

# ENGLISH

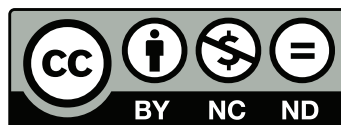
First Additional Language

Grade **5**

Worksheet Pack

Term 1

Edition 5, 2023

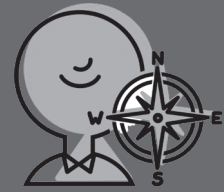


basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# Grade 5 Term 1 Weeks 1 and 2

## Theme: Orientation

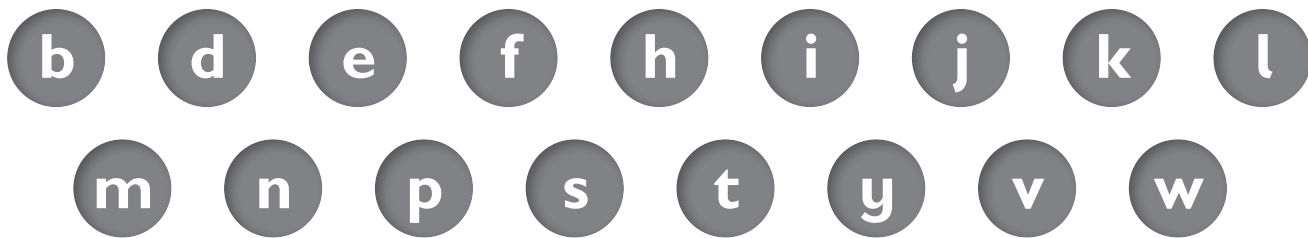


During the first two weeks of school, spend time revising some of the phonics, sight and high frequency words that help us to read in English.

### Decoding Skills

#### Phonic sounds

These letters make the same sounds in African Languages and English.  
Look at each letter and say the sound it makes. Repeat this a few times.  
Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

bib lid did hit tin sin pin sip hip pit  
web bed wed hen vet set pen men test

#### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

b	m	n	d
e	i	h	j
p	s	t	l

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Grade 5

Term 1

Weeks 1 and 2

Theme: Orientation

## Sight or high frequency words

These are seventy-five of the most commonly used words in English.

Make sure you can read these words by sight:

the	and	a	to	said
in	he	I	of	it
you	they	on	she	is
for	at	his	but	that
with	all	we	can	are
up	had	my	her	there
out	this	have	went	be
like	some	so	not	then
were	go	little	ask	mum
one	them	do	me	down
dad	big	when	it's	see
looked	very	look	don't	come
will	into	back	from	children
him	Mr / Mrs	get	just	now
came	ill	about	got	their

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## Decodable texts

### Mum and dad went on a trip

Mum and dad went on a trip. They went on a little trip out there. Mum and dad just got back from their little trip. They came back from the trip just now. Mum had her pens with her on the trip. Dad had his hen with him on the trip.

'I liked the little trip,' said mum.

'I liked the little trip,' said dad.

On the little trip mum and dad looked for a big bed. They looked for a big bed for the children. They looked here and there for a big bed. When did they look for a big bed? They looked for a big bed when they went on their little trip.

Mum did not see a big bed for the children. Dad did not see a big bed for the children. They did not see a big bed on their little trip.

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## My pet hen is ill

I have a pet hen. I like my pet hen. It is a little hen. My mum likes my hen.

She said, 'I like your little hen.'

I went to the vet. I went to the vet with my mum. My pet hen is ill. My little pet hen is ill. Mum said the hen is ill. All we can do is go to the vet. Mum and I and the little pet hen go to the vet.

The vet set the hen on the bed. The hen is on the vet's bed. The vet will test the hen. The vet will test my hen with a pin. He will test my little pet hen with a pin. He did the test on my hen's hip. The vet has my hen and a pin. The pin is in the hen. The hen is ill.

The vet said, 'Your little hen is ill. Here are pills in a tin for your ill hen. But the pills are not for you. The pills are not for mum. The pills are for the ill hen.'

- 
1. Where did the vet set the hen?

*The vet set the hen...*

2. How did the vet test my hen?

*The vet tested my hen...*

3. Who are the pills for?

*The pills are for ...*





## Decoding Skills

### Phonic sounds

Learn to say these sounds:



### Phonic words

Practice sounding out and reading these words:

ran ram rap swam ankle ant

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

a	r	v
m	d	f
t	m	b

### Sight or high frequency words

Learn to read these words by sight:

people yours put could house  
old too water today made

### Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

shark	prey	fin	hunt	afraid
attack	brave	carnivore	ocean	plankton
safe	curious	dangerous	massive	lifeguard
species	current	scientist	beach	

## Decodable texts

### Ants on my ankle

There are little ants here. There are little ants there. There are little ants on my ankle! There are little ants down there.

The ants could go to your ankle. But the ants come to my ankle. The ants hunt my ankle! I don't like ants. I don't like ants on my ankles! I want to hit the ants. I want to sit on the ants. I will put water on the ants. I will put water on the ants on my ankle. I will put water on the ants on my ankle today.

People don't like ants. Children don't like ants. People and children don't like ants on ankles. I ran from the ants. I ran from the ants that hunt my ankle. I rap the ants on my ankle.

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### People swam with sharks

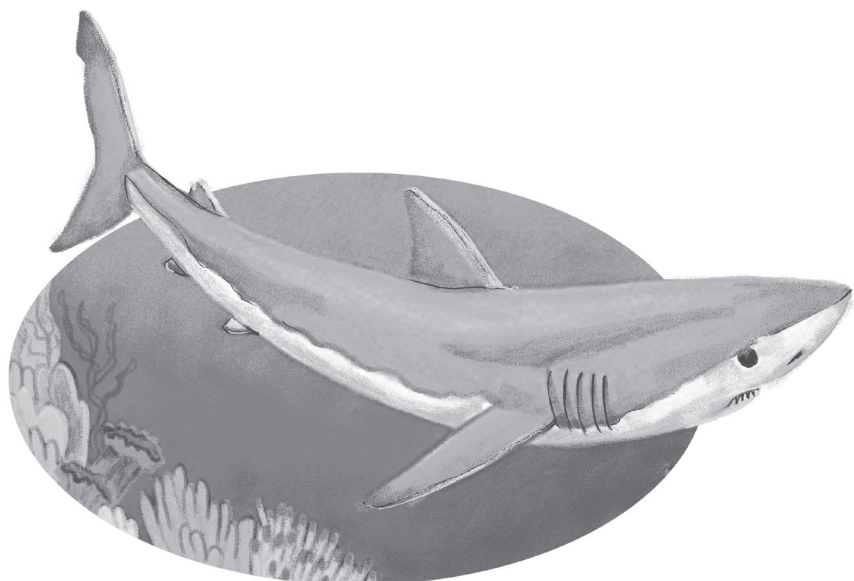
People went to the beach. People and children went to the beach today. People ran to the ocean. Children ran to the ocean. People and children ran into the water of the ocean. They swam in the ocean. They swam in the water of the ocean. They ran and swam!

People and children swam in the water with sharks. They look for sharks but they don't see the sharks. They don't see the sharks about. Then a shark rams the children! A big shark rams the little children! The little children swam and ran out the water. They swam and ran out the water of the ocean! They ran to the beach. They ran to their house.

The men come back into the water. They ran back into the water. The men looked for the big shark that rammed the little children. They could not see. They could not see the shark. The shark went out there in the ocean.

---

1. Who goes to the beach?  
*...and...go to the beach.*
2. What does the shark do?  
*The shark...*
3. Who ran back into the water?  
*...ran back into the water.*



# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

## Fiction text, story: Nomsa's dream

Nomsa dreamt of going on a boat. She imagined herself on a fast boat in the ocean. Nomsa told Sihle about her dream. Sihle gave Nomsa a strange look, 'What about sharks? Aren't you afraid of sharks?'

Nomsa laughed, 'No! Sharks are big and beautiful. I would love to see a shark. Besides, I will be safe on my boat.'

Sihle shook his head, 'What if the shark jumps onto the boat?'

Nomsa laughed again, 'Don't be silly! Sharks can't jump onto a boat! What is your dream, Sihle?'

Sihle smiled, 'I want to play with lions.'

Nomsa laughed and laughed, 'You're crazy! I am afraid of lions! Sharks can't get me. I will be safe on my beautiful boat. But lions can attack and eat you if you are walking in the bush! I think lions are more dangerous than sharks!'



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Grade 5

Term 1

Weeks 3 and 4

Theme: Sharks

1. What does Nomsa dream of doing?  
*Nomsa dreams of...*
2. What does Sihle dream of doing?  
*Sihle dreams of ...*
3. What inference can you make about how Sihle feels about sharks?  
*I can infer that Sihle feels...because...*
4. Which would you rather experience: seeing a shark or seeing lions? Give a reason for your answer.  
*I would rather experience seeing...because...*
5. Write the sentence below in the past tense:  
*What is your dream, Sihle?*
6. Write the sentence below in the negative past tense:  
*I am safe on my beautiful boat.*
7. Complete the comparative adjectives for these three syllable words:
  - *dangerous, more dangerous, ....*
  - *beautiful, ....., ....*
  - *frustrating, ..., most frustrating*

# Independent Reading Skills

## Non-fiction text, information: The great white shark

Great White Sharks are very common in South African oceans.

- They have grey skin and eight fins.
- Sharks use their fins and tails to swim. A shark must always keep swimming, or else it will die!
- Great White Sharks are massive and can weigh up to 300 kilograms!
- They have about 300 razor sharp teeth in their mouths.
- These sharks are carnivores. This means that they are meat eaters. They usually hunt other sea animals.
- People are very afraid of Great White Sharks, but they only attack about ten people a year. More people die from falling out of bed than from shark attacks!

However, if you see a shark, you must swim to land! Sharks can hurt you!

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1. Which type of shark is very common in South Africa?

*The ... is very common in South Africa.*

2. How do more people die than of shark attacks?

*More people die...*

3. Write the abbreviations for the following words:

- *The abbreviation for kilogram is ...*
- *The abbreviation for centimetre is ...*
- *The abbreviation for millimetre is ...*

4. Punctuate the sentence below to show direct speech:

*I saw a shark's fin near me, so I swam as fast as I could! exclaimed Kuhle.*

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## Non-fiction text, information: Be safe in the ocean

When you go to the beach, you must always look for the shark flag. The shark flag is near the lifeguard's chair.

The colour of the flag will tell you if it is safe or dangerous to go into the water.

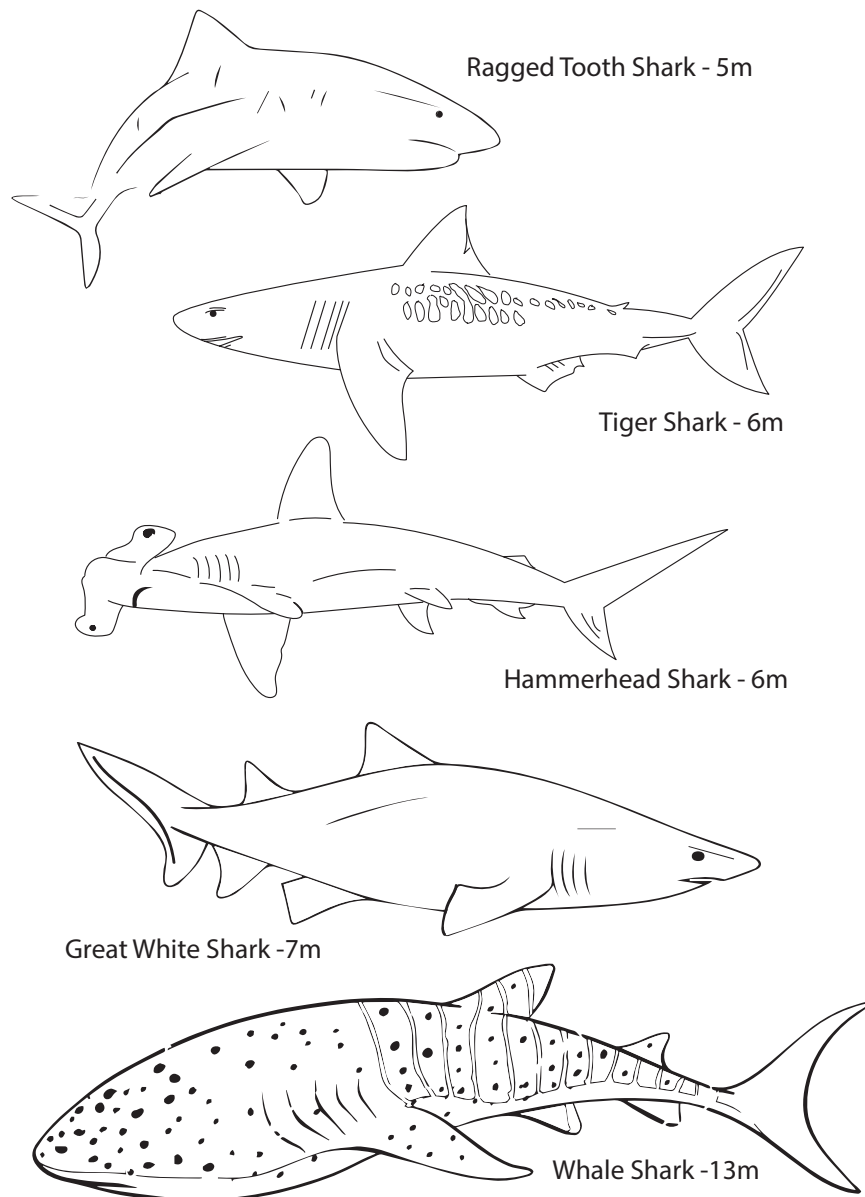
- If the flag is **green**, it is safe to go into the water because there are no sharks.
- If the flag is **red**, it means you must not go into the water because there is a shark!
- If the flag is **white**, it means there is a shark close by.
- If the flag is **black**, it means the sky is grey and it is hard to see if there are any sharks in the ocean.





1. What does it mean if the shark flag is green?  
*If the shark flag is green, it means...*
  2. What can you infer (work out) if everyone suddenly runs out of the sea?  
*If everyone suddenly runs out of the sea, it could mean...*
  3. Add the prefix 'un' to change the meaning of the word safe.  
*The opposite of safe is...*
  4. Complete the sentence below:  
*When the shark flag is red...*
  5. 'The sky is grey.' What is another way to say this? (choose one from the list below)
    - *It is overcast*
    - *It is overshadowed*
    - *It is cloudy*
- 

## Visual text, poster: Sharks in South African oceans



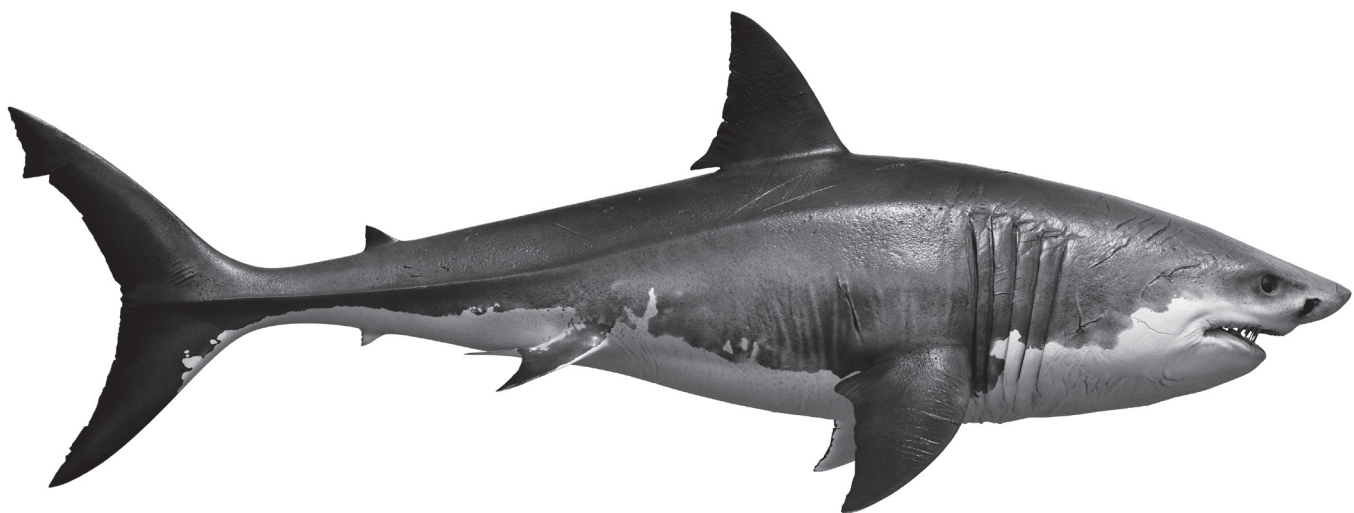
1. What is the longest a Tiger Shark can grow?  
*The longest a Tiger Shark can grow is ...*
  2. How do you think the Tiger Shark got its name?  
*I think the Tiger Shark got its name because...*
  3. Look at the poster carefully and choose shark names that will make the sentence below true:  
*The ... Shark is bigger than the ... Shark, but smaller than the ... Shark.*
  4. Use the antonym (opposite) of tiny in the sentence below:  
*The Whale Shark is a ... shark.*
- 

### Summary:

1. Read the non-fiction text again: 'The Great White Shark'
2. Think about the text like this:
  - What do Great White sharks look like?
  - How do Great White sharks move?
  - What do Great White sharks eat?
  - Are Great White Sharks dangerous?
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: The Great White Shark

1. These sharks...
2. They use their...
3. They eat...
4. They...but...



# Grade 5 Term 1 Weeks 5 and 6

## Theme: Overcoming Barriers



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Grade 5

Term 1

Weeks 5 and 6

Theme: Overcoming Barriers

### Decoding Skills

#### Phonic sounds

Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

can can't unlock under box pox

#### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

c	u	o
n	t	x
a	m	p

#### Sight or high frequency words

Learn to read these words by sight:

time why live help has what  
does other ask want make hear

#### Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

barrier	communicate	overcome	confide
struggle	encourage	exhausted	realise
narrator	support	impatient	discrimination
succeed	ability	trapped	race
deaf	gender	blind	challenge

## Decodable texts

### Peter has a barrier

Peter lives with a barrier. He is deaf. He lives with the barrier of deafness. Peter can't hear. Why can't Peter hear? Peter is deaf so he can't hear. Peter can see. Peter is not blind.

Peter does not want people to put him in a box. He does not want people to see what he can't do. He wants people to see what he can do. Peter wants people to unlock their minds. He wants to unlock people's minds. He wants to unlock children's minds. He wants people to see what he can overcome. He does not want people to see his barrier. He does not want children to see his barrier.

Peter asks for help at times. Peter could ask for help all of the time. But he does not ask for help all of the time. Peter will not ask for help all of the time. Peter does not ask for help all of the time. Peter's mum and dad help when he asks. They help their child when he asks.

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### Helping people with barriers

We could help people with barriers when they ask for help. We can help them when they ask. We can help them when they don't ask. We can see when they want help. We can see if blind people want help. We can see if deaf people want help. We can see if people with barriers want help.

Today look for people with barriers. Today look and see if there are people with barriers. See if the people with barriers want help. Don't just go about your day. Don't just go about your day and not help people with barriers. We can all help. We can all help people with barriers like blindness, deafness and other challenges.

There are other challenges we can see. We can see the other challenges if we look. We can look and see the other challenges, and we can help. We can help to support people with barriers. We can help to support people with other challenges.

I can unlock my mind. You can unlock your mind. We can see people's challenges. We can see people's barriers. We can see into people's lives. We can see into their lives and we can help.

- 
1. When can we help people with barriers?  
*We can help people with barriers when ...*
  2. What are some barriers that people have?  
*Some barriers that people have are..., ... and....*
  3. Do you have a barrier? Or do you know anyone with a barrier? Write two sentences about this.  
*I have the barrier of... It feels...*  
*or*  
*I know someone who has the barrier of... He / She says it feels....*



# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

## Fiction text, diary: What a year!

Dear Diary

November 2020

What a year it has been! I don't think any of us will forget this school year. I must be honest, I am glad it is over. It started out like any normal school year. It was exciting to be in a new grade and my teacher, Miss Lepheane seemed like she was going to be a lot of fun.

Then the pandemic started! A virus called COVID-19 came and caused all sorts of trouble. We went into lock-down. At first it was fun being at home. We thought it was only going to be for three weeks but then those three weeks got longer and longer.

We had to do schoolwork at home. My granny is a really bad Maths teacher! I missed my friends. We had to start wearing masks and we had to stay at home. Everyone was stressed and unhappy.

Even when we went back to school, it was not the same. We could not play sport, we had to socially distance and we had to wear masks all the time. My best friend and I did not come to school on the same day. It was horrible. Miss Lepheane tried to make the days easier and she kept us safe. We learnt a lot this year.

I hope this pandemic will be over soon. I want to hug my friends and play netball again.

Lesedi



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Grade 5

Term 1

Weeks 5 and 6

Theme: Overcoming Barriers

1. Why was Lesedi looking forward to going back to school? (Give 2 reasons)  
*Lesedi was looking forward to going back to school because...*
2. What happened that made this school year different?  
*The thing that happened was...*
3. Name three things that changed for Lesedi.  
*Three things that changed for Lesedi were...*
4. Did you find the school year during the pandemic difficult? Give at least two reasons for your answer.  
*I found the year difficult because...*  
*I did not find this year difficult because...*

- Find antonyms (opposites) in the text for the words below:  
*happy, different, shorter, remember*
- Punctuate the sentence below to show direct speech:  
*Lesedi said, my teacher is Miss Lepheane. She seems very nice.*

---

## Independent Reading Skills

### Fiction text, poem: I wish he would stop!

There is a big boy in my class  
He hates me just for fun  
He pulls my hair  
He glues my chair  
And trips me on the stair  
I don't know what I did to him  
We've never even spoken  
But he disses me  
Won't leave me be  
Has kicked me in the knee  
I really wish that he would stop  
I hate to go to class  
I feel so sad  
That it makes him glad  
When he bullies me



- 
- Why does the writer of the poem hate to go to class?  
*The writer of the poem hates to go to class because...*
  - Name two things that the bully does to the writer of the poem.  
*Two things that the bully does to the writer of the poem are...and ...*
  - What should you do if you are being bullied at school?  
*If you are being bullied at school, you should ...*

4. List all the words in the poem that rhyme with:  
*hair*  
*me*  
*sad*
- 

## Non-fiction text, short article: The Paralympic Games

The Paralympic Games is a sports competition for people who are differently abled. People from all over the world take part in this sports competition.

Some of the people who take part have back injuries and they cannot walk. They are in a wheelchair.

Some people who take part have missing arms or legs and might use artificial limbs.

Some people who take part may be blind or have bad eyesight.

Some people who take part may have problems with the muscles in their bodies.

The Paralympic Games include athletics, cycling, rowing, soccer, swimming, and many other sports.

The Paralympics was started in 1948. The first people to take part were people who lost the use of their legs during World War Two.

---

1. What are the Paralympic Games?  
*The Paralympic Games are...*
2. Name two of the disabilities the people who take part in the games might have?  
*Two of the disabilities that people who take part in the games might have are...and ...*
3. Which sports do these athletes take part in? (Name three)  
*Three sports that these athletes take part in are..., ... and ....*



Natalie Du Toit is a well-known South African swimmer. In the 2004 Paralympics, she won 5 gold medals and a silver medal.

## Visual text, infographic: Access to clean water

1. How many people globally do not have safe water at home?

*The number of people globally that do not have safe water at home is ...*

2. Name two sources of surface water.

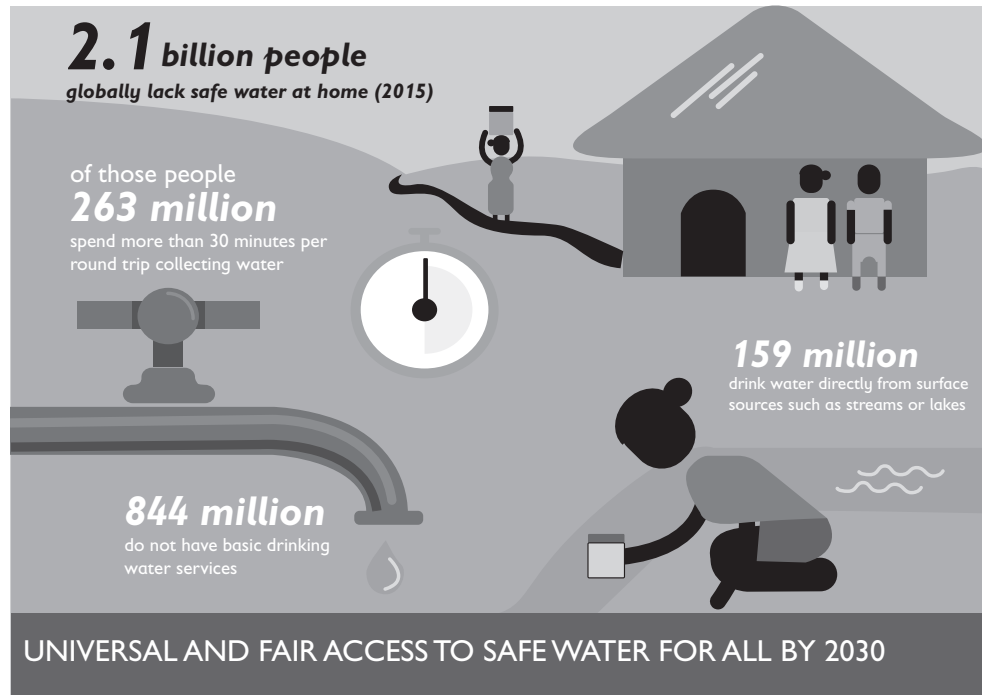
*Two sources of surface water are...*

3. How much time do 263 million people spend collecting water each day?

*Each day 263 million people spend...collecting water.*

4. Find three common nouns (naming words) in the infographic.

*Three common nouns are: ..., ..., .....*



### Summary:

1. Read the non-fiction text again: 'The Paralympic Games'
2. Find four main points by asking yourself these four questions:
  - What is the Paralympic Games?
  - What kinds of disabilities do the people who take part have?
  - What are some of the sports they do?
  - When did the Games start?
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: The Paralympic Games

1. The Paralympic Games is ...
2. Disabilities can include...
3. Some of the sports are...
4. It started in...

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Grade 5

Term 1

Weeks 5 and 6

Theme: Overcoming Barriers



# Grade 5 Term 1 Weeks 7 and 8

## Theme: Growing Plants



### Decoding Skills

#### Phonic sounds

Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

**kick sick moss hot wish shade**

#### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

sh	o	ck
n	k	d
l	m	p

#### Sight or high frequency words

Learn to read these words by sight:

**forest trees clean here grow**  
**because should good cool how**

#### Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

<b>sunlight</b>	<b>protea</b>	<b>soil</b>	<b>national</b>
<b>sprout</b>	<b>spikey</b>	<b>nutrient</b>	<b>wild</b>
<b>seedling</b>	<b>scent</b>	<b>replant</b>	<b>natural</b>
<b>compost</b>	<b>wood</b>	<b>manure</b>	<b>ingredient</b>
<b>moist</b>	<b>root</b>	<b>unusual</b>	<b>grass</b>

## Decodable texts

### Mrs Shunga's shack

Mrs Shunga has a house. Her house is a shack in the shade of a forest. Her house is a shack in the shade of the forest trees.

In the forest there is moss. The shade and the moss make the forest cool. The forest is not hot. The forest is cool. The forest is not hot because there is shade and moss. The shade comes from the trees. It comes from the forest trees. The moss is on the forest trees.

Mrs Shunga likes her shack in the shade of the forest. She likes to be cool, not hot. Mrs Shunga is not sick. She does not get sick in the cool forest. She does not get sick in her shack in the cool forest. She has water. Mrs Shunga has clean water. Mrs Shunga does not get sick because she has clean water and it is not hot in the forest.

### Growing plants

How do we grow plants? We grow plants in the soil. The plants should have soil. The plants should have water. The plants should have sunlight. The plants should have soil, water and sunlight to grow. They should grow here if they have soil, water and sunlight.

We should not kick the plants. We should not kick the plants that grow here. Why should the plants grow here? The plants should grow here because they have soil, water and sunlight. It is good here. It is good to grow plants here by Mrs Shunga's shack in the forest. It is not too hot. It is not too cool. There is moss. There is shade. There is sunlight.

Growing plants is good. If we grow plants we will not get sick all the time. We will overcome barriers. We can overcome barriers if we grow plants.

My wish is for us all to grow plants to eat. My wish is for us not to be sick. My wish is for us all to have water, shade and plants. We should all grow plants to eat.



1. What should plants have to grow?  
*Plants should have..., ...and.... to grow.*

2. What does the writer wish? *List three things.*  
*The writer wishes that we all have..., ...and....*

# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

## Fiction text, story: Kamo's gift

Last week it was Kamo's 12<sup>th</sup> birthday. Kamo's best friend, Maria, gave him an unusual present. Maria bought Kamo a protea for his birthday present. A protea is a common flower in South Africa. A protea is South Africa's national flower.

Kamo loved his protea very much. Kamo also loved South Africa very much. He felt proud to have South Africa's national flower.

He loved the way its spikey leaves looked, and he loved the colour of the bright pink flower.

Kamo put the plant in a bottle of water next to his bed. He named his beautiful flower Maria. In the mornings, Kamo said hello to his protea.

1. What is South Africa's national flower?  
*South Africa's national flower is...*
2. What are two things Kamo liked about his flower?  
*Kamo liked...*
3. Why do you think Kamo named his protea Maria?  
*I think Kamo named his plant Maria because...*
4. Write an instruction on keeping your plant healthy using the imperative verb: water. (Start with the verb.)  
*... your plant...*
5. Rewrite the following sentence filling the missing apostrophes:  
*Kamos plant looked beautiful and he always watered it to make sure it didnt die.*



## Independent Reading Skills

### Fiction text, story: Boitumelo's dream

One night, Boitumelo had an amazing dream about a special garden. At school the next day, Boitumelo ran to her friends and told them about her dream!

The first thing that Boitumelo saw in her dream was a large field, covered in thick, green grass. The field was enormous! Boitumelo ran into the middle of the field and danced until her feet hurt. She loved being in such a wide space where there were no other humans, and no loud noise!



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Grade 5

Term 1

Weeks 7 and 8

Theme: Growing Plants

Next Boitumelo saw a patch of beautiful and fragrant pink flowers. Their scent was fresh and sweet, like perfume.

Lastly, Boitumelo saw a very large, wise, old tree. The tree looked about 5 000 years old! Boitumelo touched the rough bark of the tree and thought about all the things the tree had seen.

Boitumelo wished she and her friends could really go to the special garden.

- 
1. What was the first thing Boitumelo saw in her dream?

*The first thing Boitumelo...*

2. Why do you think the writer called the tree wise?

*I think the writer called the tree wise because...*

3. Write two sentences that show you understand the meaning of the homonyms, flour and flower.

*Flour:*

*Flower:*

4. Change the following commands into negative commands.

*Touch the trees and plants.*

*Pick the flowers.*

*Lie on the grass.*

---

## Non-fiction text, information: Amazing facts about plants

There are many amazing and interesting facts about plants!

- Have you ever smelled perfume? Did you know that many of the smells in perfume come from natural ingredients, like flowers, grass and even wood?
- Did you know that 85% of all plants are found in the ocean?
- Another interesting fact is that about 70 000 different types of plants are used for medicine! A sour fig plant can help with a stomach-ache. An African wild potato can heal a cut or sore.
- Trees are also interesting. They are the longest living things on Earth. Some trees live up to 5 000 years!

Scientists say plants don't like the noise that humans make. Remember to be quiet around your plants.



- Where are most plants found?  
*Most plants are found ...*
- What can we do with the African wild potato?  
*We can ...*
- Rewrite the sentence below into three sentences using the verbs in the imperative form.  
(Start with the verbs)

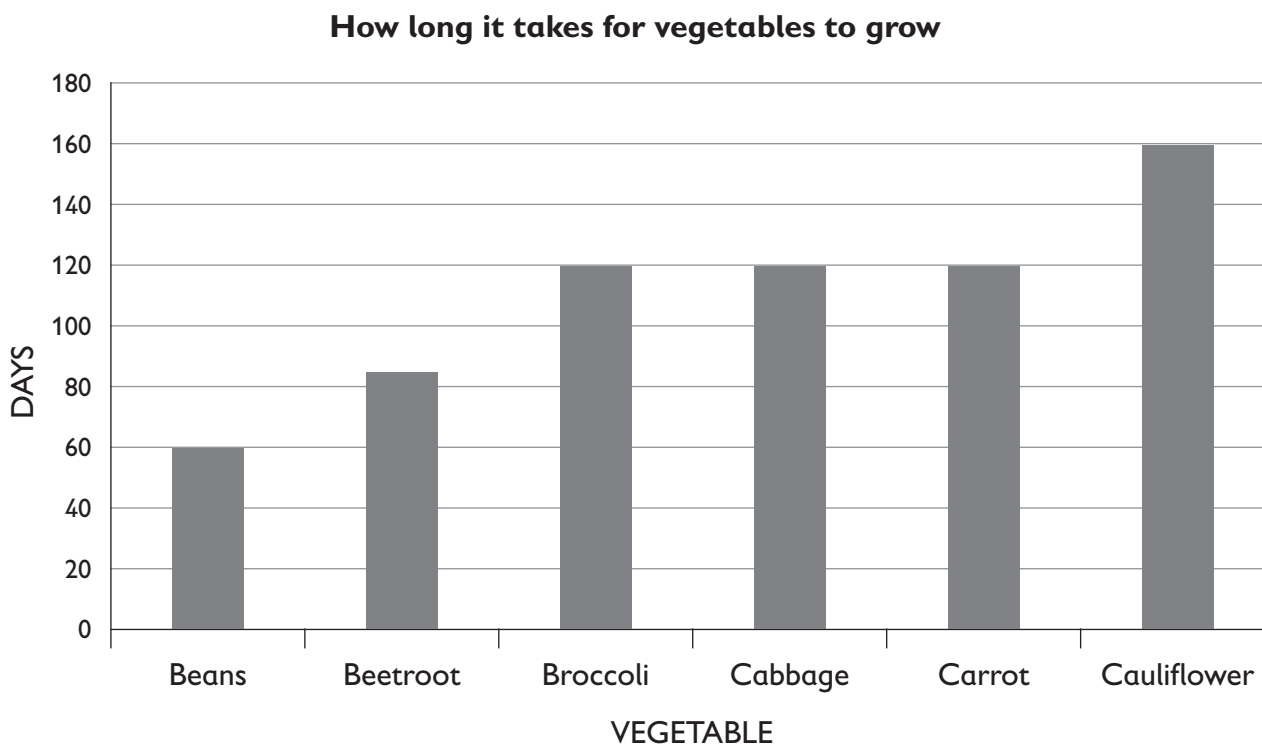
Remember to be quiet around your plants and to make sure they are in the correct environment and always water them.

- ... *around your plants.*
  - ... *they are in the correct environment.*
  - ... *them.*
- 'Take time to smell the flowers' – this is an idiom that means 'slow down and appreciate the good things in life.'

Match the following idioms with their correct meanings:

<i>Needle in a haystack</i>	<i>Completely misunderstood something</i>
<i>Barking up the wrong tree</i>	<i>Heard it from gossip/other people</i>
<i>Extending an olive branch</i>	<i>Almost impossible to find something</i>
<i>Through the grapevine</i>	<i>To try and make peace</i>

## Visual text, graph: How long it takes vegetables to grow



1. Which vegetables all take the same number of days to grow?  
*The vegetables that take the same number of days to grow are...*
  2. How many days do beans take to grow?  
*Beans take ...*
  3. Write two sentences to show that you understand the meanings of the homonyms, 'been' and 'bean'.  
*Been:*  
*Bean:*
  4. Use the information on the graph to complete the sentence below:  
*The .... take longer to grow than the...., but the .... takes the longest to grow.*
- 

### Summary:

1. Read the fiction text again: 'Boitumelo's dream'
2. Find the three things that Boitumelo saw in the garden.
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: Boitumelo's Dream

1. First Boitumelo saw ...
2. Next Boitumelo saw ...
3. Lastly Boitumelo saw ...



The Walter Sisulu National Botanical Garden is in Roodepoort, Gauteng. This beautiful garden is home to a waterfall and over 240 species of birds.

# Grade 5 Term 1 Weeks 9 and 10

## Theme: Amazing Elephants



### Decoding Skills

#### Phonic sounds

Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

bleed blood blade sharp market farm

#### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

bl	ar	sh
c	ck	o
a	m	d

#### Sight or high frequency words

Learn to read these words by sight:

work going where need elephant  
money die game off know

#### Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

trunk	ivory	tusk	poacher
terribly	endangered	flap	stressed
enormous	illegal	mammal	wrinkly
herd	simile	ivory	calf
herbivore	bull	human	Asian

PSRIP

Grade 5

Term 1

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Theme: Amazing Elephants

## Decodable texts

### People need to work

People need to work. Why do people need to work? They need to work for money. When do people need to work? People need to work today. People need to work today for money. People need money to live. People need to work so they have money to live.

People work on farms. Some people cut plants with a sharp blade on the farm. People work at the market. Some people cut plants with a sharp blade at the market. Some people grow plants on the farm. Some people grow plants for the market. Some people clean the farm. Some people clean the market.

Where do some people work? Some people work on farms or at the market. Why do people need to work? People need to work for money to live. We all need money to live. We need to get work to go about our lives. It is good to have work.

---

### We need to help the elephants

We need to help. Yes, we all need to help. Elephants need us! All of us people need to help. Our game farms need help.

Poachers go onto game farms with sharp blades. The poachers want the elephants' tusks. The poachers want elephant tusks made of ivory. They want the elephant tusks to take to the market. Tusks are cut off the elephants. Tusks are cut off the elephants with a sharp blade.

The poachers will cut off the big tusks with their sharp blades. They sharpen the blades and then they cut the tusks off. There is blood. When the tusks are cut off, the elephants bleed and there is blood. The elephant bleed and die. The elephants bleed and die for their ivory tusks.

The poachers go onto the game farms for the ivory tusks. They want the tusks to send to markets. They send the tusks to markets for money. They need money to live. We must keep the poachers off our game farms. We must help the elephants on the game farms. We must not let the elephants bleed and die.

- 
1. Why do the elephants need our help?  
*The elephants need our help because...*
  2. Why do poachers want the elephants' tusks?  
*Poachers want the elephants' tusks for...*
  3. How do you think we can help the elephants?  
*I think we can help the elephants by ...*

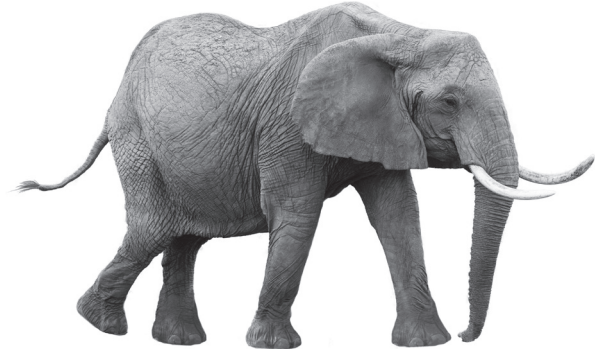


# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

## Non-fiction text, information: Facts about elephants

1. Elephants are the largest mammals on land.
2. There are three species of elephants, the Asian elephant, the African forest elephant, and the African savannah elephant.
3. Elephants are highly intelligent, and they have feelings like people.
4. Female elephants live in groups called herds. The leader of the herd is usually the oldest female elephant.
5. Male elephants are called bulls. Only young bulls live with the herd. When bulls are fully grown, they go and live alone in the wild.
6. Elephants usually live for 50–70 years.
7. Elephants are herbivores, which means they only eat plants. Elephants eat mainly grass, bushes and leaves, and they drink 200 litres of water per day.
8. Both male and female African elephants grow tusks.



1. Name two species of elephants.  
*Two species of elephants are...*
2. Who is usually the leader of the herd?  
*The leader of the herd is usually...*
3. How do you think the bulls feel when they have to leave the herd?  
*I think the bulls feel... when they leave the herd.*
4. Some nouns have different gender forms. Male elephants are called bulls. Female elephants are called cows. Complete the table below in your exercise book:

	<b>Male</b>	<b>Female</b>
a	<i>king</i>	
b		<i>hen</i>
c	<i>uncle</i>	
d	<i>lion</i>	
e		<i>grandmother</i>

5. Complete the sentence below using a simile:  
*When I see an elephant, it looks as big as a ...*

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# Independent Reading Skills

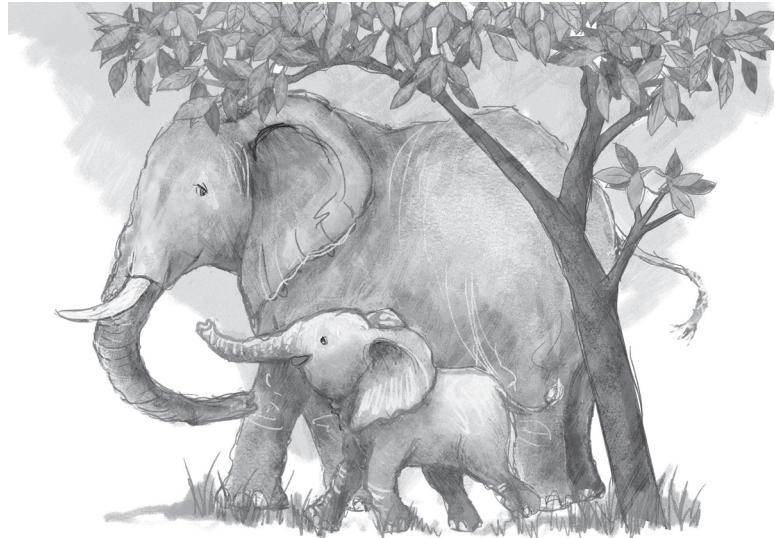
## Non-fiction text, account: Meeting an elephant

Last year my family visited the Pilanesberg National Park. We drove through the park in my mother's car. I was sitting in the front seat and my little brothers were in the back seat.

Suddenly, we saw a large elephant in the road! I couldn't believe how big it was – much bigger than our car! The elephant swung its trunk and flapped its ears.

My mom slowly reversed the car, until we were about 40 metres away. Then we saw what was going on! The large elephant was a mother trying to get to her calf on the other side of the road. We waited until the elephant and her calf walked into the bush. Then, we carefully drove away! How exciting for my brothers and me!

Later, the game ranger told us that my mom had done the right thing when she had reversed. The ranger told us that elephants can be dangerous if they are worried or stressed!



1. Try to visualise the stressed elephant. What was she doing?

*The stressed elephant was...*

2. If you see a stressed elephant, do you think it is better to move away or just stay very quiet? Why would you make that choice?

*I think it is better to...because...*

3. 'My mom slowly reversed the car. Then we carefully drove away.' Slowly and carefully are adverbs telling us more about the verbs. Complete the sentence below using an adverb to tell us how the elephant moved:

*The mother elephant... moved past the car with her calf.*

4. Complete the sentences below by replacing the underlined word.

*Example: We saw a very large animal. We saw a very small animal.*

- *My mother drove slowly.*
- *The trip was interesting.*

## Non-fiction text, Information: Elephant poaching

Elephant poachers are people who kill elephants for their tusks.

- Elephant tusks are made from ivory. Ivory is worth a lot of money.
- In China, people will pay 2 000 US dollars for one tusk.

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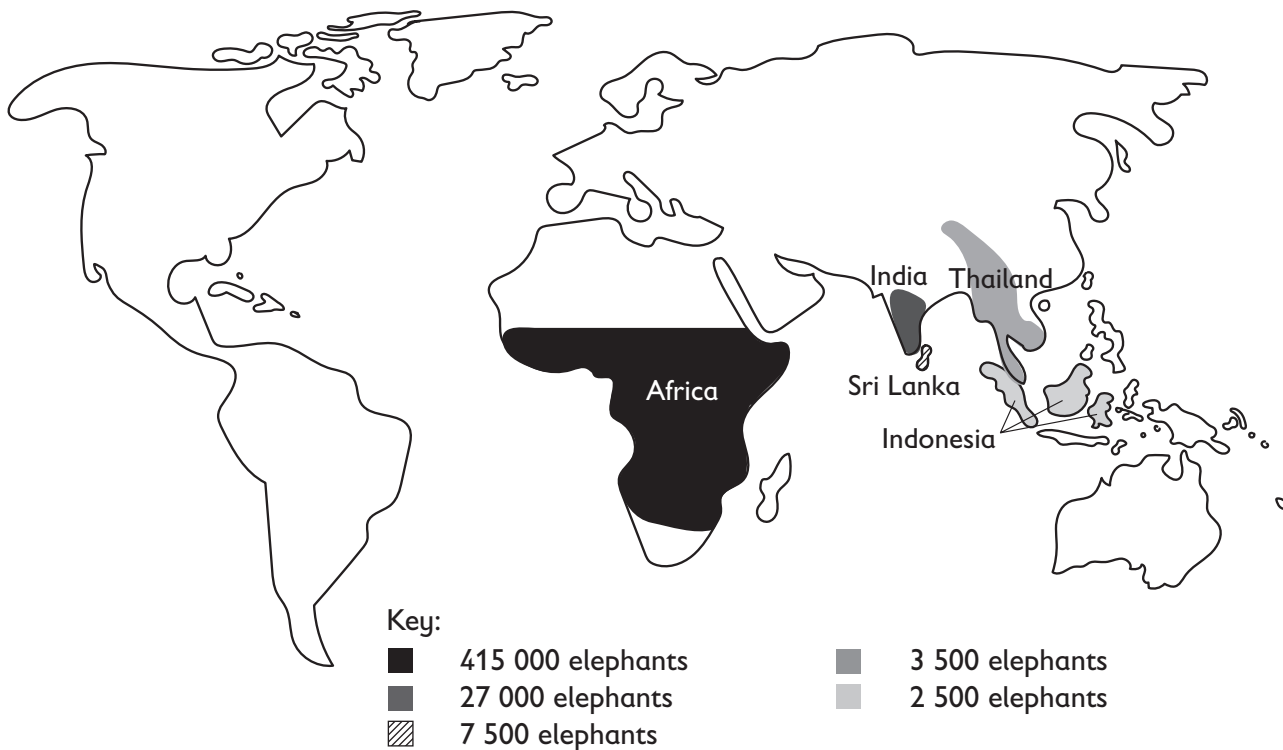
Theme: Amazing Elephants

- Ivory can be used to make medicine or to make jewellery.
- It is illegal to kill elephants, but more than 100 elephants are killed every day!
- Because of this, elephants are endangered. This means that they are close to extinction – there are not many of them left in the world.
- Botswana has the most elephants in the world, with over 130 000 elephants.
- Many people believe elephant tusk will grow back if it is cut off, but it will not.



1. What is an elephant poacher?  
*An elephant poacher is somebody who...*
2. How does it make you feel that more than 100 elephants are killed every day?  
*It makes me feel...*
3. What do you think is a suitable (correct) punishment for an elephant poacher?  
*I think a suitable punishment for an elephant poacher is...*
4. Choose from these prefixes to give the words below the opposite meaning:  
dis- / im- / non- / un- / mis-  
*behave, sense, comfortable, agree, possible*

### Visual text, map: Map showing where elephants live



1. Name all the places where elephants can be found.  
*The places where elephants can be found are ...*
  2. a. How many elephants are there in Africa? ...  
b. How many elephants are there in Asia? ...
  3. a. Which place has the most elephants?...  
b. Which place has the least elephants?...
  4. Complete the sentence below with the correct adjective. Look at this example: Elephants from Africa are African elephants.  
*Tigers from India are ... tigers.*  
*Bears from America are ... bears.*
- 

## Summary:

1. Read the account again: 'Meeting an Elephant'
2. Think about this text like this:
  - What happened first?
  - What happened then?
  - What happened after that?
  - What happened last?
3. Write these main points to form your summary.
4. Set your work out like this:

## Summary: Meeting an elephant

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

