brother looking so happy as he looks around at the salt. I think he is visualising a new, bigger house for himself and lots and lots of money! |
| But the little mill did not stop. The brother did not know the right words. The mill kept on grinding salt, and more salt, and still more salt. Soon there was so much salt that the ship sank. But the mill kept on grinding. And that is why the sea is so salty. | I **visualise** the boat filling and filling with salt. There is so much salt that the boat begins to sink! |

| Follow up questions | Responses |
|---|---|
| What is the poor brother's name? | His name is Thomas. |
| What did Thomas trade his ham for? | He traded it for a magical hand-mill. |
| **Why question** | **Possible response** |
| Why did the rich brother go to visit the poor brother? | • Because he heard about the strange things happening.<br>• Because he wanted to see his brother's new house.<br>• Because he wanted to steal the hand-mill. |
| **Introduce the LSC in context** | |
| 1. Explain to learners that this cycle, they will be learning about: **Modals indicating possibility**<br>2. Point out the following example of this:<br>*The rich brother **could** have been nicer to Thomas, but he chose not to.*<br>3. Introduce this LSC as follows: *Words such as can, could, may, might are called modals that indicate possibility. Remember that we do not use modals alone; we use them together with another verb.* | |

| WEEK 5: THURSDAY / DAY 4: SECOND READ | |
|---|---|
| TITLE | *The rich man and the poor man* |
| DBE WORKBOOK 2, PAGE | *70, 74, 78, 82* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **Visualise** |
| PURPOSE | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds. |

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *What do you visualise inside the haunted cave?*
   b. *What makes the hand-mill magical?*
   c. *Why did the ship sink at the end 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 text on **page 70**.
5. Explain that you will read the text 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 |
|---|---|
| Once upon a time there were two brothers, one rich and one poor. On one freezing Christmas Eve, the poor brother had nothing to eat. The snow was knee-deep and the wind howled and whistled and he and his wife were starving. So he went to his brother and begged him to give him something for Christmas Day. It was not the first time that the poor brother had asked his brother for a favour. The rich, stingy brother was tired of being asked to help out, so he devised a plan. | I **visualise** the rich brother opening the door and seeing Thomas. I imagine him rolling his eyes and looking annoyed when he sees his poor brother, because he is greedy and doesn't want to share! |

| | |
|---|---|
| "If you will do as I ask, you shall have a whole ham. You must spend a night in the Haunted Cave," he told his poor brother. Thomas, the poor one, thanked him and agreed, since he had no other options. | |
| "Well, I will do what I have promised," said the poor brother, and he took the ham and set off. He went on and on all day, and at night time he came to a place where there was a bright light.<br>"This must be the place," he thought.<br>An old man with a long white beard was outside chopping logs.<br>"Good evening," said Thomas.<br>"Good evening to you. Where are you going at this late hour?" asked the man.<br>"I am going to the Haunted Cave. Am I headed in the right direction?"<br>[**TURN TO PAGE 74**] | I **visualise** Thomas's stomach growling as he walks and walks with the big ham. I can **visualise** him smelling the ham, and imagining himself sitting and eating the big, salty ham, rather than going all the way to the haunted cave! |
| "Oh! Yes, you are already there," said the old woodcutter. "When you get inside, the little people will all want to buy your ham, for they don't get much meat to eat there. But you must not sell it unless you can get the hand-mill, which stands behind the door. When you come out again, I will teach you how to use the hand-mill properly; it is useful for almost everything."<br>So Thomas thanked the old man for his good advice and knocked at the door. When he got in, everything happened just as predicted. People came around him like ants on an anthill and tried to outbid each other for the ham.<br>"I really shouldn't sell it," said the man. "But, if I do decide to sell it, I would like to have the hand-mill that is standing there behind the door." | I can **visualise** all the tiny little people waving money and shouting as they look at the delicious, salty ham! I can visualise Thomas shaking his head no, and pointing to the hand-mill. |

| | |
|---|---|
| At first they said no, but eventually they gave in and traded the hand-mill for the ham. When Thomas came out again into the yard, he asked the old woodcutter about the hand-mill and how to use the hand-mill.<br>"It is a wonderful mill. It will grind anything in the world that you wish for. I will show you how to use it. The mill will grind anything you want. But when you want the mill to stop, you must say 'Halt, halt, little mill', and the mill will obey you."<br>When the poor man had learned how to use the mill he headed home. He got there just as Christmas Day arrived.<br>[**TURN TO PAGE 78]** | I can **visualise** Thomas's look of surprise when the old man tells him the hand-mill can give him anything! I imagine Thomas running home because he is so excited to try it out! |
| Thomas, the poor brother, took the little mill under his arm and trudged home again through the snow. He could not wait to find out what the mill could do. At home, he put the mill on the wobbly table and smiled.<br>"Look what I have!" His wife looked very uncertain. Why was he bringing home a mill? What were they supposed to eat? However, she was a good person and did not want to complain. | I **visualise** the wife's stomach growling when she thinks of how hungry she is! I visualise her frown, as she wonders how they will eat next! |
| Thomas told the mill to make the most wonderful Christmas dinner. He asked for a turkey, vegetables and two puddings. Everything he asked for, appeared on the table. Next he asked for a Christmas tree, and there it was. His wife asked for presents to put under the tree, and enough food and presents for all their friends. | I **visualise** the frown on Thomas's wife's face turning from a frown to a big, surprised smile when she sees the delicious turkey. |

| | |
|---|---|
| The mill gave them all they needed.<br>"Grind, quickly grind, little mill,<br>Grind a house – with a right good will!"<br>The little mill ground and ground, until the poor brother had the most beautiful house in the world. It had large windows and broad stairways, and the house was fully furnished. It ground everything he needed in the house. It ground sheep and cows and food for them to eat. It ground crops. Finally, Thomas and his wife had everything they needed. "Halt, halt, little mill!" The mill obeyed him.<br>The rich brother heard about all the strange things that had happened, and he went to visit his poor brother.<br>[**TURN TO PAGE 82]** | I **visualise** the rich brother standing at Thomas's house, looking shocked as he knocks on the new, beautiful wooden door! He must be wondering how Thomas has become even richer than him! |
| The rich brother knew about the mill grinder and had heard his brother tell the mill to grind things for him. The rich brother wanted the mill more than anything else in the world. He wanted it to make salt – something that everybody wanted and that would make him a lot of money. One evening, he crept into his brother's house and stole the grinder. | |
| He took the mill onto his ship and started sailing. If he could get the mill to make enough salt to sell to everybody throughout the world, he would be the richest man in the whole world.<br>When they were out at sea, the brother said, "Grind, quickly grind, little mill, Grind salt – with a right good will!"<br>And the mill ground salt, and more salt, and still more salt. When he had filled his hundred thousand sacks, the brother cried, "Now you must stop, little mill". | I **visualise** the brother looking very scared as he yells at the mill to stop but salt keeps coming and coming out! |

| | |
|---|---|
| But the little mill did not stop. The brother did not know the right words. The mill kept on grinding salt, and more salt, and still more salt. Soon there was so much salt that the ship sank. But the mill kept on grinding. And that is why the sea is so salty. | I can **visualise** the rich brother trying to swim to shore as all his salt spills into the sea. He looks miserable! |
| **Follow up questions** | **Responses** |
| What do you **visualise** inside the haunted cave? | I visualise… |
| What makes the hand-mill magical? | It grants any wish! |
| **Why question** | **Possible response** |
| Why did the ship sink at the end of the story? | • Because the rich brother didn't know the words to make the mill stop.<br>• Because the rich brother was greedy and stole the mill, so he didn't know the right words to make the mill stop.<br>• Because the rich brother wanted to make salt to sell to everyone in the world. |

**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 **visualising** a text**.**<br>2. Explain that when we **visualise**, we try to imagine what is happening in the text, like a movie inside our minds.<br>3. Hand out the DBE workbooks to learners.<br>4. Instruct learners to open to: **page 70**<br>5. Read out loud while learners follow along: *Once upon a time there were two brothers, one rich and one poor. On one freezing Christmas Eve, the poor brother had nothing to eat. The snow was knee-deep and the wind howled and whistled and he and his wife were starving. So he went to his brother and begged him to give him something for Christmas Day.* Close your eyes and explain what you visualise is happening in this part of the story, like:<br>a. I **visualise** the poor brother trudging through the snow. It is hard for him to walk because the snow is thick and deep!<br>b. I **visualise** the poor brother's stomach growling, because he is so hungry and he must walk so far!<br>c. I **visualise** the poor brother shivering outside, and waiting for his brother to come open the door for him. |
| **Work with learners (WE DO)** | 1. Read out loud while learners follow along:<br>*He went on and on all day, and at night time he came to a place where there was a bright light.*<br>*"This must be the place," he thought.*<br>*An old man with a long white beard was outside chopping logs.*<br>2. Instruct learners to close their eyes, and to **visualise** what is happening in the story.<br>3. Ask learners: What did you visualise?<br>4. Listen to learners' ideas, like:<br>a. I **visualise** Thomas walking and walking towards a bright light in the distance, and finally getting there!<br>b. I **visualise** the loud sound of the axe hitting the wood.<br>c. I **visualise** Thomas breathing heavily, because he is tired from walking so far! |

| | |
|---|---|
| | 1. Write the following questions on the board:<br>a. *What did you visualise?*<br>b. *How was your visualisation similar to your partner?*<br>c. *How was your visualisation different from your partner?*<br>2. Explain that now, learners will work with a partner to **visualise**.<br>3. Instruct learners to turn to page 82.<br>4. Read out loud while learners follow along: *And the mill ground salt, and more salt, and still more salt. When he had filled his hundred thousand sacks, the brother cried, "Now you must stop, little mill". But the little mill did not stop.*<br>5. Instruct learners to visualise this.<br>6. Then, instruct learners to discuss the questions with their partners.<br>7. After 3-5 minutes, call learners back together.<br>8. Call on 2-3 learners to share their answer to each question. |
| **NOTES** | 1. **If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).**<br>**<u>Visualise</u>**<br>To visualise, we:<br>Close our eyes<br>Imagine what we see, hear, smell, taste and feel<br>Try to see the story like a movie in our minds<br>2. **If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).** |

| WEEK 5: FRIDAY / DAY 5: POST-READING | |
|---|---|
| TITLE | *The rich man and the poor man* |
| DBE WORKBOOK 1, PAGE | *70, 74, 78, 82* |
| ACTIVITY | TEXT ILLUSTRATION |
| COMPREHENSION STRATEGY | **Visualise** |
| PURPOSE | Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story 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 scene from a movie in our minds. |

**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. Explain that today, learners will visualise Thomas and his wife in their new, beautiful house!
4. Instruct learners to close their eyes. Read the following passage aloud: *The little mill ground and ground, until the poor brother had the most beautiful house in the world. It had large windows and broad stairways, and the house was fully furnished. It ground everything he needed in the house. It ground sheep and cows and food for them to eat. It ground crops. Finally, Thomas and his wife had everything they needed. "Halt, halt, little mill!" The mill obeyed him.*
5. Instruct learners to visualise about Thomas and his wife surrounded by all of their new things. They must think about what their new house and furniture look like. They must also think about how Thomas and his wife feel in their new house, surrounded by new things.
6. Instruct learners to open their books and to draw a picture of Thomas and his wife in their new home.
7. Instruct learners to use the sentence starter to write 2-3 sentences about their visualisation.

**Turn and Talk:**

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner and to discuss how they visualised Thomas and his wife's new house, furniture, and life!

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the story.*

<table>
<tr><th colspan="4">WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE</th></tr>
<tr><th>TEXT TYPE</th><th>PURPOSE</th><th>TEXT STRUCTURE</th><th>LANGUAGE FEATURES</th></tr>
<tr><td>ADVERTISEMENT / POSTER / NOTICES</td><td>To persuade someone to buy something or use a service</td><td>• Can take a variety of forms<br>• Make use of slogans and logos<br>• Usually have a visual, design element<br>• Use advertising techniques<br>• Use design to make the advertisement eye-catching and memorable</td><td>Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile , alliteration, repetition, rhyme, rhythm</td></tr>
<tr><td>INTRODUCE THE GENRE</td><td colspan="3">1. Explain that in this cycle, learners will make a print advertisement.<br><br>Explain an advertisement<br>1. A print advertisement is made to persuade people to buy something or to use a service.<br>2. Print advertisements are printed in newspapers, magazines or on pamphlets.<br><br>1. In terms of the text structure, a print advertisement must include:<br>a. A slogan or rhyme<br>b. An illustration or design<br>c. The name of the product or service<br>d. A description of what the product or service does<br>e. The cost or the product or service<br>f. The contact details where you can buy the product or service<br><br>2. In terms of language features, the print advertisement:<br>a. Uses some figurative language like a simile, alliteration, repitition or a rhyme<br><br>3. Show learners an example of a print advertisment. Bring some magazine advertisments for them to see. Write the following example on the board:</td></tr>
</table>

| | |
|---|---|
| READ THE SAMPLE TEXT | *Could your garden be nicer?*<br>*Would you be willing to spend R5 for this?*<br><br>*(Draw a picture of some nice flowers)*<br><br>*For R5 per month, BETTER GARDENS will send you a packet of seeds to plant every month!*<br>*YES – EVERY MONTH!*<br>*Plant these seeds at the right times of the year to have a beautiful garden the whole year round.*<br><br>*Place your order now at [www.bettergardens.co.za](http://www.bettergardens.co.za) and soon you can enjoy beautiful, colourful flowers and wonderful scents in your garden!* |
| DISCUSS | **Print Advertisement**<br><br>1. What is the name of the company?<br>2. What does this company sell or what service do they provide?<br>3. How do you contact the company?<br>4. What does the product or service cost?<br>5. Is there a rhyme, slogan, simile, alliteration or repetition in the advert?<br>6. Is there a picture or design?<br>7. Is this advert attractive or eye-catching?<br>8. Does it make you want to buy the service or product? |
| NOTES | **Tell learners to open their exercise books, and to write down the following heading and notes:**<br><br>**<u>Print Advertisment</u>**<br><br>1. Persuade people to buy a product or service.<br>2. Advertisment printed in newspaper, magazine or pamphlet.<br>3. **In terms of the text structure, a print advert must have:**<br>a. A picture<br>b. The name of the product or service<br>c. A description of what the product or service does<br>d. The cost or the product or service<br>e. The contact details where you can buy the product or service<br>4. **In terms of language, a print advert uses:**<br>a. A slogan or rhyme<br>b. A simile<br>c. Alliteration<br>d. Repetition |

NOTES

# GRADE 5 - TERM 4

## WEEK 6

## THEME:
### GREED

'Earth provides enough to satisfy every man's needs, but not every man's greed.'

— Mahatma Gandhi

| TERM 4: WEEK 6 | |
|---|---|
| **OVERVIEW** | |
| THEME | **Greed** |
| THEME VOCABULARY | greed, greedy, wealth, wealthy, poverty, rich, poor, inequality, billionaire, millionaire, beg, stingy, generous, tip, enough, divorce, fancy, grateful, appreciate, share |
| LSC | Modals indicating possibility |
| COMPREHENSION STRATEGY | **Make evaluations** |
| WRITING GENRE | Print advertising |
| WRITING TOPIC | Make a print advertisement to persuade people to make someone else's life better |

<table>
<tr><th colspan="2">WEEK 6: MONDAY / DAY 1: PLANNING</th></tr>
<tr><td>TOPIC</td><td>Make a print advertisement to persuade people to make other people's lives better</td></tr>
<tr><td>GENRE</td><td>Print AdvertIsement</td></tr>
<tr><td>PLANNING STRATEGY</td><td>Mind Map</td></tr>
<tr><td>MODEL THE PLANNING STRATEGY<br>(I DO)</td><td>1. Introduce the writing topic.<br>2. Explain to learners that this week, they will make a print advert, to persuade people to make someone else's life better.<br>3. Show learners how you think about the topic:<br><br>Hmm, I am going to make an advert to ask people to volunteer at schools to help children learn to read better.<br><br>4. Tell learners that you will plan your advert by making a mind map.<br>5. Have the mind map frame on one side of the board.<br>6. Show learners how you complete the mind map on the other side of the board.</td></tr>
<tr><td></td><td>
<table>
<tr><th colspan="3"><u>Planning: Advert Frame</u></th></tr>
<tr><td>2<br>Drawing or design</td><td>3<br>Slogan or rhyme</td><td>4<br>What does the product or service do</td></tr>
<tr><td></td><td>1<br>PRODUCT /SERVICE NAME</td><td></td></tr>
<tr><td>5<br>Cost of product or service</td><td>6<br>How to contact the company</td><td>7<br>Alliteration, simile or repetition</td></tr>
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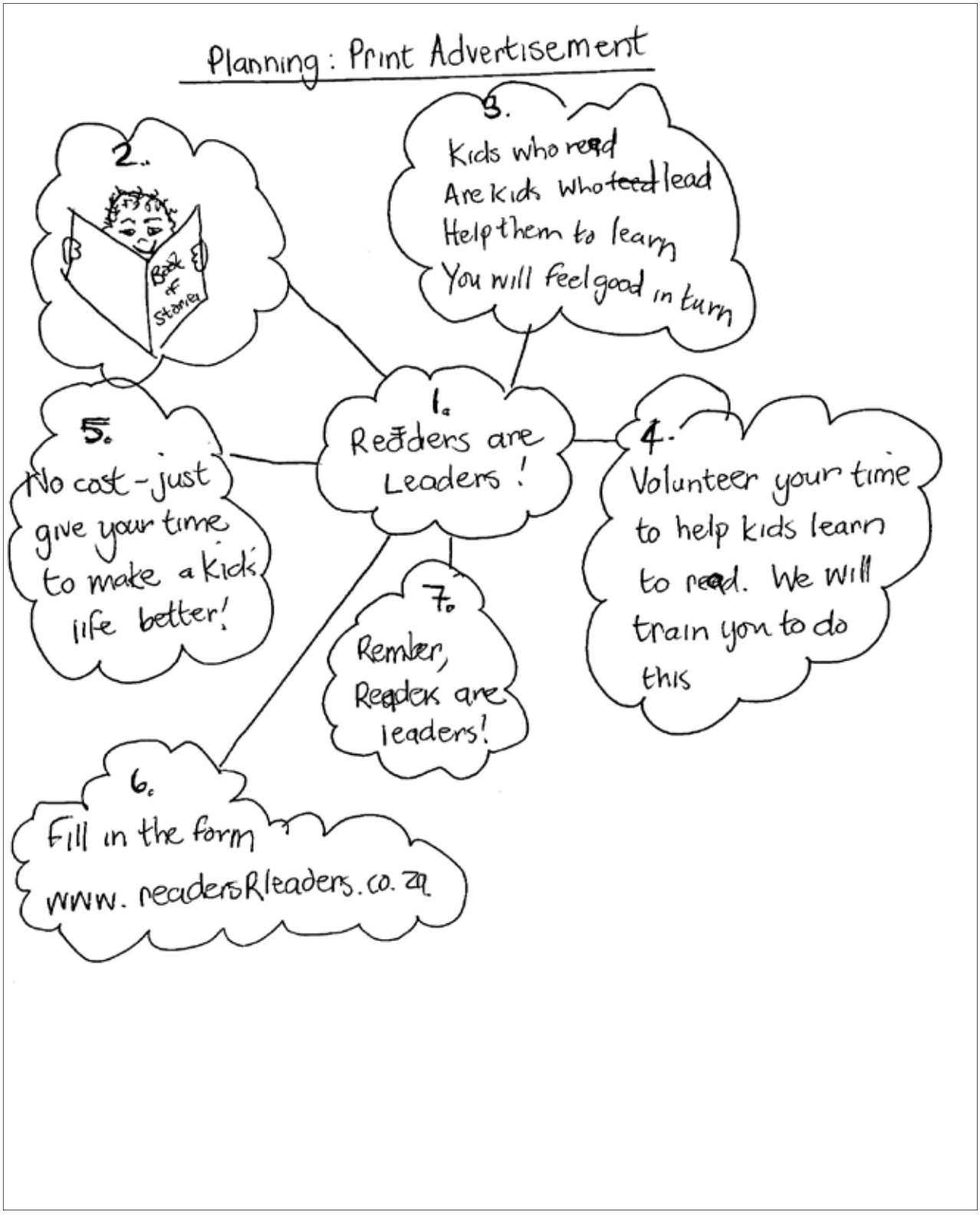
<table>
<tr><td></td><td>
<table>
<tr><th colspan="3"><u>Planning: Advert Example</u></th></tr>
<tr><td>2<br>Picture of a happy child reading</td><td>3<br>Kids who can read<br>Are kids who will lead!<br>Help them to learn,<br>You will feel good in turn!</td><td>4<br>Volunteer your time to help kids learn to read. We will train you to do this.</td></tr>
<tr><td></td><td>1<br>Readers are Leaders!</td><td></td></tr>
<tr><td>5<br>No cost – just give your time to make a kid’s life better!</td><td>6<br>Fill in the form on our website: www.readersRleaders.co.za</td><td>7<br>Remember, Readers are Leaders!</td></tr>
</table>
</td></tr>
<tr><td>LEARNERS USE THE PLANNING STRATEGY<br>(YOU DO)</td><td>1. Make sure that all learners have copied down the mind map frame in their exercise books.<br>2. Then, tell learners that they must use the mind map frame to complete their own plan.<br>3. They may turn and talk with a partner to discuss ideas.<br>4. As learners complete their plans, walk around and hold mini-conferences.</td></tr>
<tr><td>HOMEWORK</td><td>Learners complete the plans for homework.</td></tr>
</table>




| WEEK 6: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME *(The dizzy poet: My greedy little dog)* | **Lyrics** | **Actions** |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Just can't get enough | *Waved your index finger* |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Has waaaaay too much stuff! | *Spread your arms out wide* |
| | | |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Wants everything to himself | *Hug yourself tightly* |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Won't share any of his wealth | *Hug yourself tightly* |
| THEME VOCABULARY | beg, stingy, generous, tip, enough | |
| **QUESTION OF THE DAY** | | |
| Question | What do you think is better? | |
| Graph | 2 COLUMN GRAPH | |
| Options | to be stingy and rich / to be generous and poor | |
| **Follow-up questions** | | |
| **Question** | **How many learners think it is better to be stingy and rich?** | |
| Answer | __ learners think it is better to be stingy and rich. | |
| **Question** | **How many learners think it is better to be generous and poor?** | |
| Answer | __ learners think it is better to be generous and poor. | |
| **Question** | **What do more learners think is better?** | |
| Answer | More learners think it's better to __. | |
| **Question** | **What do fewer learners think is better?** | |
| Answer | Fewer learners think it's better to __. | |
| **Question** | **What do you think is better?** | |
| Answer | I think it's better to be stingy and rich. | |
| Answer | I think it's better to be generous and poor. | |

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

| WEEK 6: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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: WEDNESDAY: LANGUAGE AND DRAFTING | |
|---|---|
| LSC | **Modals indicating possibility** |
| LSC<br>MODELLING<br>**(I DO)** | 1. Remind learners that last week, we learned about the modal: can.<br>2. Remind learners that 'can' has different meanings depending on the context.<br>3. Explain that modal verbs modify another verb. That means they slightly change the meaning of another verb.<br>4. Today, we will learn other words that can indicate **possibility**: can, could, may, might<br>5. ***Explain that we do not use modals alone; we use them together with another verb, like:***<br>Can: Smoking can cause cancer. (*We use this when there is a definite possibility*)<br>Could: It could rain today.<br>May: It may rain today.<br>Might: It might rain today. (*We use this when there is only a slight possibility*.) |
| LSC<br>Ask learners for help<br>**(WE DO)** | 1. Write the following on the board:<br>Can:<br>Could:<br>May:<br>Might:<br>2. Brainstorm an example of each modal together with the learners.<br>3. Write the examples down, underlining the modal and the second verb in the sentence, like:<br>Can: Sugar <u>can</u> <u>make</u> your teeth rot.<br>Could: The rain <u>could</u> <u>cause</u> a flood.<br>May: There <u>may</u> <u>be</u> a better idea!<br>Might: They <u>might</u> <u>come</u> over later. |
| LSC<br>Pair work<br>**(YOU DO)** | 1. **Hand out learners' exercise books.**<br>2. Instruct learners to copy the table into their books under the heading: **Modals indicating possibility: can, could, may, might**<br>3. Explain that now, learners will write 4 sentences: one sentence for each of the modals above.<br>4. As learners write, walk around the room and complete **mini conferences**.<br>5. Ask learners to **read their writing** to you.<br>6. Help learners use modals to show possibility.<br>7. Encourage learners! |

| | |
|---|---|
| | **Sharing**<br>1. When there are 3-5 minutes remaining, call learners back together.<br>2. Call on random learners to read their example for each word: can, could, may, might<br>3. Correct any mistakes. Make sure learners know how to use the word modals and understand the idea of possibility. |

<table>
<tr><td>TOPIC</td><td colspan="3">Make a print advertisement to persuade people to make other people's lives better</td></tr>
<tr><td rowspan="8">PLANS</td><td colspan="3">Before class begins, rewrite the planning frame and example on the board:</td></tr>
<tr><td colspan="3"><u>Planning: Advert Frame</u></td></tr>
<tr><td>2<br>Drawing or design</td><td>3<br>Slogan or rhyme</td><td>4<br>What does the product or service do</td></tr>
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</table>

| | |
|---|---|
| WRITING FRAME | 1. Next, tell learners that they must use the writing frame to turn their plans into a print advertisement.<br>2. Have the writing frame written on the chalkboard.<br>3. Explain the frame to learners.<br><br>*NAME OF PRODUCT OR SERVICE*<br>*Slogan or rhyme*<br><br>*Picture or design*<br><br>*Explanation of what product or service does.*<br>*Cost of product or service.*<br>*How to contact the company.*<br><br>*Last line – repetition, simile or alliteration.* |
| DRAFT | 1. Hand out learners' exercise books.<br>2. Settle learners so you have their attention.<br>3. Remind learners that they will create a print advertisement to persuade people to make someone else's life better.<br>4. Remind learners that they must use their plans and the writing frame.<br>5. Instruct learners to find their plans from Monday and to think about their ideas.<br>6. Instruct learners to complete the writing frame using their plans.<br>7. Tell learners that they can add more words or details to their drafts if they have time.<br>8. Remind learners of the strategies they can use to help them.<br>9. As learners write, walk around the classroom and hold mini-conferences. |
| HOMEWORK | Learners must complete the drafts. |

Draft: READERS ARE LEADERS!

Kids who read
Are kids who lead.
Help them to learn
You will feel good in turn.

Volunteer your time to help kids learn to read.
We will train you to do this.

No cost - just give your time to make
a kid's life better.

Fill in the form at:
www.ReadersRleader.co.za

REMEMBER ...
Readers are Leaders!

| WEEK 6: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME<br>*(The dizzy poet: My greedy little dog)* | **Lyrics** | **Actions** |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Just can't get enough | *Waved your index finger* |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
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| | | |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Wants everything to himself | *Hug yourself tightly* |
| | Greedy beedy, greedy beedy | *Pretend to grab things* |
| | Won't share any of his wealth | *Hug yourself tightly* |
| THEME VOCABULARY | divorce, fancy, grateful, appreciate, share | |
| **QUESTION OF THE DAY** | | |
| Question | Who do you feel most grateful for? | |
| Graph | 3 COLUMN GRAPH | |
| Options | my parents / my friends / my siblings | |
| **Follow-up questions** | | |
| **Question** | **How many learners feel most grateful for their parents?** | |
| Answer | __ learners feel most grateful for their parents. | |
| **Question** | **How many learners feel most grateful for their friends?** | |
| Answer | __ learners feel most grateful for their friends. | |
| **Question** | **How many learners feel most grateful for their siblings?** | |
| Answer | __ learners feel most grateful for their siblings. | |
| **Question** | **Who do most learners feel most grateful for?** | |
| Answer | Most learners feel most grateful for __. | |
| **Question** | **Who do fewest learners feel most grateful for?** | |
| Answer | Fewest learners feel most grateful for __. | |
| **Question** | **Who do you feel most grateful for?** | |
| Answer | I feel most grateful for my parents. | |
| Answer | I feel most grateful for my friends. | |
| Answer | I feel most grateful for my siblings. | |

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

| WEEK 6: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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** the class begins)* | **Print Advertisement**<br>1. Is there the name of the product or service?<br>2. Is there a picture or design?<br>3. Is there a description of what the product or service does?<br>4. Is there the cost or the product or service?<br>5. Is there the contact details of the company?<br>6. Did you use a slogan or rhyme?<br>7. Did you use a simile, alliteration or repetition?<br>8. Is all spelling and punctuation correct? |
| EDIT | 1. Instruct learners to open their books to the completed drafts.<br>2. Go through the editing checklist on the chalkboard with learners.<br>3. Instruct learners to read their own writing.<br>4. Instruct learners to make sure that the answer to each question is yes.<br>5. Instruct learners to fix any mistakes they find.<br>6. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | 1. Instruct learners to read through their corrections.<br>2. Instruct learners to redraft their personal letters in their exercise books. |
| SHARE | 1. Instruct learners to **turn and talk** with a partner.<br>2. Instruct learners to read their **print advertisements** aloud to their partners.<br>3. Instruct learners to tell their partners 1-2 things they liked about their writing. |

Print Advertisement: Final

# READERS ARE LEADERS!

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Are kids who lead.
Help them to learn
You will feel good in turn.

Volunteer your time to help kids learn to read.
We will train you to do this.

No cost!
Just give your time to make a kid's life better.

Fill in the form at:
www.
readersRleaders.
co.za

REMEMBER...
Readers are Leaders!

| WEEK 6: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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.<br>• 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.<br>• Remember to include:<br>o Theme vocabulary<br>o LSC<br>o The different texts that were read<br>o The small group discussion<br>o The comprehension strategy<br>o The writing genre and task<br>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.<br>• Tell learners to turn and talk and share with a partner.<br>• 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.<br>• These improvements and achievements can be related to:<br>o EFAL skills like reading or writing<br>o Theme content<br>o Tasks or activities<br>o Behaviour in the class<br>o Relationships with other learners<br>o Attitude to EFAL<br>o Or any other aspect of classroom life<br>• Do something small to celebrate any remarkable achievements or improvements that you have noticed. |

# GRADE 5 - TERM 4

## THEME:
### THE BEAUTIFUL GAME

'I learned all about life with a ball at my feet.'

— Ronaldinho

| TERM 4: WEEK 7 | |
|---|---|
| **OVERVIEW** | |
| THEME | **The beautiful game** |
| THEME VOCABULARY | tournament, annually, earn, bonus, paid, victory, defeat, glamorous, turf, triumphant |
| LSC | REVISION: Future tense |
| COMPREHENSION STRATEGY | **Search the text** |
| WRITING GENRE | Poster |
| WRITING TOPIC | Make a poster advertising a soccer match. You can choose real teams or fake teams. Make up the details. The most important thing is to try to make as many people as possible come to the match! |
| CLASSROOM PREPARATION | 1. Take down and carefully store the flashcard words and pictures from the previous week.<br>2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order.<br>3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them.<br>4. Try to find some reading material for your theme table, for example: a newspaper article about a soccer match.<br>5. Try to find some pictures of people playing soccer, a soccer ball, etc.<br>6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners. |

<table>
<tr><th colspan="3">WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES</th></tr>
<tr><td colspan="3">INTRODUCE THE THEME</td></tr>
<tr><td>PICTURE</td><td colspan="2">1. Tell learners to turn to DBE Workbook 1 page 128<br>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.<br>2. Activate learners' background knowledge about the theme.<br>3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart.<br>4. Fill in the first part of the K-W-L chart.</td></tr>
<tr><td rowspan="5">SONG / RHYME<br>(Tune: Mary had a little lamb)</td><td>Lyrics</td><td>Actions</td></tr>
<tr><td>There are many different sports</td><td>Hold your arms out wide</td></tr>
<tr><td>But soccer is the best!</td><td>Pretend to kick a ball</td></tr>
<tr><td>It's more fun than _____</td><td>As you say this point at a learner – he or she must shout out a different sport</td></tr>
<tr><td>It's better than the rest!</td><td>Hold your thumbs up and jump</td></tr>
<tr><td>THEME VOCABULARY</td><td colspan="2">tournament, annually, earn, bonus, paid</td></tr>
<tr><td colspan="3">QUESTION OF THE DAY</td></tr>
<tr><td>Question</td><td colspan="2">Would you like to play soccer as your career?</td></tr>
<tr><td>Graph</td><td colspan="2">2 COLUMN GRAPH</td></tr>
<tr><td>Options</td><td colspan="2">yes / no</td></tr>
<tr><td colspan="3">Follow-up questions</td></tr>
<tr><td>Question</td><td colspan="2">How many learners would like to play soccer as their career?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners would like to play soccer as their career.</td></tr>
<tr><td>Question</td><td colspan="2">How many learners would not like to play soccer as their career?</td></tr>
<tr><td>Answer</td><td colspan="2">__ learners would not like to play soccer as their career.</td></tr>
<tr><td>Question</td><td colspan="2">Would more learners like to play soccer as their career or not?</td></tr>
<tr><td>Answer</td><td colspan="2">More learners would / would not like to play soccer as their career.</td></tr>
<tr><td>Question</td><td colspan="2">Would fewer learners like to play soccer as their career or not?</td></tr>
</table>

| | |
|---|---|
| Answer | Fewer learners would / would not like to play soccer as their career. |
| **Question** | **Would you like to play soccer as your career?** |
| Answer | Yes, I would like to play soccer as my career. |
| Answer | No, I would not like to play soccer as my career. |
| | |
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must learn the theme vocabulary. |

**WEEK 7: MONDAY / DAY 1: LISTENING**

**LISTEN TO…**

1. Remind learners of the theme for the cycle.
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **The beautiful game**
4. This week, learners will listen to **an article (information text)**: **Banyana Banyana Takes the Cup!**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text 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 |
|---|---|---|
| **Banyana Banyana Takes the Cup!**<br>*By Lisa Ngwenya* | **What** will this article be about? I can easily learn that this article will be about the soccer team: *Banyana Banyana*. | 1. Who is the writer of this article? *(Lisa Ngwenya.)* |

| | | |
|---|---|---|
| On August 11th, 2019 Banyana Banyana, the South African women's soccer team, won the COSAFA Cup. The final match of the tournament was held in Port Elizabeth, where Banyana Banyana played against Zambia. In a very exciting match, South Africa beat Zambia 1-0! | **Who** did South Africa beat in the final match of the COSAFA Cup? Oh! I learn here that we beat Zambia. | 1. Where was the final match of the 2019 COSAFA Cup held? (*In Port Elizabeth*.)<br>2. Did South Africa win? (*Yes*.)<br>3. Who did South Africa beat? (*Zambia*.)<br>4. How does the writer describe the match? (*She describes it as exciting.*) |
| Banyana Banyana have won the COSAFA Cup three times in a row. Desiree Elis, once a Banyana player herself, has coached the team to victory for the last three tournaments. Desiree has said that it is a privilege and an honour to now be the team's coach. | **Who** is the coach for Banyana Banyana? I learn here that her name is Desiree Elis. | 1. What happened three times in a row? *(Banyana Banyan won the COSAFA Cup.)*<br>2. What are two facts you learn here about Desiree Elis? *(She is the coach for Banyana Banyana. / She used to be a player on the team. )* |
| The COSAFA Cup is a soccer tournament for all countries in Southern Africa. The tournament is organized by the Council of Southern Africa Football Association and takes place annually. Sixteen countries from Southern Africa participate in the tournament each year. Bafana Bafana, South Africa's men's team, have won four COSAFA Cups, while Banyana Banyana have won six cup titles in total. | **Who** has won more tournaments? I learn here that Banyana Banyana have won more COSAFA Cups than Bafana Bafana. I never knew that! | 1. What is the COSAFA Cup? *(It is a soccer tournament for all the countries in Southern Africa.)*<br>2. How often does the tournament take place? *(Annually, which means every year.)*<br>3. How many countries participate in the tournament? (*16*)<br>4. How many times have Bafana Bafana won? (*4*)<br>5. How many times have Banyana Banyana won? (*6*) |

| | | |
|---|---|---|
| Even though Banyana Banyana is performing so well, Bafana Bafana players still earn much more than them. In fact, Banyana Banyana players earn ten times less than their male counterparts! Banyana players earn a R5 000 bonus if they win an official match, and a R4 000 bonus if they win a friendly match. Bafana players earn R60 000 if they win a match, and R40 000 if they draw a match. | **How much** more money do Bafana Bafana earn? Wow! I learn that they earn 10 times more! I wonder why they aren't paid the same amount? This seems very unfair. | 1. Which South African soccer team earns more money? *(Bafana Bafana.)*<br>2. How much money do Banyana Banyana players earn if they win an official match? (*R5 000*)<br>3. How much money do Bafana Bafana players earn if they win an official match? (*R60 000*) |
| According to the South African constitution, men and woman have equal rights. These equal rights include equal rights in the workplace. It is time that these equal rights are reflected in what our national sports teams are paid. | **Who** is supposed to have equal rights? Men and women are supposed to be treated equally! But, I learn in this article that our men and women's soccer team are not treated equally! | 1. According to the author, are men and women being treated equally in soccer? *(No.)*<br>2. How do you think the writer feels about this difference in pay? *(She feels angry / upset / like it is unfair.)* |

| WEEK 7: TUESDAY / DAY 2: SPEAKING |
| --- |
| **DISCUSS…** |
| 1. This week, learners will discuss a story: **Banyana Banyana Takes the Cup!**<br>2. Before class begins, write the following conversation frame on the board:<br>a. In this story…<br>b. I can make a connection to this story because…<br>c. I think…would enjoy this story because…<br>3. Break learners into their small discussion groups.<br>4. Complete the speaking activity as per the core methodology. |

<table>
<tr><th colspan="2">WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW</th></tr>
<tr><td>Sounds</td><td>/st/ /igh/ /oa/</td></tr>
<tr><td>Activity</td><td>1. Write the following sounds on the chalkboard: st, igh and oa<br>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.<br>3. Write the following words on the chalkboard and sound each word out as follows:<br>a. /st/ - /i/ - /r/ = stir<br>b. /p/ - /o/ - /st/ = post<br>c. /l/ - /igh/ - /t/ = light<br>d. /b/ - /oa/ - /t/ = boat<br>4. 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:<br><br><table><tr><td>st</td><td>igh</td><td>oa</td></tr><tr><td>i</td><td>r</td><td>l</td></tr><tr><td>t</td><td>b</td><td>e</td></tr><tr><td>p</td><td>fl</td><td>s</td></tr></table><br>MODEL<br>1. Review all of the sounds on the chalkboard.<br>2. Tell learners to copy the table into their books.<br>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.<br>4. Show learners how to build one or two words, like: float or rib<br>5. Possible words (this is not a complete list): step, steps, stir, pest, test, right, sight, flight, oats, boat, toast, float, roast, best, rip, etc.</td></tr>
</table>

| WEEK 7: TUESDAY / DAY 2: PRE-READING | |
|---|---|
| TITLE | *Let's play soccer* |
| DBE WORKBOOK 2, PAGE | *128* |
| ACTIVITY | PRE-READING |
| COMPREHENSION STRATEGY | **Predict** |
| PURPOSE | By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story. |

**PRE-READING ACTIVITY**

1. Remind learners of the theme for this cycle.
2. Remind them of the text that they listened to and discussed in the previous lesson.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Ask a learner to read the title: ***Soccer in South Africa***
5. Explain the meaning of the title, e.g. ***This is a clear and easy title to understand! This article will clearly be about soccer in South Africa.***
6. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
7. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about.
8. Instruct learners to circle any words that they do not know.
9. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
10. Ask learners: Which words did you underline? Why?
11. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
12. Ask learners: Which words did you circle?
13. As learners list the words, make a class list on the board. Help learners figure the words out in context.
14. Instruct learners to think about the title, the pictures, and the words they underlined.
15. Ask learners predictive questions:
    a. What do you think this article is about?
    b. Where do you think you might find this article? Why?
    c. What teams are mentioned in the article?
    d. Do you think this text is fiction or nonfiction? Why?
16. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

| WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES | | |
|---|---|---|
| SONG / RHYME *(Tune: Mary had a little lamb)* | **Lyrics** | **Actions** |
| | There are many different sports | *Hold your arms out wide* |
| | But soccer is the best! | *Pretend to kick a ball* |
| | It's more fun than _____ | *As you say this point at a learner – he or she must shout out a different sport* |
| | It's better than the rest! | *Hold your thumbs up and jump* |
| THEME VOCABULARY | victory, defeat, glamorous, turf, triumphant | |
| **QUESTION OF THE DAY** | | |
| Question | Which team do you think is more glamorous to play for? | |
| Graph | 2 COLUMN GRAPH | |
| Options | Bafana Bafana / Banyana Banyana | |
| **Follow up questions** | | |
| **Question** | **How many learners think Bafana Bafana is more glamorous to play for?** | |
| Answer | __ learners think Bafana Bafana is more glamorous to play for. | |
| **Question** | **How many learners think Banyana Banyana is more glamorous to play for?** | |
| Answer | __ learners think Banyana Banyana is more glamorous to play for. | |
| **Question** | **Which team do more learners think is more glamorous to play for?** | |
| Answer | More learners think __ is more glamorous to play for. | |
| **Question** | **Which team do fewer learners think is more glamorous to play for?** | |
| Answer | Fewer learners think __ is more glamorous to play for. | |
| **Question** | **Which team do you think is more glamorous to play for?** | |
| Answer | I think Bafana Bafana is more glamorous to play for. | |
| Answer | I think Banyana Banyana is more glamorous to play for. | |

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

| **WEEK 7: WEDNESDAY / DAY 3: FIRST READ** | |
|---|---|
| TITLE | *Soccer in South Africa* |
| DBE WORKBOOK 2, PAGE | *128* |
| ACTIVITY | FIRST READ |
| COMPREHENSION STRATEGY | **Search the text** |
| PURPOSE | By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. |

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the text on **page 128.**
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** as you read.
5. Read the article 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 |
|---|---|
| Soccer is the most widely played sport in South Africa. For many South Africans, the country's proudest sporting moment came when we won the African Nations Cup on home turf in 1996. | **What** is the most widely played sport in South Africa? Oh, I learn that it is soccer – which is what this article will be about. |
| Soccer is intensely followed, and the quality of the local game keeps improving – as shown by the increasing number of South African players playing for glamorous European clubs. Local teams are followed with passion by whistling and cheering fans. | **What** is intensely followed? Oh! I learn that soccer is intensely followed – people love watching local soccer teams! |

| | |
|---|---|
| There's probably no quicker way to break the ice with the South African on the street than to show some knowledge of local soccer. | **What** can break the ice with a South African on the street? Oh! I learn that talking to a South African about soccer will break the ice. |
| In 1992, two years before the country's first democratic election, the united South African team was formed and played Cameroon in its first match in Durban on the 9th of July. It was a triumphant occasion for the team, as they beat the West African powerhouse by one goal to nil. | **When** was the united South African team formed? It was formed in 1992. |
| When South Africa hosted the 1996 African Nations Cup, they proved they belonged in the finals by defeating Tunisia 2–0 in the final. It was during the team's run to the title that its nickname, "Bafana Bafana", became known around the world. | **When** did South Africa host the African Nations cup? Oh, I learn that we hosted it in 1996. |
| **Follow up questions** | **Responses** |
| What are some facts that you learn about soccer in South Africa from this article? | • Soccer is the most widely followed sport in South Africa.<br>• An increasing number of South African players go play for glamorous European clubs.<br>• The united South African team played Cameroon in its first match in 1992.<br>• Etc. |
| What do you think it means to 'break the ice'? | It means to get a conversation going, or to make a situation less uncomfortable or awkward. |
| **Why question** | **Possible response** |
| Do you agree with the author that there's probably no quicker way to break the ice with a South African than to show knowledge of local soccer? | Explain that this is an opinion question. Learners will need to state what they think and to explain why, like:<br>• *Yes, because I know most people in my community love Orlando Pirates. They would be happy to get into a conversation with anyone who wanted to talk about their team.*<br>• *No, because I am a South African and I don't like soccer!* |

**Introduce the LSC in context**

1. Explain to learners that this cycle, they will be learning about: **Future tense**
2. Point out the following example of this in the text:
   *'Bafana Bafana **will** win the World Cup one day.'*
3. Introduce this LSC as follows: *The tense of a text tells us when it happens. The future tense tells us that something hasn't happened yet, but it will happen in the future. To show this, we add 'will'.*

| WEEK 7: THURSDAY / DAY 4: SECOND READ | |
|---|---|
| TITLE | *Let's play soccer* |
| DBE WORKBOOK 2, PAGE | *128* |
| ACTIVITY | SECOND READ |
| COMPREHENSION STRATEGY | **Search the text** |
| PURPOSE | By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. |

1. Before the lesson begins, write the **follow-up questions** on the board:
   a. *When was the first united South African team formed?*
   b. *Who did South Africa beat to win the 1996 African Nations Cup?*
   c. *Why do you think the country's proudest sporting moment came when we won the African Nations Cup on home turf in 1996?*
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 128**.
5. Explain that you will read the article to learners. They must **follow along** with the text as you read.
6. Read the article 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 |
|---|---|
| Soccer is the most widely played sport in South Africa. For many South Africans, the country's proudest sporting moment came when we won the African Nations Cup on home turf in 1996. | **When** does the author of this article think the country's proudest sporting moment was? The author says it was in 1996, when South Africa won the African Nations Cup. |
| Soccer is intensely followed, and the quality of the local game keeps improving – as shown by the increasing number of South African players playing for glamorous European clubs.<br>Local teams are followed with passion by whistling and cheering fans. | **What** shows that the quality of soccer in South Africa keeps improving? Oh, the fact that many South Africans go to join soccer teams in Europe shows that there are many good South African players! |

| | |
|---|---|
| There's probably no quicker way to break the ice with the South African on the street than to show some knowledge of local soccer. | **What** kind of knowledge do you need to show to break the ice with a South African? Oh! You must show some knowledge of *local* soccer – not just any soccer! |
| In 1992, two years before the country's first democratic election, the united South African team was formed and played Cameroon in its first match in Durban on the 9th of July. It was a triumphant occasion for the team, as they beat the West African powerhouse by one goal to nil. | **Why** was 9th of July 1992 a triumphant day for our team? Oh! Because our team won their very first game – against Cameroon. |
| When South Africa hosted the 1996 African Nations Cup, they proved they belonged in the finals by defeating Tunisia 2–0 in the final. It was during the team's run to the title that its nickname, "Bafana Bafana", became known around the world. | **When** did the nickname "Bafana Bafana" become well known? I learn that it was during our proud moment of winning the African Nations Cup in 1996. |
| **Follow up questions** | **Responses** |
| When was the first united South African team formed? | It was formed in 1992. |
| Who did South Africa beat to win the 1996 African Nations Cup? | South Africa beat Tunisia. |
| **Why question** | **Possible response** |
| Why do you think the country's proudest sporting moment came when we won the African Nations Cup on home turf in 1996? | • Because South African won, and that made them proud.<br>• Because it was only a few years after the first united team was formed.<br>• Because we won at home – in South Africa. |

| 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.**<br>2. Explain that we when we search the text, we look for information that is stated in the text.<br>3. Hand out the DBE workbooks to learners.<br>4. Instruct learners to open to: **page 128**<br>5. **Ask learners:** *When did South Africa win the African Nations Cup?*<br>6. Explain that to answer this question quickly, we can search the text for the words 'African Nations Cup' and 'win / won' – these are helpful **key words** in the question!<br>7. We can also keep in mind we are looking for a date, because the question is asking **when**.<br>8. Use **modelling** to search the text for the words 'African Nations Cup' and 'win / won'. Scan the text and point out the words in the first paragraph: *For many South Africans, the country's proudest sporting moment came when we **won** the **African Nations Cup** on home turf in 1996.*<br>9. Now we can answer the question: *1996.*<br>10. Explain that when we search the text, we usually answer questions about:<br>a. Who<br>b. What<br>c. When<br>d. Where<br>e. How<br>f. Why<br>11. When we search the text, we:<br>a. think about the question word – what is being asked?<br>b. look for information in the words that are written.<br>c. look for key words to help us find the answer more easily! |
| **Work with learners (WE DO)** | 1. **Ask learners:** What are two things fans of local soccer teams do?<br>2. **Ask learners:** What key word/s do you think you could try to find?<br>a. Explain that **fans** is a key word.<br>b. Explain that **local soccer teams** are also key words.<br>3. Instruct learners to search the text for the answer to this question.<br>4. Call on learner to answer the question: They cheer and whistle. |

| | |
|---|---|
| **Pair work (YOU DO)** | 1. Explain that now, learners will work with a partner to search the text.<br>2. **Ask learners:** How did South Africa prove that they belonged in the finals?<br>3. Instruct learners to discuss this with their partners.<br>4. After 3-5 minutes, call learners back together.<br>5. Call on a learner to share their answer to the question: They defeated Tunisia 2—0 and won!<br>6. Ask learners: What key words did you look for to help you answer this question?<br>7. Explain that to answer this question, we could have searched for the key word**: prove, finals** |
| **NOTES** | **Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text:**<br><br>**<u>Search the text</u>**<br>Answer questions!<br>I must:<br>• Think about the question word. What kind of information must you find?<br>• Think about key words.<br>• Look at the text. Think about the meaning.<br>• Put information from the text together. |

| WEEK 7: FRIDAY / DAY 5: POST-READING | |
|---|---|
| TITLE | *Let's play soccer* |
| DBE WORKBOOK 2, PAGE | 128 |
| ACTIVITY | WRITTEN COMPREHENSION |
| COMPREHENSION STRATEGY | **Summarise**<br>**Search the text** |
| PURPOSE | Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.<br>By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. |

**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 and the answers.
6. In the last five minutes of the lesson, call all the learners back together. Go through the answers with learners, and allow them to correct their own work.

**Soccer in South Africa**

1. Who did South African play in Durban?
   ***South African played…in Durban.***
2. In what year did South Africa play Tunisia?
   ***South Africa played Tunisia in…***
3. What keeps improving, according to the writer?
   ***…keeps improving.***
4. What evidence does the writer give that soccer in South Africa is improving?
   ***The evidence he gives is that…***
5. When did the South African soccer team became widely known as 'Bafana Bafana'?
   ***They became widely known as 'Bafana Bafana' during…***
6. When did South African host the African Nations Cup?
   ***South Africa hosted the African Nations Cup in…***

**Soccer in South Africa - memorandum**

1. Who did South African play in Durban?
   ***South African played Cameroon in Durban.***
2. In what year did South Africa play Tunisia?
   ***South Africa played Tunisia in 1996.***
3. What keeps improving, according to the writer?
   ***The quality of South African soccer keeps improving.***
4. What evidence does the writer give that soccer in South Africa is improving?
   ***The evidence he gives is that more South African players are playing for glamorous European teams.***
5. When did the South African soccer team became widely known as 'Bafana Bafana'?
   ***They became widely known as 'Bafana Bafana' during the African Nations Cup in 1996.***
6. When did South African host the African Nations Cup?
   ***South Africa hosted the African Nations Cup in 1996.***

<table>
<tr><th colspan="4">WEEK 7 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>ADVERTISEMENT POSTERS and NOTICES</td><td>To persuade someone to buy something or use a service or to educate someone about something</td><td>• Can take a variety of forms<br>• Make use of slogans and logos.<br>• Usually have a visual, design element.<br>• Use advertising techniques.<br>• Use design to make the advertisement eye-catching and memorable.</td><td>Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm</td></tr>
<tr><td>INTRODUCE THE GENRE</td><td colspan="3">1. Explain that this cycle, learners will write a visual text: a poster.<br>2. Explain that in a poster, we try to persuade people to buy something or to use a service. A poster or notice can also educate (or teach) people about something new and important!<br>3. Explain that to persuade someone, we can:<br>a. Use pictures and different ways of writing. We can use big, bold, cursive or print writing.<br>b. Use special language persuasive language to convince us or make us think about things.</td></tr>
<tr><td>READ THE SAMPLE TEXT</td><td colspan="3">Fun facts about Banyana Banyana<br>South Africa women’s football team.<br>Played their first official match on 30 May 1993.<br>Won the COSAFA Cup three times in a row.<br>Earn ten times less than their male counterparts!</td></tr>
<tr><td>DISCUSS</td><td colspan="3">1. What is the purpose of this poster?<br>2. What do you learn from this poster?<br>3. Who do you think might have written this poster?<br>4. Who do you think the poster was written for?</td></tr>
<tr><td>NOTES</td><td colspan="3">Tell learners to open their exercise books, and write down the following heading and notes:<br><u>Poster</u><br>1. Is meant to make someone want to buy something, use a service, or learn more about something.<br>2. I use pictures and different sizes or styles of writing.<br>3. I use language to tell people why they should buy or do something.</td></tr>
</table>

# GRADE 5 - TERM 4

## THEME:
### THE BEAUTIFUL GAME

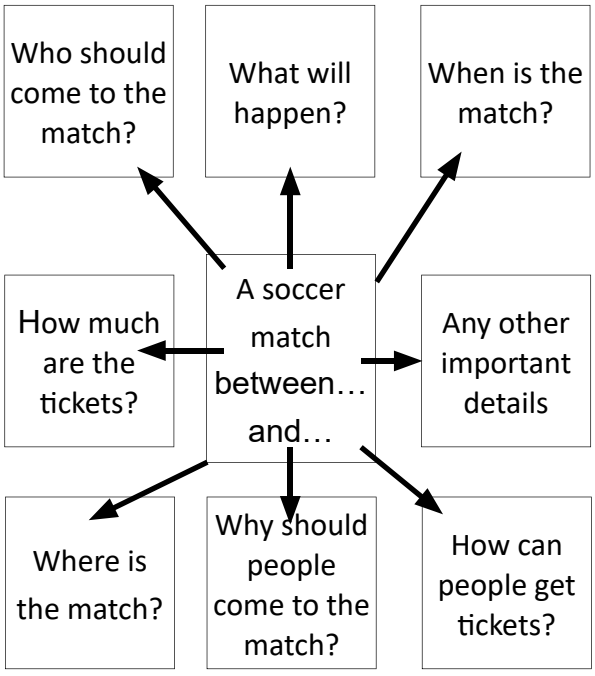
'The ball is round, the game lasts 90 minutes, and everything else is just theory.'

— Josef Herberger

| TERM 4: WEEK 8 | |
|---|---|
| **OVERVIEW** | |
| THEME | **The beautiful game** |
| THEME VOCABULARY | tournament, annually, earn, bonus, paid, victory, defeat, glamorous, turf, triumphant, captain, co-captain, champion, parade, encourage, crowd, cheer, whistle, fan, score |
| LSC | REVISE: Future tense |
| COMPREHENSION STRATEGY | **Search the text** |
| WRITING GENRE | Poster |
| WRITING TOPIC | Make a poster advertising a soccer match. You can choose real teams or fake teams. Make up the details. The most important thing is to try to make as many people as possible come to the match! |

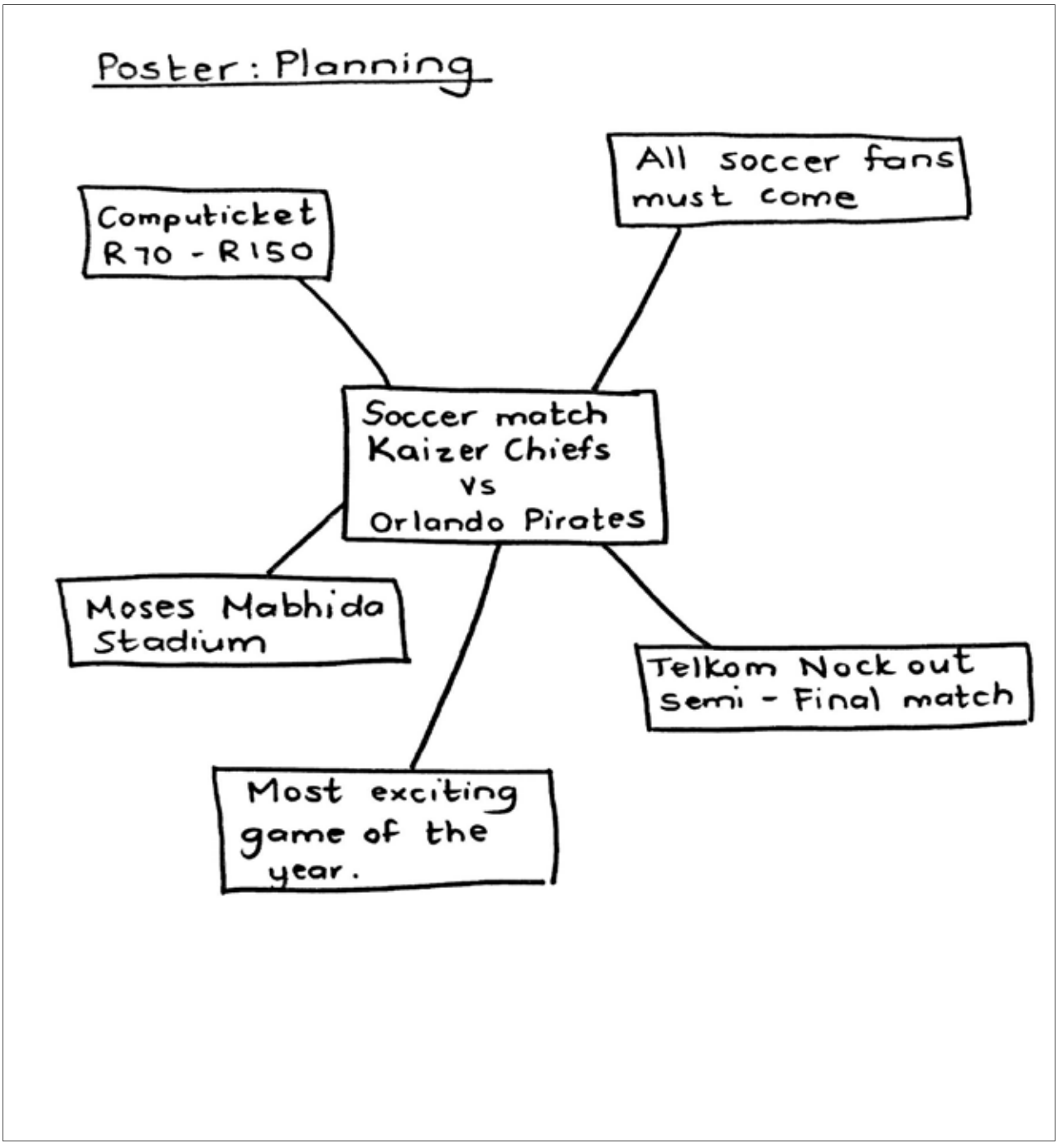
| WEEK 8: MONDAY / DAY 1: PLANNING | |
|---|---|
| TOPIC | Make a poster advertising a soccer match. You can choose real teams or fake teams. Make up the details. The most important thing is to try to make as many people as possible come to the match! |
| GENRE | **Poster** |
| PLANNING STRATEGY | **Use a mind-map** |
| MODEL THE PLANNING STRATEGY **(I DO)** | 1. Introduce the writing topic.<br>2. Show learners that you **think before you write**.<br>3. Use **modelling** to show learners some ideas you have for your poster, like:<br><br>*I am going to pretend I work for Manchester United, a British team. I am going to write about a match against their rival, Arsenal, another British team. This is a poster that will go in train stations all over England advertising the game!*<br><br>4. Have the writing topic written on one side of the chalkboard.<br>5. Write the planning frame below on the other side of the chalkboard.<br>On the other side of the chalkboard, show learners how you make a mind-map. |

**Poster**




**Poster**

| | |
|---|---|
| LEARNERS USE THE PLANNING STRATEGY **(YOU DO)** | 1. Tell learners to close their eyes and make up the details for a soccer match they will advertise.<br>2. Instruct learners to think about what people would need to know to come to the match, and what would persuade them to want to spend the time and money to come!<br>3. Next, tell learners to **turn and talk** with a partner, to share their ideas.<br>4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their poster, just like you did.<br>5. Tell learners not to copy your plan – they must write their **own** ideas.<br>6. As learners work, walk around the room and hold mini-conferences. |



| WEEK 8: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
| --- |
| **GROUP GUIDED READING** |
| 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 *(Tune: Mary had a little lamb)* | **Lyrics** | **Actions** |
| | There are many different sports | *Hold your arms out wide* |
| | But soccer is the best! | *Pretend to kick a ball* |
| | It's more fun than _____ | *As you say this point at a learner – he or she must shout out a different sport* |
| | It's better than the rest! | *Hold your thumbs up and jump* |
| THEME VOCABULARY | captain, co-captain, champion, parade, encourage | |
| **QUESTION OF THE DAY** | | |
| Question | What do you think makes a team more successful? | |
| Graph | 2 COLUMN GRAPH | |
| Options | one team captain / a few team co-captains | |
| **Follow-up questions** | | |
| **Question** | **How many learners think one team captain makes a team more successful?** | |
| Answer | __ learners think one team captain makes a team more successful. | |
| **Question** | **How many learners think a few team co-captains make a team more successful?** | |
| Answer | __ learners think a few team co-captains make a team more successful. | |
| **Question** | **What do more learners think makes a team more successful?** | |
| Answer | More learners think __ makes a team more successful. | |
| **Question** | **What do fewer learners think makes a team more successful?** | |
| Answer | Fewer learners think __ makes a team more successful. | |
| **Question** | **What do you think makes a team more successful?** | |
| Answer | I think one team captain makes a team more successful. | |
| Answer | I think a few team co-captains make a team more successful. | |
| | | |

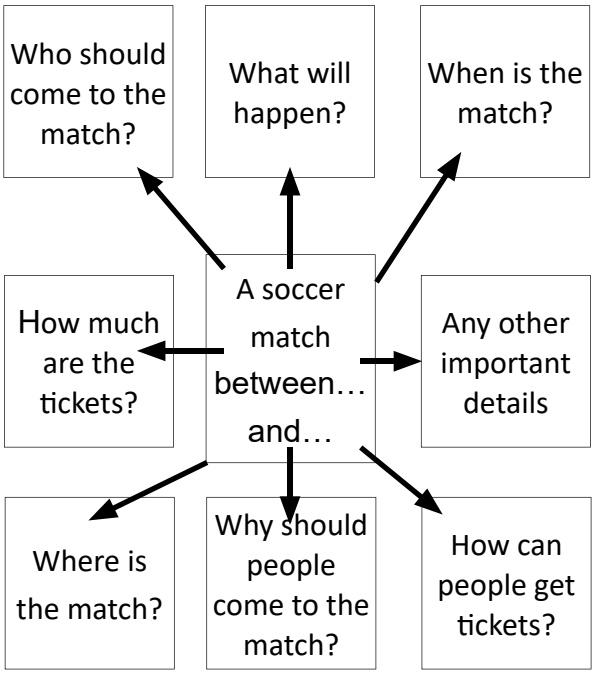
| | |
|---|---|
| PERSONAL DICTIONARIES | 1. Instruct learners to add the **theme vocabulary** words to their personal dictionaries.<br>2. Remind learners to add a **picture** or **definition** for each of the words. |
| HOMEWORK | 1. Learners must complete their dictionary entries.<br>2. Learners must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

| WEEK 8: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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. |

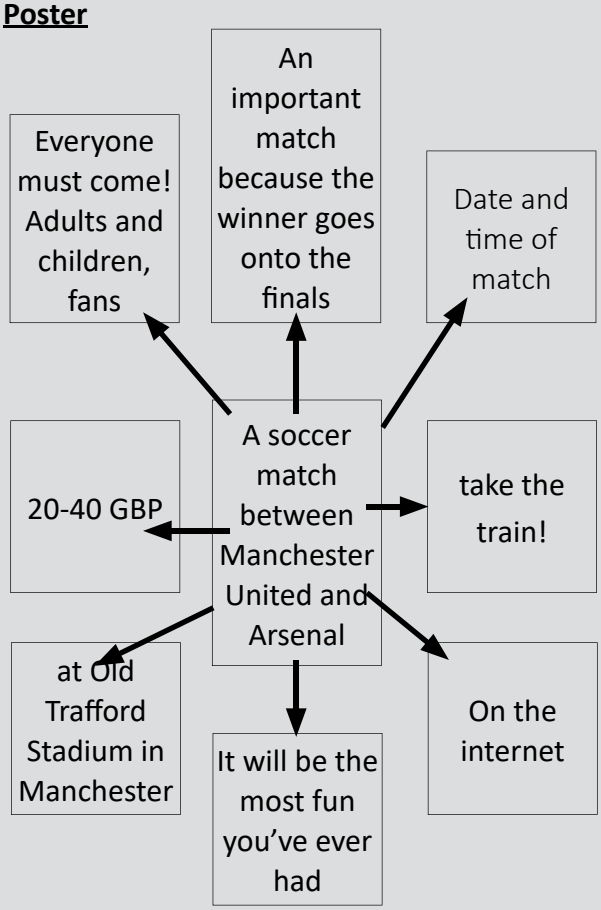
| WEEK 8: WEDNESDAY / DAY 3: LSC AND DRAFTING | |
|---|---|
| LSC | **REVISION: Future tense** |
| LSC<br>MODELLING<br>**(I DO)** | 1. Explain that today, we will build on our understanding of the future tense.<br>2. Explain that in our writing this week, we are advertising a soccer match that hasn't happened yet but **will** happen in the future.<br>3. Ask learners: What are some action words (verbs) you can think of that you might use to talk about a soccer match?<br>4. Make a list on the chalkboard with the verbs suggested by learners, like:<br>• play<br>• kick<br>• score<br>• run<br>• tackle<br>5. Explain that each of these words is written now in the simple present tense. We can say: I play soccer, I kick the ball, I score a goal, I run quickly, I tackle the ball. If we use the words in that way, it means we are doing those things right now or that we always do these things.<br>6. Then, explain that we will change each of these words to the simple future tense.<br>7. Explain that we add 'will' before the verb to show that something hasn't happened yet, but **will** happen in the future.<br>8. **Model** changing the verbs for learners, like:<br>• Play – They **will** play soccer.<br>• Kick – I **will** kick the ball.<br>• Score – He **will** score a goal.<br>• Run – They **will** run for the whole game.<br>• Tackle – There **will** be lots of tackles.<br>9. Explain that we also sometimes use 'going to…' to show the future tense, like:<br>• I **am** going to…<br>• You **are** going to…<br>• We **are** going to…<br>• He / she **is** going to…<br>• They **are** going to…<br>10. **Model** changing the verbs for learners, like:<br>• Play – They **are going to** play soccer.<br>• Kick – I **am going to** kick the ball.<br>• Score – He **is going to** score a goal.<br>• Run – They **are going to** run for the whole game.<br>• Be – There **are going to** be lots of tackles. |

| | |
|---|---|
| LSC<br>Ask learners for help<br>**(WE DO)** | 1. Ask learners to brainstorm some verbs for fans at a soccer game, like:<br>a. watch<br>b. cheer<br>c. whistle<br>d. shout<br>2. Go through each item on the list, and make sentences using **'will'** with learners, like:<br>a. watch – She will watch the game with friends.<br>b. cheer – You will cheer loudly.<br>c. whistle – I will whistle for my team.<br>d. shout – They will shout when their team scores a goal.<br>3. Go through each item on the list, and make sentences using **'going to'** with learners, like:<br>a. watch – She is going to watch the game with friends.<br>b. cheer – You are going to cheer loudly.<br>c. whistle – I am going to whistle for my team.<br>d. shout – They are going to shout when their team scores a goal. |
| LSC<br>Pair work<br>**(YOU DO)** | 1. **Hand out learners' books.**<br>2. Instruct learners to choose three verbs from the board.<br>3. Instruct learners to write a sentence with each of the verbs they have chosen. They must write their sentences in the present tense.<br>4. Then, explain that learners must write each of the sentences in the future tense, using both 'will' and 'going to'.<br>5. Instruct learners who have extra time to write more sentences.<br><br>**Sharing:**<br>1. When there are 5 minutes remaining, call learners back together.<br>2. Instruct learners to **turn and talk** and read their sentences to a partner.<br>3. Instruct learners to help their partner fix any mistakes with **present and future tense** as they read. |
| TOPIC | Make a poster advertising a soccer match. You can choose real teams or fake teams. Make up the details. The most important thing is to try to make as many people as possible come to the match! |
| PLANS | Before class begins, rewrite the planning frames on the board: |

**Poster**




**Poster**




| | |
|---|---|
| WRITING FRAME | 1. Next, tell learners that they must design and write a poster.<br>2. Explain that the words on a poster do **not** have to be written in full sentences!<br>3. Explain that a poster might use a lot of exclamation marks!<br>4. On a poster, the ideas do **not** need to be written in any particular order – they might even be spaced around the page!<br>5. When writing a poster, learners must think about how it **looks**, because it is meant to catch people's attention! |
| DRAFT | 1. Hand out learners' exercise books.<br>2. Settle learners so you have their attention.<br>3. Remind learners that they will write a poster using the frame.<br>4. Instruct learners to write the date and heading: **Poster: Draft**<br>5. Instruct learners to find their plan from Monday and think about their ideas.<br>6. Instruct learners to complete the writing frame using their plans.<br>7. Tell learners that they can add more words or details if they have time.<br>8. Remind learners of the strategies they can use to help them.<br>9. As learners write, walk around the classroom and help learners who are struggling. |
| HOMEWORK | Learners must complete the draft. |

| WEEK 8: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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 *(Tune: Mary had a little lamb)* | **Lyrics** | **Actions** |
| | There are many different sports | *Hold your arms out wide* |
| | But soccer is the best! | *Pretend to kick a ball* |
| | It's more fun than _____ | *As you say this point at a learner – he or she must shout out a different sport* |
| | It's better than the rest! | *Hold your thumbs up and jump* |
| THEME VOCABULARY | crowd, cheer, whistle, fan, score | |
| **QUESTION OF THE DAY** | | |
| Question | What would you rather do? | |
| Graph | 2 COLUMN GRAPH | |
| Options | play in a soccer match / cheer as a fan in the crowd | |
| **Follow-up questions** | | |
| **Question** | **How many learners would rather play in a soccer match?** | |
| Answer | __ learners would rather play in a soccer match. | |
| **Question** | **How many learners would rather cheer as a fan in the crowd?** | |
| Answer | __ learners would rather cheer as a fan in the crowd. | |
| **Question** | **What would more learners rather do?** | |
| Answer | More learners would rather __. | |
| **Question** | **What would fewer learners rather do?** | |
| Answer | Fewer learners would rather __. | |
| **Question** | **What would you rather do?** | |
| Answer | I would rather play in a soccer match. | |
| Answer | I would rather cheer as a fan in the crowd. | |

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

| WEEK 8: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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<br>*(Write this on the board **before** class begins)* | 1. Did I add details about who, what, when, where and why the match is happening?<br>2. Did I include some persuasive language to make people want to come to the match?<br>3. Did I discuss my soccer match in the future tense?<br>4. Did I use proper punctuation?<br>5. Will I include some pictures of different styles of writing in my final draft?<br>6. Did I spell all words correctly? |
| EDIT | 1. Instruct learners to open their exercise books to the completed draft.<br>2. Write the editing checklist on the board.<br>3. Instruct learners to read their own writing.<br>4. Instruct learners to make sure the answer to each of these questions is yes.<br>5. Instruct learners to fix any mistakes they find.<br>6. Instruct learners to change words if it will help their poster sound better and more interesting.<br>7. Explain that learners may begin to publish when they are finished editing. |
| PUBLISH | 1. Instruct learners to read through their corrections.<br>2. Instruct learners to rewrite their recount, correcting any mistakes.<br>3. Instruct learners to rewrite the poster correctly, under the heading: **Poster: Final Draft**<br>4. Tell learners that they should add different design elements, like pictures or different sizes of writing to their final draft! |

Poster: Final Draft.

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| WEEK 8: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING |
|---|
| **GROUP GUIDED READING** |
| 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.<br>• 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.<br>• Remember to include:<br>o Theme vocabulary<br>o LSC<br>o The different texts that were read<br>o The small group discussion<br>o The comprehension strategy<br>o The writing genre and task<br>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.<br>• Tell learners to turn and talk and share with a partner.<br>• 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.<br>• These improvements and achievements can be related to:<br>o EFAL skills like reading or writing<br>o Theme content<br>o Tasks or activities<br>o Behaviour in the class<br>o Relationships with other learners<br>o Attitude to EFAL<br>o Or any other aspect of classroom life<br>• Do something small to celebrate any remarkable achievements or improvements that you have noticed. |

## Other titles in this series