

GRADE 5

**FIRST ADDITIONAL
LANGUAGE
LESSON PLAN
ENGLISH**

TERM 2 2021

GRADE 4-6 EFAL ROUTINE..... 3

GRADE 6 EFAL ALTERNATIVE ROUTINE 4

GRADE 4-6 EFAL CLASSROOM CULTURE 5

 Using a Name Jar5

 Seating Arrangements and Group Management5

 Attention Getters6

 Transition Activities 7

GRADE 4-6 EFAL CORE METHODOLOGIES 9

ORAL ACTIVITIES: LSC / L&S 10

 Introduce the theme..... 10

 Activate background knowledge..... 10

 Build and monitor learners’ knowledge..... 11

 Build vocabulary 12

 Document vocabulary in personal dictionaries 13

 Question of the day 14

 Rhyme / Song..... 16

LANGUAGE STRUCTURES AND CONVENTIONS..... 17

 Introduce the LSC in context..... 17

 Teach and practise using the LSC 18

LISTENING & SPEAKING..... 19

 Listening Lesson 19

 Speaking Lesson..... 20

READING & VIEWING..... 23

Shared Reading & Teaching the Comprehension Skill 24

 Shared Reading: Pre-Read 24

 Shared Reading: First Read 26

 Shared Reading: Second Read 27

 Teach the Comprehension Strategy..... 29

 Shared Reading: Post-Read..... 35

GROUP GUIDED READING..... 37

INDEPENDENT OR PAIRED READING AND COMPREHENSION 40

 Independent or Paired Reading Activities 40

WRITING & PRESENTING 42

 Process writing: Teach the Genre 42

 Process Writing: Planning 43

 Process Writing: Drafting 44

 Process Writing: Editing 45

 Process Writing: Publishing & Presenting..... 47

WRITING STRATEGIES 48

 Strategy: Writers think before they write 48

 Strategy: Writers turn and talk 48

 Strategy: Writers may create a framework 49

 Strategy: Writers use resources to write words..... 49

 Strategy: Writers read what they write 50

 Strategy 8: Hold mini-conferences 50

LESSONS..... 51

 Week 1 - People who changed history..... 51

 Week 2 - People who changed history..... 73

 Week 3 – Spiders 89

 Week 4 – Spiders 111

 Week 5 – Leadership..... 127

 Week 6 – Leadership..... 151

 Week 7 – Beaking things down..... 167

 Week 8 – Beaking things down..... 191

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 Week 1 Day 1	Tuesday Week 1 Day 2	Wednesday Week 1 Day 3	Thursday Week 1 Day 4	Friday Week 1 Day 5
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First-Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
Monday Week 2 Day 1	Tuesday Week 2 Day 2	Wednesday Week 2 Day 3	Thursday Week 2 Day 4	Friday Week 2 Day 5
W&P Planning	L&S / LSC Oral Activities	W&P Teach LSC Drafting	L&S / LSC Oral Activities	W&P Edit, Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Theme conclusion: <ul style="list-style-type: none"> • <i>Build and monitor knowledge</i> • <i>Summarise theme learning (no formal time allocation)</i>

GRADE 6 EFAL ALTERNATIVE ROUTINE

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

Monday Week 1 Day 1	Tuesday Week 1 Day 2	Wednesday Week 1 Day 3	Thursday Week 1 Day 4	Friday Week 1 Day 5
L&S / LSC Theme Introduction Oral Activities	L&S Speaking Activity	L&S / LSC Oral Activities	R&V Shared Reading: Second Read	R&V Shared Reading: Post-Read
L&S Listening Activity	R&V Phonics Review Shared Reading: Pre-Read	R&V / LSC Shared Reading: First-Read LSC in Context	R&V Teach Comprehension Strategy	W&P Teach the Genre
Monday Week 2 Day 1	Tuesday Week 2 Day 2	Wednesday Week 2 Day 3	Thursday Week 2 Day 4	Friday Week 2 Day 5
W&P Planning	L&S / LSC Oral Activities	W&P Drafting continued	L&S / LSC Oral Activities	W&P Publish & Present
R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 1: 15 mins Group 2: 15 mins	W&P Teach LSC Drafting	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 3: 15 mins Group 4: 15 mins	W&P Editing	R&V Group Guided Reading / Independent or Paired Reading & Comprehension Group 5: 15 mins Group 6: 15 mins Theme conclusion: <ul style="list-style-type: none"> • <i>Build and monitor knowledge</i> • <i>Summarise theme learning (no formal time allocation)</i>

GRADE 4-6 EFAL CLASSROOM CULTURE

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

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

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

Purpose:

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

Using a Name Jar

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

Seating Arrangements and Group Management

1. Seating learners in the classroom
 - a. **Seat learners in mixed abilities** – you do not want struggling learners to sit together, and strong learners to sit together. Mix learners up so that the whole classroom is a mixed-ability space.
 - b. **Seat learners strategically to avoid conflict or excessive noise.** Do not seat learners who bother each other together. Do not seat learners who cannot stop talking together. Avoid problems by separating these learners.
 - c. It is a good strategy to **change the seating arrangements** from time to time, to avoid learners becoming frustrated or bored. It is recommended that seating arrangements change at least once per term.
 - d. You need to assign 3 different types of groupings for EFAL. Please make sure that learners know these groupings, and that they remember them. This will make your life easier. The 3 groupings are:
 - **Partners or pairs**
 - **Question of the day groups**
 - **Small discussion groups**
2. Working in partners or pairs
 - a. Many activities in this programme require learners to ‘turn and talk’ and work with a partner.
 - b. Again, a more ‘mixed-ability’ approach can be useful for helping struggling learners, but it is also good to allow learners to work with a same-ability partner.
 - c. Train learners to respond as soon as they hear the instruction: ‘turn and talk’ – they should immediately turn to their partner.
3. Working in question of the day groups
 - a. The question of the day is an activity that is done four times per cycle.
 - b. Divide your class into 8 groups – this will ensure that each group does the question of the day at least twice in a term.
 - c. Make these groups of convenience, i.e.: learners who sit in one part of the classroom.
4. Working in small discussion groups
 - a. In the learning programme, there are a few activities that require learners to work in small discussion groups.
 - b. These should be groups of 3-4 learners, seated close together. Do this so that when you tell learners to work in their ‘small groups’ they can form these groups quickly and efficiently, without moving too much.

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

Attention Getters

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

1. Bread and Cheese
 - a. Train learners to know that when you say: Bread and cheese
 - b. They must respond: Everybody freeze
 - c. Learners must keep absolutely quiet and still when they say this, and must wait for your next instruction.
2. I need 3....
 - a. Use this activity to revise recently taught LSC.
 - b. Say in a loud voice: I need 3....
 - c. Learners must respond by quietening down and listening to you.
 - d. Then say: Peter, I need 3 adjectives to describe a car.
 - e. Peter must respond with 3 appropriate adjectives, for example: fast, shiny, powerful.
 - f. Repeat a few times with different parts of speech.
3. One two three...
 - a. Train learners to know that when you say: One two three, eyes on me
 - b. They must respond: One two, eyes on you!
 - c. Learners must point at you when they say this, and must wait for your next instruction.
4. Beanbag throw
 - a. Have a beanbag or soft ball in your classroom.
 - b. Get learners attention by saying: The topic of the day is what you did on the weekend.
 - c. Then, throw the beanbag to a learner.
 - d. They must say what they did on the weekend, and must then throw the beanbag to the next learner.

Transition Activities

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

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

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

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

GRADE 4-6 EFAL CORE METHODOLOGIES

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

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

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

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

ORAL ACTIVITIES: LSC / L&S

Introduce the theme

Instructions

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

Purpose

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

Activate background knowledge

Instructions

1. At the start of each theme, activate learners' background knowledge by using a graphic organiser.
2. Tell learners that there are many different kinds of graphic organisers that they can use.
 - Explain that in Term 1, we will use a K-W-L chart as a graphic organiser for all themes.
3. Explain to learners that a graphic organiser helps us to keep track of our learning, which is actually an important part of learning! Keeping track helps us to remember things.
4. Draw a K-W-L chart on the board, and instruct learners to draw their own K-W-L chart in their exercise books.
5. Learners should use a double-page spread for this chart, and should start by writing the theme title.

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

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

K - What I *know*

W - What I *want* to know

L - What I have *learnt*

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

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

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

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

Build and monitor learners' knowledge

Instructions

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

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

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

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

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

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

Purpose

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

Build vocabulary

Instructions

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

Purpose

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

Document vocabulary in personal dictionaries**Instructions**

1. Train learners to take out their personal dictionaries at the start of all EFAL lessons.
2. As new vocabulary is taught using PATS, encourage learners to record the words in their dictionaries, together with their own definitions.
 - These definitions may include different forms, such as: code-switching; a short written explanation; a sentence that uses the word in context; a diagram or drawing.
 - Encourage learners to find the best way of recording definitions for themselves.
3. Tell learners to also record new words and their meanings during other parts of the EFAL programme, such as shared reading lessons.
4. Explain to learners that they should also record new English vocabulary words from other subjects in their personal dictionaries – again, this shows learners the links between knowledge.
5. Train learners to use their personal dictionaries as a resource whenever they are required to produce original language, whether in spoken or written form.

Purpose

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

Question of the day

Instructions

1. Divide the class into 4 or 8 x 'question of the day' groups.
 - These groups should be mixed ability groups.
 - They should be groups of convenience, i.e.: groups of learners who sit close together in class.
 - Train learners to know which group they belong to for this activity.
2. Write the 'question of the day' elements on the board.
 - Do this before the lesson begins.
 - Write the question of the day and the answer frame on one side of the board.
 - Draw a graph below this, with the answer options filled in.
3. For example:

When do you think most accidents happen?		
I think most accidents happen...		
Graph		
<i>in the morning</i>	<i>at night</i>	<i>on Saturdays</i>

4. Next, model filling out the graph as follows:
 - Read the question and answer options out loud to the learners.
 - Explain the meanings if necessary.
 - Point to and read the options from which learners may choose.
 - Explain which option you prefer.
 - Write your vote in the correct column by drawing an X.
 - Say your answer aloud, using the answer frame.
5. Call up the relevant 'question of the day group', and let them complete the activity as follows:
 - Train learners to stand in a line, and to answer one after the other.
 - The first learner draw an x in the relevant column, then says her/his answer aloud.
 - Repeat the learners' answer, so that learners hear their choices articulated, with the vocabulary words repeated many times.
 - Ensure that learners also incidentally learn correct language structures, just by *hearing* correct sentences – do not explicitly teach this grammar, unless learners ask.

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

Nomsa: I think most accidents happen in the morning.

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

Buhle: I think most accidents happen on Saturdays.

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

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

Purpose

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

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

Rhyme / Song

Instructions:

1. The specific rhyme or song which you are to do with the learners is listed in the lesson plan.
2. Over time, the learners will get to know these rhymes and songs, and they will sing them automatically.
3. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
4. The first time you do this with learners, teach them the rhyme or song line-by-line as follows:
 - a. Sing or say the rhyme or song, and then explain the meaning of it to learners, using code-switching if necessary.
 - b. Sing or say the first line, and then let learners repeat after you.
 - c. Sing or say the second line, and then let learners repeat after you.
 - d. Sing or say the first two lines together, and then let learners repeat after you.
 - e. Continue on in this manner until you have taught learners the whole rhyme or song.
5. For the rest of the cycle, repeat the rhyme or song with the learners.
6. Always include appropriate actions with the rhyme or song. These actions help kinesthetic learners to remember the rhyme or song, and they build meaning.
7. Allow learners to request to sing their favourite rhymes or songs if you have any free time – this is a fun way of reinforcing the new language that they have learnt.

Purpose:

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

LANGUAGE STRUCTURE & CONVENTIONS

Introduce the LSC in context

Instructions:

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

Purpose:

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

Teach and practise using the LSC

Instructions:

1. Write the notes and activity on the board before the lesson.
2. Remind learners of the LSC you introduced them to, by showing them the examples in the text.
3. Remind learners that they will use this LSC in their writing this cycle, so it is important that they understand how it is used in a text.
4. Explicitly teach the use of the LSC using the gradual release method:
 - I do – model the use of the LSC for learners
 - We do – complete an example together with learners
 - You do – instruct learners to complete the rest of the examples independently
5. Do this as follows:
 - Explain the LSC to learners once again, and model how to use it, by completing the first example in the activity. (I do...)
 - Next, complete the second example in the activity together with learners. Read the example, and ask a learner to complete it. If the learner struggles, provide prompts. If the learner still cannot answer, ask another learner to explain, or to complete the example. (We do...)
 - Finally, tell learners to complete the rest of the activity on their own, in their exercise books. (You do...)
6. In the last few minutes of the lesson, go through the answers with learners. Allow learners to check their own answers and make corrections, as this is a valuable learning strategy.
7. *If you have access to an approved textbook, check the Curriculum Tracker in the Management Document, and assign practice activities for homework.*

Purpose

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

LISTENING & SPEAKING

Listening Lesson

Instructions:

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

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

2. Prepare learners for the lesson by telling them to have their personal dictionaries ready, and to listen carefully. They may add new words to their personal dictionaries at any time.
3. Remind learners of the theme, and then begin reading.
4. For the first read, read the text fluently.
 - As you read, embed meaning by using vocal expression, actions, gestures and facial expressions.
 - You may also explicitly build meaning by pausing to explain something, or even by code-switching.
5. For the second read, read the text fluently and then model 'thinking aloud' about the text.
 - As you read, embed meaning, but do not explain or code switch.
 - After reading each part of the text, share your thoughts on the text. Do this by 'thinking aloud'. There are cues on how to do this in the second column.
 - This is a critically important skill to model properly. Learners must see that good readers always think about what they are reading.
 - Make sure that there is a clear distinction between what you are reading, and what you are thinking.
6. Finally, on the third read, read the text fluently and then ask learners questions about the text.
 - Again, embed meaning as you read.
 - After reading each part of the text, ask the question in the third column.
 - Direct and distribute these questions in order to include many learners in the lesson.

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

Purpose:

The listening lesson is very important for the following reasons:

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

Speaking Lesson**Instructions:**

1. Divide the class into ‘small discussion’ groups.
 - These groups should be mixed ability groups.
 - Groups should have between 3-5 members, but ideally 4 members.
 - These groups should be set up based on proximity – arrange groups so that learners can easily and quickly get into these groups. For example, the teacher could form groups of four by asking learners at every second desk to turn around and face their partners.
 - Train learners to know which group they belong to for this activity.
2. Prepare groups for their discussions by training them to a simple procedure and rules, as follows:
 - Explain that every learner in the group will take a turn to answer each discussion question.
 - Talking and listening may be controlled by a ‘talking stick’ or some other strategy.
 - Explain that the person who is holding the ‘talking stick’ gets to talk. Once he or she is finished, the stick is passed to the next person.
 - At first, groups should move the ‘talking stick’ in a routine manner: each group member should answer question 1, then each group member should answer question 2, and so on.
 - Once learners have mastered this, you should train them to start doing this in a more ‘conversational’ manner, with learners responding to, building on or asking questions about each other’s points. When doing this, it is important to ensure that each group member still gets a chance to share their points.

- Make it clear to learners that there should be no judgement of answers to open-ended questions – differing answers and opinions should be welcomed and respected.
 - Finally, encourage learners to use as much English as possible for their discussions, but for the more challenging and complex questions, allow them to hold some multilingual discussion first, in order to develop their critical thinking skills, and to build new knowledge. At the same time, encourage learners to learn and use some of the new English vocabulary required.
3. Implement the discussion as follows:
 - Remind learners of the ‘listening text’ that you read to them the previous day.
 - Then, read the discussion frame aloud, and briefly explain it to learners.
 - If necessary, share your own ‘model answers’ to the discussion frame. However, try to avoid doing this, as learners are likely to copy your answers.
 - Tell groups to begin the discussion.
 - As learners discuss, walk around the room and listen to different groups, giving instructions or assistance where needed.
 4. When there are 10 minutes left in the lesson, call all learners back together.
 5. Go through each point in the discussion frame, asking for feedback from the class. This can be done in different ways:
 - You can ask each member in one group to respond to a different point. This way, you get to hear every learner in one group speak. If you do this, make sure to rotate the groups, so that you always hear a report back from different groups.
 - You can ask one person from each group to report back on a different point. If you do this, make a note of which learners speak, so that you call on different learners every time you do this.
 6. If answers are incorrect, ensure that you correct them, quickly and clearly.
 7. If answers are incomplete, ask prompting questions to expand the answers.
 8. Remember to give some feedback to learners after they respond.
 9. Thank the learners for their answers and contributions.

Purpose:

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

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

READING & VIEWING

Shared Reading & Teaching the Comprehension Skill

Overview:

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

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

Shared Reading: Pre-Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their exercise books and personal dictionaries for this lesson.
3. Start by telling learners to take a minute to look at the text features.
 - This includes features such as the title, the layout, paragraphs, diagrams, pictures, sub-headings, captions, and so on. (*You should incidentally teach learners about new text features as they appear.*)
 - Ask learners: What do these features tell us about the text we are about to read?
 - At first, you may have to provide some further prompts, such as:
 - o Do you think this is a fiction or non-fiction text? Why?
 - o What kind of fiction or non-fiction text do you think this is? Why?
4. Read and explain the meaning of the title.
5. Next, instruct the learners to scan the text.
 - Explain that scanning is not reading every word. It is allowing your eyes to run over the text quickly to find certain words or pieces of information.
 - Instruct learners to scan the text and make a list of any words that they do not understand.
 - Also instruct learners to make a list of any words they think are important in telling us what the text is about.
 - Point out that some words may appear in both of their lists.
 - Train learners to document these words in their exercise books as follows:

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

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

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

8. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?
 - c. Why? (What evidence do you have?)
 - d. Do you think you will enjoy this text? Why?

Purpose:

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

Shared Reading: First Read

Instructions:

1. Tell learners to turn to the correct text in the DBE Workbook.
2. Learners will also need their personal dictionaries for this lesson.
3. Tell learners to follow in their DBE Workbook, listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.
 - If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
4. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
5. Finally, give learners the opportunity to answer questions.
 - The first two questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.
 - Thereafter, there are 1-2 questions that demand more critical thinking.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.
 - Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Purpose:

The first read is important for many reasons, including:

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

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

Shared Reading: Second Read

Instructions:

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

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

Purpose:

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

Teach the Comprehension Strategy

Instructions:

1. On Day 4 of the first week of the cycle, you will explicitly teach the comprehension strategy that has been modelled and practiced throughout the week.
2. This is done using the gradual release method:
 - I do – first, you will model the use of the comprehension strategy for learners
 - We do – next, you will complete an example of using the strategy together with learners
 - You do – finally, learners will complete an example of using the strategy independently
3. Do this as follows:
 - Start by sharing a brief explanation of the comprehension strategy, as included in the lesson plan.
 - The lesson plan also includes three examples of using the comprehension strategy to work through with the learners.
 - a. Model how to use the comprehension strategy, by completing the first example in the lesson plan. This will involve reading part of the text again, and showing learners how to (visualise; make an inference; make a connection; etc). This is called: *I do...*
 - b. Next, complete the second example in the lesson plan together with learners. Read part of the text, and ask learners to (visualise; make an inference; make a connection; etc). This is called: *We do...*
 - c. Finally, give learners the third example of using the comprehension strategy to complete in pairs or on their own. This is called: *You do...*
4. Towards the end of the lesson, ask a few learners to share their answers with the class.
5. Use this opportunity to clarify any misunderstandings around the comprehension strategy.
6. Finally, end the lesson by asking learners to write down or re-read a simple reminder of the comprehension strategy.

Purpose:

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

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> a text is about. Learners can predict what the text will be about by looking at the text features. They can also make predictions by scanning the text, and identifying important words. They must then try to connect these words to form a basic understanding of what the text will be about.
Purpose	Prediction prompts learners to try and get a sense of what a text is about, and to think about the text, even before read it. Teaching learners a 'routine approach' to prediction is a valuable skill that learners can use to try and understand all new texts.
Steps <i>(For predicting with text structures)</i>	<ol style="list-style-type: none"> 1. Ask learners to look over the whole text. 2. Ask learners: <i>What kind of text do you think this is? How is it laid out? (Are there paragraphs, stanzas, sections, a greeting, headings, columns, etc?)</i> 3. Ask learners: <i>What do you think we might read about?</i> 4. If learners cannot answer, ask further prompting questions, or provide the answers.
Steps <i>(For predicting by scanning the text)</i>	<ol style="list-style-type: none"> 1. Ask learners to scan the text and identify two lists of words: <ol style="list-style-type: none"> a. words they do not understand b. words that they think are important 2. Go through the list of words that learners do not understand, and explain them in context. 3. Then, go through the list of important words, and show learners how to connect these words to make meaning and predictions about the text.
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the text like a scene from a movie. They must try to <u>see</u> the text as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the text as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a movie in our minds. Visualisation can also help learners to remember the details in a text.

Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Tell learners what you visualised. (Model the skill.) 3. Instruct learners to close their eyes. Explain that learners must listen to the text and try to picture it, or make a movie in their minds. 4. Read the text again. 5. Ask learners: What did you visualise? (What happened in your movie?) 6. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the text.
Strategy 3: Search the text	
Explanation	Search the text questions ask learners to recall information or events from the text. Learners need to understand what kind of information they are being asked to recall. They must then think about where in the text they would find that information.
Purpose	<p>These questions help learners to check that they have a basic understanding of the text. Teaching learners how to answer these questions shows them:</p> <ul style="list-style-type: none"> • How to identify the kind of information the question is asking for • How to locate the information in the text
Steps	<ol style="list-style-type: none"> 1. Read the text. 2. Ask learners a question about the text, like: <i>What did person x do?</i> 3. Ask learners: What kind of information is this question asking for? (<i>an action – we need to identify what person x did</i>) 4. Ask learners: <i>When did we read about person x's actions? Was it at the beginning, the middle or the end of the text?</i> 5. Ask learners to locate the part of the text where the action took place. 6. Ask learners to read that part of the text, and to try and identify what person x did.
Strategy 4: Summarise	
Explanation	When learners summarise, they think about the most important points of a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the text. Asking learners to summarise the main points of a text is the best way to check their understanding.

Steps	<ol style="list-style-type: none"> 1. Read the text. 2. Remind learners: When we summarise, we identify the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will identify only the main points of the text. 4. Tell learners to use the following questions as a guide: <ol style="list-style-type: none"> a. What is this text about? b. What is the main purpose of the text? Why was it written? c. What did you learn from this text? d. What did you like about this text and why? 5. Always give learners time to think about the text. 6. Always instruct learners to turn and talk and discuss their summary with a partner. 7. Next, instruct learners to write their summary down. 8. Give learners a frame to help them to structure summaries.
Strategy 5: Think about the text (I wonder?)	
Explanation	When learners wonder about the text, they are thinking about an aspect of the text.
Purpose	<p>By modelling how to think/wonder about a text, we teach learners two things:</p> <ol style="list-style-type: none"> 1. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. 2. Secondly, we show learners the kinds of thoughts that good readers have about a text. <p>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.</p>
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Think of a question or idea that a good reader might have about the text. (Ideas are provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I wonder ... 4. Let learners think about this. 5. Learners do not need to answer – the point is to encourage them to think more deeply about the text.

Strategy 6: Make connections	
Explanation	<p>When learners make connections, they compare the text to one of three things:</p> <ol style="list-style-type: none"> 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. <u>This is called a text-to-self connection.</u> 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. <u>This is called a text-to-text connection.</u> 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. <u>This is called a text-to-world connection.</u>
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	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners relevant connection questions, like: <ol style="list-style-type: none"> a. When was a time that you felt x? b. Do you remember when we read about x? Can you make a connection between these two texts? c. This text makes me think about something that is taking place in the world / South Africa / our town right now. Can anyone think of what that is?
Strategy 7: Make inferences	
Explanation	<p>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 <i>have read</i> together with <i>their own experiences and prior knowledge</i>.</p>

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	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we work out about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I can infer that ...
Example	<p>Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p>Inference: Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we infer that she might be pregnant.</p>
Strategy 8: Evaluate	
Explanation	<p>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:</p> <ul style="list-style-type: none"> • Characters, people or events • Facts versus opinions • The author's perspective, opinions and motivations • What they like or find interesting • What they dislike or find boring
Purpose	Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read. They must then be able to support or justify their evaluations.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners an evaluation question and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure that learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x 5. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

Shared Reading: Post-Read

Instructions:

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

Instructions for a written comprehension:

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

Instructions for the oral recount or written summary:

1. Write the summary frame on the chalkboard before the lesson.
2. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can also include:
 - Why we think the text was written
 - What we learnt from the text
 - What we liked about the text, and why
3. Read through and explain the summary frame to learners.
4. Tell learners to complete this activity as an oral recount or a written summary – this is up to you.
5. Remind learners that they can skim and scan the text again, before coming up with their oral recounts or written summaries. This can help them remember what the text was about.
6. Give learners 10-15 minutes to think about their own recounts, or to write their own summaries in their exercise books, using the summary frame.
7. Then, tell learners to turn and talk, and share their recounts or summaries with a partner.
8. Finally, create a class recount or summary together – ask different learners to answer each part of the frame.

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

Instructions for a visualisation activity:

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

Purpose:

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

GROUP GUIDED READING

Assigning Group Guided Reading groups and text selection:

1. In the first two weeks of school, listen to every learner read individually.
2. Assign learners to same-ability groups.
3. Use the rubric below to sort learners according to their abilities.
4. Ideally, try to have 5 groups, with no more than 12 learners per group.
5. However, if you have a very large class, you may have to have more groups and manage your time differently.
6. This rubric divides learners based on their technical reading skills.
7. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
8. **In a Grade 5 class of 54 learners, there may be:**
 - 4 learners at level 1 – you may have to find time to work with these learners on a more regular basis.
 - 1 group x 10 learners at level 2
 - 2 groups x 10 learners at level 3
 - 1 group x 10 learners at level 4
 - 1 group x 10 learners at level 5

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<ul style="list-style-type: none"> • This learner knows no or very few sight words. • This learner does not seem to recognise many letter-sound relationships, and struggles to decode most phonetically regular words, even common words. 	<ul style="list-style-type: none"> • This learner knows just a few common sight words. • This learner does not recognise some letter-sound relationships, and struggles to decode many previously unseen words. 	<ul style="list-style-type: none"> • This learner knows many common sight words. • This learner needs help to decode some previously unseen words. 	<ul style="list-style-type: none"> • This learner knows many common sight words and can decode most previously unseen words. • This learner occasionally needs help to decode more challenging words. • This learner reads with some fluency. 	<ul style="list-style-type: none"> • This learner knows many common words. • This learner can decode previously unseen words. • This learner reads with fluency and expression. • This is one of the best readers in the class.

What to do with each group during Group Guided Reading:

1. Call a group to read to you.
 - a. Make sure they all bring their reading worksheet or learner book.
 - b. Seat the group in a circle.
2. Revise the week's phonic words and sight words.
3. When working with struggling readers, spend as much time as required on the decodable texts.
4. If the group does not need this, then allow learners to quickly read through the decodable texts, and then move on quickly to the Group Guided Reading Text.
5. Talk about the title of the text. Explain what it means.
6. Next, give learners a few minutes to skim the text in silence.
7. Then, ask each learner to read part of the text aloud, on his or her own.
8. Listen carefully as each learner reads.
 - If the learner is stuck on a word, give him or her some time to try and figure it out.
 - Then, help the learner to sound out the word.
 - If the word is irregular, and cannot be sounded out, tell the learner the word.
 - Ask the learner to re-read the sentence.
9. If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.
10. Next, go through the questions with learners.
 - Give learners an opportunity to discuss and answer the questions.
 - Use this time to further teach and practice the comprehension skill, or skills.
 - Show learners that there may be different answers to the same question, particularly when it comes to opinions.
11. Praise and encourage learners for their efforts as well as their successes.
12. Remember that confidence is a big part of reading – learners must feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

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

4. Next, practice reading the sight words with learners.
 - Ask learners to take note of the first sound in the word.
 - Then, tell the learners to look at the spelling of the word.
 - Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.
5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.
8. As each learner reads, do the following:
 - Be kind and patient.
 - Give the learner some time to try and work out the word alone.
 - Then, help the learner to sound out the word.
 - If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.
 - Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
 - Thank learners for their efforts, and praise learners for any improvements.

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

Purpose:

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

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

INDEPENDENT AND PAIRED READING AND COMPREHENSION

Independent or Paired Reading Activities

Instructions:

1. In the second week of every cycle, there are five lessons for reading and viewing.
2. During these lessons, you will work with each group guided reading group.
3. Whilst you are busy with reading groups, learners should work to complete the week's activities for independent or paired reading and comprehension.
4. At the start of the first lesson, take some time to orientate learners to the week's activities.
5. Instruct learners to have the following items ready for this lesson: their reading worksheets their personal dictionaries, and their exercise books.
6. Explain that learners must work independently or with a partner (this is up to you).
7. Orientate the class to the reading and comprehension activities that they must complete during this time.
8. Do this by going through the notes at the start of the reading worksheets titled: How to 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.
 - o This confidence can be built by equipping learners with decoding skills, an expanded vocabulary, and a strategy to approach and work through new texts.
 - o 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:
 - o *Understanding the purpose of the text, the audience, and the genre*
 - o *Thinking about what they want to write – this must be original*
 - o *Completing research to gather or verify information to include in the text*
 - o *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.

- o Learners must understand that once they have done this, they should read and consider making changes or improvements to this draft.
- o 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.
 - o As you hold mini-conferences, really engage learners and their thoughts.
 - o Ask learners to explain their writing piece, and then ask questions for clarity, or to prompt the learner's thinking about their writing.
 - o Make sure that this is a positive, developmental experience for learners by always praising a good aspect of their drafts, before challenging or probing aspects that can be improved.

Process Writing: Editing

Instructions:

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

11. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
 - This is a vital part of the editing lesson, as this is when you get to teach and explain the parts of writing that learners struggle with.
12. Ask learners to complete the editing process for homework if required.

Purpose:

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

Process Writing: Publishing & Presenting

Instructions:

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

Publishing:

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

Presenting:

1. Once learners have completed the publishing of their texts, move on to presenting.
2. Tell learners to swop books and read each other's writing.
3. Once each learner has read someone else's writing, the learner must say two things that they liked about the partner's writing.
4. Walk around the class and listen as learners do this, offering input as required.
5. Then, in the last five minutes of the lesson, ask 1-2 learners to read their writing to the class.
 - If learners are too shy to read themselves, you can offer to read for them.
 - Once each learner has read their piece, ask their partners to share their comments on the writing – what did they like about it?
 - End by giving these learners some feedback – both to the writers, and to the partners who gave feedback.
6. Finally, collect learners' books in order to assess their writing.
7. Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing at the end of each writing cycle.

Purpose:

- Learners must see that writing has an audience and a purpose.
- Whenever possible and appropriate, try to provide learners with a wider and/or authentic audience for their writing tasks.
 - o 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, they 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 2

WEEK 1

THEME:
PEOPLE WHO CHANGED HISTORY

“Things don’t have to change the world to be important.”
– Steve Jobs

TERM 2: WEEK 1	
OVERVIEW	
THEME	People who changed history
THEME VOCABULARY	banned, blog, inspired, infuriate, famous, humiliate, defeat, opponent, generation, suffer
LSC	Conditional
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Text review
WRITING TOPIC	Write a review of the non-fiction text 'Nelson Mandela'
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous term. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about people that changed history. 5. Try to find some pictures of people that changed history, for example: Nelson Mandela, Steve Biko, Malala Yousafzai, Rosa Parks, etc. 6. Do some research in preparation for this theme, for instance: Find some TED Talks given by people who changed history.

WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES																							
PICTURE	<ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 70 2. Instruct learners to look at the title, headings and pictures in the text. 																						
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 																						
SONG / RHYME	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Nelson Mandela fought for us to be free</td> <td><i>Raise your right fist in the air</i></td> </tr> <tr> <td>Anyone can change history</td> <td>-</td> </tr> <tr> <td>Even you and me.</td> <td><i>Point to your friend and point to yourself</i></td> </tr> <tr> <td>Malala Yousafzai fought for girls to go to school</td> <td><i>Raise your right fist in the air</i></td> </tr> <tr> <td>It doesn't matter if you're old or young</td> <td>-</td> </tr> <tr> <td>There's no golden rule!</td> <td><i>Wave your forefinger</i></td> </tr> <tr> <td>You can be a boy or girl</td> <td><i>Point to a boy and then to a girl</i></td> </tr> <tr> <td>There's always something you can do,</td> <td>-</td> </tr> <tr> <td>To make the world a better place</td> <td><i>Stretch your arms out wide in a circle</i></td> </tr> <tr> <td>For me and you and you!</td> <td><i>Point to yourself then point to the people around you.</i></td> </tr> </tbody> </table>	Lyrics	Actions	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>	Anyone can change history	-	Even you and me.	<i>Point to your friend and point to yourself</i>	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>	It doesn't matter if you're old or young	-	There's no golden rule!	<i>Wave your forefinger</i>	You can be a boy or girl	<i>Point to a boy and then to a girl</i>	There's always something you can do,	-	To make the world a better place	<i>Stretch your arms out wide in a circle</i>	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
	Lyrics	Actions																					
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>																					
	Anyone can change history	-																					
	Even you and me.	<i>Point to your friend and point to yourself</i>																					
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>																					
	It doesn't matter if you're old or young	-																					
	There's no golden rule!	<i>Wave your forefinger</i>																					
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>																					
	There's always something you can do,	-																					
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>																					
For me and you and you!	<i>Point to yourself then point to the people around you.</i>																						
THEME VOCABULARY	banned, blog, inspired, infuriate, famous																						
QUESTION OF THE DAY																							
Question	Who makes you feel more inspired?																						
Graph	2 COLUMN GRAPH																						
Options	Malala Yousafzai / Nelson Mandela																						

Follow up questions	
Question	How many learners feel more inspired by Malala Yousafzai?
Answer	__ learners feel more inspired by Malala Yousafzai.
Question	How many learners feel more inspired by Nelson Mandela?
Answer	__ learners feel more inspired by Nelson Mandela.
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 Malala Yousafzai.
Answer	I feel more inspired by Nelson Mandela.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to a story: **The story of a brave young woman**
2. **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.
3. **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.
4. **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
<p>Malala Yousafzai is a brave young woman who has helped to change history. Malala grew up in a place called Swat Valley in a country called Pakistan, a country in southern Asia. An organisation called the Taliban took over Swat Valley and became the leaders of this area. The Taliban believe that girls should not be educated. They believe that only boys should have the right to an education. Therefore, in Swat Valley, they banned girls from going to school.</p>	<p>I can infer that the Taliban banned Malala from going to school, because she was a young woman growing up in the Swat Valley.</p>	<ol style="list-style-type: none"> 1. Who is Malala Yousafzai? (She is a young woman who helped changed history.) 2. What did the Taliban do when they took over Swat Valley? (They banned girls from going to school.) 3. Why do you think the Taliban banned girls from going to school? (Because they believed only boys should be allowed to go to school / Because they thought girls must stay at home rather than have an education / Etc.)

<p>Malala and her family did not believe that this was right. They believed that every girl should have the right to an education. So, Malala continued going to school even though the Taliban had banned girls from school. She also wrote a blog about her life under the Taliban, which was read by many people around the world. This made the Taliban very angry.</p>	<p>I can infer that Malala must have been one of the only girls who continued to go to school when the Taliban banned girls. I can also infer that her willingness to stand up for what she believed in infuriated the Taliban!</p> <p>I can infer this because her actions infuriated the Taliban enough to try to kill her! I can infer that the Taliban didn't want other girls to take the same actions as Malala.</p>	<ol style="list-style-type: none"> 1. What can you infer about Malala's family? (I can infer that...) 2. What made the Taliban angry? (The Taliban were angry that Malala continued to go to school and that she wrote a blog.) 3. How did the Taliban punish Malala for her actions? (They tried to kill her – they shot her in the head.)
<p>When she was fifteen, Malala was shot in the head by a member of the Taliban. Amazingly, Malala survived the shooting!</p>		
<p>This story was on the news around the world, and Malala became quite famous. When Malala recovered from the shooting, she continued to use her voice to fight for the right of all girls to an education.</p>	<p>I can infer that Malala is a very strong person. Even being shot couldn't stop Malala from speaking out for what she believed in! She must be someone who really cares about the right of all children to get an education!</p>	<ol style="list-style-type: none"> 1. Why do you think Malala became quite famous? (I think she became famous because...) 2. What did Malala do when she recovered? (She continued to speak out for the rights of girls!)
<p>Because of Malala, many young people are fighting for their rights, and using their voices! Malala became the youngest person in history to win a Nobel Peace Prize. Malala is a hero who helped to change history.</p>	<p>I can infer that many other people have been inspired by Malala's actions and strength!</p>	<ol style="list-style-type: none"> 1. What did Malala win? (She won a Nobel Peace Prize.) 2. How old was she when she won the Nobel Peace Prize? (She was fifteen – the youngest person in history!)

WEEK 1: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: **The story of a brave young woman**
2. Before class begins, write the following conversation frame on the board:
 - a. In this story...
 - b. I think that Malala...
 - c. I feel / don't feel inspired by Malala 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 AND SIGHT WORDS

Sounds	/ch/ /ai/									
Activity	<ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: ch, ai. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /ch/ - /a/ - /ll/ - /en/ - /ge/ = challenge /ch/ - /o/ - /p/ = chop /ch/ - /ai/ - /n/ = chain /j/ - /ai/ - /l/ = jail /m/ - /ai/ - /d/ = maid /p/ - /ai/ - /l/ = pail 6. Ask learners to sound out and read each word after you. 									
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>ch</td> <td>ai</td> <td>p</td> </tr> <tr> <td>j</td> <td>i</td> <td>o</td> </tr> <tr> <td>n</td> <td>m</td> <td>l</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: chain or mop 	ch	ai	p	j	i	o	n	m	l
ch	ai	p								
j	i	o								
n	m	l								

Sight or high frequency words	<ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) d. Read the words three times and tell learners to repeat after you: took, didn't, called, would, always, father, vaccine, inject, cause, island
-------------------------------	--

WEEK 1: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Nelson Mandela</i>
DBE WORKBOOK 1, PAGE	70
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	
<ol style="list-style-type: none"> 1. Ask a learner to read the title: Nelson Mandela 2. Ask learners: What do you know about Nelson Mandela? 3. Listen to learner responses. This will help you understand what learners already know. 4. Explain that Nelson Mandela was the first president after Apartheid ended. During Apartheid, Nelson Mandela fought for justice, and even went to jail for what he believed in. 5. Instruct learners to think about the pictures, captions and title. 6. Conduct the Pre-Read activity as per core methodology. 	

WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>
	Anyone can change history	-
	Even you and me.	<i>Point to your friend and point to yourself</i>
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>
	It doesn't matter if you're old or young,	-
	There's no golden rule!	<i>Wave your forefinger</i>
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>
	There's always something you can do,	-
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>
	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
THEME VOCABULARY	humiliate, defeat, opponent, generation, suffer	
QUESTION OF THE DAY		
Question	What would make you feel more humiliated?	
Graph	2 COLUMN GRAPH	
Options	getting scratched by thorns / getting laughed at by friends	
Follow up questions		
Question	How many learners would feel more humiliated by getting scratched by thorns?	
Answer	__ learners would feel more humiliated by getting scratched by thorns.	
Question	How many learners would feel more humiliated by getting laughed at by friends?	
Answer	__ learners would feel more humiliated by getting laughed at by friends.	

Question	What would make more learners feel more humiliated?
Answer	More learners would feel more humiliated by ___.
Question	What would make fewer learners feel more humiliated?
Answer	Fewer learners would feel more humiliated by ___.
Question	What would make you feel more humiliated?
Answer	I would feel more humiliated by getting scratched by thorns.
Answer	I would feel more humiliated by getting laughed at by friends.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: WEDNESDAY / DAY 3: FIRST READ	
TITLE	Nelson Mandela
DBE WORKBOOK 1, PAGE	70
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	<ul style="list-style-type: none"> Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
<ol style="list-style-type: none"> Hand out the DBE workbooks. Instruct learners to turn to the story on page 70. Allow learners a few minutes to try and read the story on their own, in silence. Explain that you will read the story to learners. They must follow along as you read. Read the story with fluency and expression to learners. Read the Text first, and then say the comment in the First Read column. 	
Text	Think Aloud: First Read
When I was about five, I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear cold streams, and to catch fish with twine and sharpened bits of wire.	I can infer that this story is told by Nelson Mandela about his own childhood.
As boys, we played with toys we made ourselves. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller coaster. We sat on flat stones and slid down the face of large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting on top of weaned calves – after being thrown to the ground several times, one got the hang of it.	I can infer that Nelson Mandela must have grown up in Qunu. I can infer from all of the activities Nelson Mandela is telling us about that Qunu must be a rural place.

<p>I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and donkey bolted into a nearby thorn bush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a young boy of six, I defeated my opponents without dishonouring them.</p>	<p>I can infer that Nelson Mandela’s friends laughed at him when the donkey threw him off. I can infer that this was an important moment in Nelson Mandela’s life. He learned that it isn’t nice to be laughed at. He learned that he shouldn’t laugh at other people!</p>
<p>In the evening, I would return to my mother’s kraal where she was preparing supper. Whereas my father once told stories of battles and brave Xhosa warriors, my mother would charm us with Xhosa legends and fables that had come down from numberless generations.</p>	<p>I can infer that Nelson Mandela is Xhosa, because his parents tell him Xhosa stories.</p>
<p>Like all Xhosa children, I gained knowledge mainly through looking at things. We were meant to learn through imitation not through questions. My life was shaped by custom and ritual. Men followed path laid out for them by their fathers; women led the same lives as their mothers had before them.</p>	<p>I can infer that most children in Nelson’s village grew up and did the same things as their parents did! As a young boy, it is expected that Nelson will follow in his father’s footsteps.</p>
<p>One day, George Mbekela, a friend of ours, paid a visit to my mother. “Your son is a clever young fellow,” he said. “He should go to school.” She told my father, who despite – or perhaps because of – his own lack of education immediately decided that his youngest son should go to school.</p>	<p>I can infer that Nelson is different from the other children in his village, because he will not do exactly what his father did. He will go to school, even though his father never attended school.</p>
<p>The schoolhouse was a single room, on the other side of the hill from Qunu. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like all the other boys in Qunu, had worn only blanket, which was</p>	<p>I can infer that Nelson must have been the first person in his family to have gone to school. I can infer that because there are no old uniforms or pants in Nelson’s house. That must be because all of Nelson’s older brothers and sisters had worn blankets – not pants!</p>

wrapped around one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee.	Nelson's father must cut his own pants so that they will fit little Nelson.
He told me to put them on, which I did, and they were roughly the correct length, although the waist was far too large. My father then took a piece of string and tied the trousers at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father's cut-off pants.	
Follow up questions	Responses
Where can we infer that Nelson Mandela grew up?	We can infer that he grew up in Qunu.
What did Nelson Mandela wear on his first day of school?	He wore a pair of his father's pants. His father cut them so that they would fit little Nelson Mandela.
Why question	Possible response
Why did Nelson's father cut his own trousers for Nelson?	<ul style="list-style-type: none"> • Because Nelson didn't have any pants of his own. • Because Nelson was the first person in his family to get to school, and there were no old uniforms for him to have. • Because his family didn't have money to buy new trousers. • Because in Nelson's village, people didn't normally wear pants – they wore blankets. • Because Nelson's father thought Nelson must wear pants to school.
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about the first conditional. 2. Introduce this LSC as follows: We use the first conditional when something hasn't happened yet, but there is a good chance it will happen. For example: If I win, then I will be proud. If...then 	

WEEK 1: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Nelson Mandela</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	<ul style="list-style-type: none"> • Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
<ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. What lesson did Nelson Mandela learn from an unruly donkey? b. How can we infer that Nelson Mandela was the first person in his family to go to school? c. Why did Nelson Mandela feel proud to wear his father’s cut-off pants? 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 70. 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
When I was about five, I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear cold streams, and to catch fish with twine and sharpened bits of wire.	--

<p>As boys, we played with toys we made ourselves. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller coaster. We sat on flat stones and slid down the face of large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting on top of weaned calves – after being thrown to the ground several times, one got the hang of it.</p>	<p>I can infer that Nelson was independent – he and his friends would run and play all day. They learned through trial and error. That means they learned through trying things and making mistakes!</p>
<p>I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and donkey bolted into a nearby thorn bush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a young boy of six, I defeated my opponents without dishonouring them.</p>	<p>I can infer that little Nelson got hurt when the donkey threw him off. But, I can infer that the embarrassment he felt when his friends laughed at him hurt more than being pricked and scratched. He learned that feeling embarrassed or humiliated is cruel and unnecessary! He learned that he never wanted to be the person to make others feel that way. I can infer that Nelson was very thoughtful and kind– even as a young child!</p>
<p>In the evening, I would return to my mother’s kraal where she was preparing supper. Whereas my father once told stories of battles and brave Xhosa warriors, my mother would charm us with Xhosa legends and fables that had come down from numberless generations.</p>	<p>--</p>
<p>Like all Xhosa children, I gained knowledge mainly through looking at things. We were meant to learn through imitation not through questions. My life was shaped by custom and ritual. Men followed path laid out for them by their fathers; women led the same lives as their mothers had before them.</p>	<p>I can infer that most children in Nelson Mandela’s village didn’t go to school. Instead, they learned to do the things their parents did, from watching and learning.</p>

<p>One day, George Mbekela, a friend of ours, paid a visit to my mother. “Your son is a clever young fellow,” he said. “He should go to school.” She told my father, who despite – or perhaps because of – his own lack of education immediately decided that his youngest son should go to school.</p>	<p>I can infer that this was a big moment in Nelson Mandela’s life, because he remembered the exact words that George Mbekela said! Nelson Mandela wrote this autobiography when he was much older, but he still remember those words from when he was just seven years old!</p> <p>I can also infer that Nelson must have been the first person in his family to go to school. He is the youngest child, and George Mbekela wouldn’t have come with this idea if all of Nelson’s sibling had gone to school!</p>
<p>The schoolhouse was a single room, on the other side of the hill from Qunu. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like all the other boys in Qunu, had worn only blanket, which was wrapped around one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee. He told me to put them on, which I did, and they were roughly the correct length, although the waist was far too large. My father then took a piece of string and tied the trousers at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father’s cut-off pants.</p>	<p>Imagine if your father cut his own pants to fit you? I can infer that that must make little Nelson feel so proud! It must have made Nelson feel special and important that his father would take some of his own pants and cut them, just for him!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>What lesson did Nelson Mandela learn from an unruly donkey?</p>	<p>He learned that laughing at someone and making them feel embarrassed or humiliated could really hurt them!</p>
<p>How can we infer that Nelson Mandela was the first person in his family to go to school?</p>	<ul style="list-style-type: none"> • Because it seemed like a new idea when George Mbekela came to suggest it to Nelson’s mother. • Because there were no old uniforms or pants in Nelson’s house.

Why question	Possible response
Why did Nelson Mandela feel proud to wear his father's cut-off pants?	<ul style="list-style-type: none"> • Because it was special that his father cut his own pants for him! • Because it was the first time he had ever worn pants.
	<ul style="list-style-type: none"> • Because he was the first one in his family to go to school. He felt proud because the pants meant he was going to school. • Because he know his father would only cut his own pants for something very important.
<p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 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

<p>Modelling (I DO)</p>	<ol style="list-style-type: none"> 1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 70 5. Read out loud while learners follow along: Like all Xhosa children, I gained knowledge mainly through looking at things. 6. Explain we can make inferences that: <ol style="list-style-type: none"> a. The narrator is a Xhosa child. b. The narrator is like lots of other Xhosa children. c. The narrator thinks that Xhosa children might learn things in a different way from children in other cultures. 7. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.
-----------------------------	--

<p>Work with learners (WE DO)</p>	<ol style="list-style-type: none"> 1. Read out loud while learners follow along: She told my father, who despite – or perhaps because of – his own lack of education immediately decided that his youngest son should go to school. 2. Ask learners: What inferences can you make after you read this sentence? 3. Listen to learners ideas, like: <ol style="list-style-type: none"> a. Nelson Mandela’s father did not ever attend school. b. Nelson Mandela was surprised that his father decided so quickly that he should go to school, since he never went to school himself. c. It was Nelson Mandela’s father who made the decision to send him to school – not his mother. d. Nelson Mandela’s older siblings did not go to school – it was the first time his father made the decision to send a child to school.
<p>Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: My father took a pair of his trousers and cut them at the knee. He told me to put them on, which I did... 3. Ask learners: What inferences can you make from this sentence? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: <ol style="list-style-type: none"> a. Nelson Mandela needed trousers for school, but he didn’t have any of his own. b. Maybe his family did not have enough money to go buy trousers, or maybe the shops were very far away. c. Nelson Mandela’s father was very generous – he cut his own pants so that his child could wear them!
<p>NOTES</p>	<p>Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is:</p> <p>Making Inferences</p> <p>To make an inference, we take:</p> <p>what is written</p> <p>+</p> <p>what we already know</p> <p>and we make a good guess about the text.</p>

WEEK 1: FRIDAY / DAY 5: POST-READING	
TITLE	<i>Nelson Mandela</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make inferences
PURPOSE	<ul style="list-style-type: none"> 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. Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
POST-READING	
<ol style="list-style-type: none"> 1. Explain that today we will be summarising the main point/s of the text. This means that we will think about the most important parts of the text. 2. Ask learners: How can you tell a friend about the story in 3-5 sentences? 3. Instruct learners to use the frame to answer the question: This text is about... We learn that Nelson Mandela was.... Overall, I think the story is... 4. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts. 5. 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. 6. Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening. 7. Call the class back together. Call a few learners up to the front of the classroom to present to the class. 8. Come up with a class summary, like: This text is about Nelson Mandela when he was a child. We learn about what he wore on the first day he ever went to school! We learn that Nelson Mandela was a thoughtful child, because he learned never to humiliate other people. Overall, I think the story is interesting because I never really thought about Nelson Mandela being a child – I only thought of him as a president! 	

WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
REVIEW E.G.: STORY, BOOK OR FILM REVIEW	To summarise, analyse and respond to literary texts or performances	<ul style="list-style-type: none"> Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgment: evaluation of the work by expressing an opinion or judgment 	<ul style="list-style-type: none"> Quotes from people; direct quotes Longer paragraphs Descriptive writing May use a mixture of formal and informal language including everyday expressions and colloquialisms Rhetorical questions Emotive words Use of imagery and description
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a review of a non-fiction text. 2. Remind learners that a review gives a summary of the text, and then tells the reader what the writer thought of the text. 3. Explain that in this case, learners will write a review of the non-fiction text 'Nelson Mandela'. <p>Structure of a review</p> <ol style="list-style-type: none"> 1. Explain that a review is usually structured as follows: <ol style="list-style-type: none"> a. It starts by giving the title, the author and a brief description of what type of work it is. b. It then gives a description or summary of the text – the plot or what the text is about, who the main characters are, what the language and style of the text is like c. Next, a review gives the writer's evaluation or judgement of the text – the writer shares their opinions of the text d. Finally, the writer ends by recommending or not recommending the text to other readers 		

	<p>Language features of a review</p> <ol style="list-style-type: none"> 1. Explain that a review usually: <ol style="list-style-type: none"> a. Uses descriptive and emotive language – the writer shares their feelings about the text b. Includes a quote from the text to show the style
READ THE SAMPLE TEXT	<p>Autobiography Review (an autobiography is when a person writes their own life story)</p> <p><u>Book Review: The Life and Times of Bob Dylan</u> by George Finnis</p> <p>The Life and Times of Bob Dylan is an autobiography written by Bob Dylan, one of the most famous song writers and musicians of our times. In this book, Bob Dylan tells the story of his life from his teenage years throughout his whole career.</p> <p>The book tells us about how Bob Dylan becomes a musician and a songwriter. It talks about the musicians and other people who inspired him. And it also describes many of the unusual events that happen in his life! Mr Dylan shares many wise thoughts in his book, including this one: <i>'Act the way you'd like to be and soon you'll be the way you'd like to act.'</i></p> <p>I found this book easy to read and very interesting! I loved reading about all the famous, fascinating people that Mr Dylan met throughout his life. I highly recommend this book to anyone who wants to read about the life story of a wise and successful man. This book gave me much food for thought.</p>
DISCUSS	<ol style="list-style-type: none"> 1. What is the title of the book? 2. Who is the author? 3. Who wrote the book review? 4. What kind of book is it? 5. Does the review tell you what the book is about? 6. Is a quote from the book included? 7. What is the reviewer's opinion of the book? 8. Does the reviewer recommend the book? 9. What descriptive or emotional words does the reviewer use?

NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Text Review Structure:</u></p> <ol style="list-style-type: none">1. A text review starts with the title, the author and says the type of text it is2. It then gives an idea of what the text is about3. It gives some idea of the language and style4. Then the reviewer shares their opinions of the text5. Finally, the reviewer recommends or does not recommend the text <p><u>Text Review Language Features:</u></p> <ol style="list-style-type: none">1. A review uses descriptive and emotive language2. It includes a quote from the text to show the style
-------	--

GRADE 5 - TERM 2



THEME:
PEOPLE WHO CHANGED HISTORY

"The urgent can drown out the important."

– Marissa Mayer

TERM 1: WEEK 2

OVERVIEW

THEME	People who changed history
THEME VOCABULARY	banned, blog, inspired, infuriate, famous, humiliate, defeat, opponent, generation, suffer, climate change, solar power, suffer, humiliation, prevent, disease, infection, starvation, Jewish, concentration camp, ally / allies, blame, possibility
LSC	Conditional
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Text review
WRITING TOPIC	Write a review about the non-fiction text 'Nelson Mandela'

WEEK 2: MONDAY / DAY 1: PLANNING					
TOPIC	Write a review of the non-fiction text 'Nelson Mandela'				
GENRE	Text review				
PLANNING STRATEGY	Write a list				
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <p><i>Hmm, you are all going to write a review of the non-fiction text 'Nelson Mandela'. I want to give you an example of how to do this, so I am going to review a different text. I will review the text we listened to about Malala Yousafzai.</i></p> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below the topic on the chalkboard. 6. On the other side of the chalkboard, show learners how you make a plan by answering the questions to write a list. 				
	<table border="1"> <thead> <tr> <th><u>A text review</u></th> <th><u>A text review</u></th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. What is the title of the text? 2. Who is the author of the text? 3. What kind of text is it? 4. What is the text about? 5. What kind of language and style is used? 6. What is your opinion of the text? What did you like? What didn't you like? 7. Would you recommend this text or not? 8. Who would you recommend this text to? </td> <td> <ol style="list-style-type: none"> 1. The story of a brave young girl 2. Unknown 3. A non-fiction text 4. The life of Malala Yousafzai, a young girl from Pakistan. She was shot by the Taliban for going to school. She recovered and kept fighting for the right for all girls to be educated. 5. The language is easy to understand, except for a few words. 6. I liked the text. I liked learning about an ordinary girl who became famous for doing something brave and good. 7. I recommend this text 8. I recommend it to all young people who experience hard times – it is very inspirational </td> </tr> </tbody> </table>	<u>A text review</u>	<u>A text review</u>	<ol style="list-style-type: none"> 1. What is the title of the text? 2. Who is the author of the text? 3. What kind of text is it? 4. What is the text about? 5. What kind of language and style is used? 6. What is your opinion of the text? What did you like? What didn't you like? 7. Would you recommend this text or not? 8. Who would you recommend this text to? 	<ol style="list-style-type: none"> 1. The story of a brave young girl 2. Unknown 3. A non-fiction text 4. The life of Malala Yousafzai, a young girl from Pakistan. She was shot by the Taliban for going to school. She recovered and kept fighting for the right for all girls to be educated. 5. The language is easy to understand, except for a few words. 6. I liked the text. I liked learning about an ordinary girl who became famous for doing something brave and good. 7. I recommend this text 8. I recommend it to all young people who experience hard times – it is very inspirational
<u>A text review</u>	<u>A text review</u>				
<ol style="list-style-type: none"> 1. What is the title of the text? 2. Who is the author of the text? 3. What kind of text is it? 4. What is the text about? 5. What kind of language and style is used? 6. What is your opinion of the text? What did you like? What didn't you like? 7. Would you recommend this text or not? 8. Who would you recommend this text to? 	<ol style="list-style-type: none"> 1. The story of a brave young girl 2. Unknown 3. A non-fiction text 4. The life of Malala Yousafzai, a young girl from Pakistan. She was shot by the Taliban for going to school. She recovered and kept fighting for the right for all girls to be educated. 5. The language is easy to understand, except for a few words. 6. I liked the text. I liked learning about an ordinary girl who became famous for doing something brave and good. 7. I recommend this text 8. I recommend it to all young people who experience hard times – it is very inspirational 				

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to go back to the text in DBE Workbook 1 on page 70, 'Nelson Mandela'.
2. Tell learners to read the text once again, and to think about what they like about the text, and whether they would recommend it or not.
3. Next, tell learners to **turn and talk** with a partner, to share their ideas.
4. **Hand out exercise books.**
5. Show learners the planning frame on the chalkboard and tell them to use this frame to plan their text review, just like you did.
6. Tell learners not to copy your plan – they must write their own ideas.
7. As learners work, walk around the room and hold mini-conferences.

A text review : Planning

1. The story of a brave young girl
2. Unknown
3. A non-fiction text
4. The life of Malala Yousafzai, a young girl from Pakistan. She was shot in the head by the Taliban for going to school. Recovered, kept fighting for girls' education.
5. Easy to understand except few words.
6. I liked text. Liked learning about ordinary girl - became famous for doing good.
7. Recommend
8. To all young people who experience hard times

WEEK 2: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING**GROUP GUIDED READING**

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 2: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>
	Anyone can change history	-
	Even you and me.	<i>Point to your friend and point to yourself</i>
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>
	It doesn't matter if you're old or young	-
	There's no golden rule!	<i>Wave your forefinger</i>
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>
	There's always something you can do,	-
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>
	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
THEME VOCABULARY	humiliation, prevent, disease, infection, starvation	
QUESTION OF THE DAY		
Question	Which kind of suffering would you like to prevent?	
Graph	3 COLUMN GRAPH	
Options	disease / starvation / humiliation	
Follow up questions		
Question	How many learners would like to prevent disease?	
Answer	__ learners would like to prevent disease.	
Question	How many learners would like to prevent starvation?	
Answer	__ learners would like to prevent starvation.	

Question	How many learners would like to prevent humiliation?
Answer	__ learners would like to prevent humiliation.
Question	Which kind of suffering would most learners like to prevent?
Answer	Most learners would like to prevent __.
Question	Which kind of suffering would fewest learners like to prevent?
Answer	Fewest learners would like to prevent __.
Question	Which kind of suffering would you like to prevent?
Answer	I would like to prevent disease.
Answer	I would like to prevent starvation.
Answer	I would like to prevent humiliation.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 2: TUESDAY / DAY2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
-------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 2: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	Conditional
<p>LSC MODELLING (I DO)</p>	<ol style="list-style-type: none"> 1. Explain that this week, we are reviewing texts to try and get others to read them. We don't know if other people will read them, but it is a possibility. When we write about something that is a possibility, we use the conditional. 2. Explain that when we write in the conditional, we write using the words: If..., then... 3. Explain that today, we will learn about the conditional: 1st <u>Conditional</u> <p><u>1st Conditional</u></p> <ol style="list-style-type: none"> 1. We use the 1st conditional when we think there is a good chance something will happen! 2. When we use the 1st conditional, we use the present tense before the comma. 3. When we use the 1st conditional, we use the future tense after the comma. 4. For example, I am about to leave my house. There are dark clouds in the sky. I tell my mother: If it rains, then I will put on my raincoat. 5. For example, I am running around outside with my friends. I tell my father: If I fall, then I will get back up.
<p>LSC Ask learners for help (WE DO)</p>	<p><u>1st Conditional</u></p> <ol style="list-style-type: none"> 1. Ask learners: What is something that might happen today? (Something that has a good chance of actually happening today!) 2. Brainstorm some ideas with learners, like: <ul style="list-style-type: none"> • We might write in our exercise books. • It might rain later in the afternoon. • The teacher might give us stickers. 3. Write the first part of the sentence for learners using these examples. Remind learners that we use the present tense, like: <ol style="list-style-type: none"> a. If we write in our exercise books, then... b. If it rains later, then... c. If the teacher gives us stickers, then... 4. Ask learners to complete these sentences. Remind them they must use the future tense to complete the sentence, like: <ol style="list-style-type: none"> a. If we write in our exercise books, then we will learn! b. If it rains later, then we will not go outside for break. c. If the teacher gives us stickers, then we will feel so happy! 5. Remind learners that these are all things we think have a pretty good chance of really happening today.

<p>LSC Pair work (YOU DO)</p>	<p>1st Conditional</p> <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Instruct learners to turn and talk and ask a partner: What will you do if it is sunny during break? 3. Instruct learners to write a sentence explaining their partner's answer, using this frame: If it is sunny during break, then... 4. As learners talk and write, walk around the room and complete mini conferences. 5. Ask learners to read their writing to you. 6. Encourage learners! <p>Sharing</p> <ol style="list-style-type: none"> 1. Call learners back together. Call on random learners to give examples for each. Make sure learners know how to use the 1st conditional! 2. Remind learners that they will use the conditional in their writing, because we hope that people will read the text that we are reviewing. 			
<p>TOPIC</p>	<p>Write a review of a non-fiction text</p>			
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="491 1154 1479 2036"> <tr> <td data-bbox="491 1154 910 2036"> <p><u>A text review</u></p> <ol style="list-style-type: none"> 1. What is the title of the text? 2. Who is the author of the text? 3. What kind of text is it? 4. What is the text about? 5. What kind of language and style is used? 6. What is your opinion of the text? What did you like? What didn't you like? 7. Would you recommend this text or not? 8. Who would you recommend this text to? </td> <td data-bbox="910 1154 1479 2036"> <p><u>A text review</u></p> <ol style="list-style-type: none"> 1. The story of a brave young girl 2. Unknown 3. A non-fiction text 4. The life of Malala Yousafzai, a young girl from Pakistan. She was shot by the Taliban for going to school. She recovered and kept fighting for the right for all girls to be educated. 5. The language is easy to understand, except for a few words. 6. I liked the text. I liked learning about an ordinary girl who became famous for doing something brave and good. 7. I recommend this text 8. I recommend it to all young people who experience hard times – it is very inspirational </td> </tr> </table>		<p><u>A text review</u></p> <ol style="list-style-type: none"> 1. What is the title of the text? 2. Who is the author of the text? 3. What kind of text is it? 4. What is the text about? 5. What kind of language and style is used? 6. What is your opinion of the text? What did you like? What didn't you like? 7. Would you recommend this text or not? 8. Who would you recommend this text to? 	<p><u>A text review</u></p> <ol style="list-style-type: none"> 1. The story of a brave young girl 2. Unknown 3. A non-fiction text 4. The life of Malala Yousafzai, a young girl from Pakistan. She was shot by the Taliban for going to school. She recovered and kept fighting for the right for all girls to be educated. 5. The language is easy to understand, except for a few words. 6. I liked the text. I liked learning about an ordinary girl who became famous for doing something brave and good. 7. I recommend this text 8. I recommend it to all young people who experience hard times – it is very inspirational
<p><u>A text review</u></p> <ol style="list-style-type: none"> 1. What is the title of the text? 2. Who is the author of the text? 3. What kind of text is it? 4. What is the text about? 5. What kind of language and style is used? 6. What is your opinion of the text? What did you like? What didn't you like? 7. Would you recommend this text or not? 8. Who would you recommend this text to? 	<p><u>A text review</u></p> <ol style="list-style-type: none"> 1. The story of a brave young girl 2. Unknown 3. A non-fiction text 4. The life of Malala Yousafzai, a young girl from Pakistan. She was shot by the Taliban for going to school. She recovered and kept fighting for the right for all girls to be educated. 5. The language is easy to understand, except for a few words. 6. I liked the text. I liked learning about an ordinary girl who became famous for doing something brave and good. 7. I recommend this text 8. I recommend it to all young people who experience hard times – it is very inspirational 			

<p>WRITING FRAME</p>	<ol style="list-style-type: none"> Next, tell learners that they must turn each point in their plan into a sentence. They must also arrange the sentences into 3 paragraphs. Write the following frame on the chalkboard, and explain it to learners: <p>Text review: Title by...</p> <p>Paragraph 1 Points 1-3 This text, (title), is written by (author). It is (type of text).</p> <p>Paragraph 2 Points 4-5 The text is about.... The language and style of the text is... (Include a quote to show the language and style)</p> <p>Paragraph 3 Points 6-8 In my opinion.... / I think..... I recommend / do not recommend this text. I recommend it to.... (Add a conditional sentence.)</p>
<p>DRAFT</p>	<ol style="list-style-type: none"> Hand out learners' exercise books. Settle learners so you have their attention. Remind learners that they will write a text review using the frame. Explain that learners will write in the first person, using 'I', just like the story we read in which Nelson Mandela talked about himself using 'I'! Instruct learners to write the date and heading: Text Review: Draft Instruct learners to find their plan from Monday and think about their ideas. Instruct learners to complete the writing frame using their plans. Remind learners of the strategies they can use to help them. As learners write, walk around the classroom and help learners who are struggling.
<p>HOMEWORK</p>	<p>Learners must complete the draft.</p>

Text Review : The story of a brave young girl (Draft)

by Joshua Mtshali

This text the story of a brave young girl is written by unknown author. It is a non-fiction story.

The text is about Malala Yousafzai, a young girl from Pakistan. She was shot in the head by the Taliban for going to school. She recovered and she kept fighting for the right for all girls to be educated. The text is easy to understand except for few words.

I liked the text. I liked learning about an ordinary girl who was famous for brave and good. I recommend the text. I recommend it to all people who experience hard times. It is inspiration. If you like true-life stories, then you will like the story brave young girl.

WEEK 2: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 2: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>
	Anyone can change history	-
	Even you and me.	<i>Point to your friend and point to yourself</i>
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>
	It doesn't matter if you're old or young	-
	There's no golden rule!	<i>Wave your forefinger</i>
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>
	There's always something you can do,	-
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>
	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
THEME VOCABULARY	Jewish, concentration camp, ally / allies, blame, possibility	
QUESTION OF THE DAY		
Question	What do you think has the highest possibility of happening?	
Graph	2 COLUMN GRAPH	
Options	It will rain tomorrow / It will be sunny tomorrow	
Follow up questions		
Question	How many learners think there is a high possibility that it will rain tomorrow?	
Answer	__ learners think there is a high possibility that it will rain tomorrow.	
Question	How many learners think there is a high possibility that it will be sunny tomorrow?	
Answer	__ learners think there is a high possibility that it will be sunny tomorrow.	

Question	What do more learners think has the highest possibility of happening?
Answer	More learners think there is a high possibility that it will __ tomorrow.
Question	What do fewer learners think has the highest possibility of happening?
Answer	Fewer learners think there is a high possibility that it will __ tomorrow.
Question	What do you think has the highest possibility of happening?
Answer	I think there is a high possibility that it will rain tomorrow.
Answer	I think there is a high possibility that it will be sunny tomorrow.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 2: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
-------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 2: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST</p> <p><i>(Write this on the board before the class begins)</i></p>	<ol style="list-style-type: none"> 1. Does your text review have a title? 2. Have you written your name (the writer of the review)? <p>Paragraph 1</p> <ol style="list-style-type: none"> 1. Does the first paragraph tell us the title, author and type of text? <p>Paragraph 2</p> <ol style="list-style-type: none"> 1. Does this tell us what the text is about? 2. Does it tell us what the style and language is like? 3. Does it include a quote from the text? <p>Paragraph 3</p> <ol style="list-style-type: none"> 1. Does this give your opinion of the text? 2. Do you recommend the text or not? 3. Who do you recommend the text to? 4. Does this include a conditional sentence? <p>Overall</p> <ol style="list-style-type: none"> 1. Have you checked your spelling? 2. Have you checked your punctuation?
EDIT	<ol style="list-style-type: none"> 1. Instruct learners to open their books to the completed drafts. 2. Go through the editing checklist on the chalkboard with learners. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure that the answer to each question is yes. 5. Instruct learners to fix any mistakes they find. 6. Explain that learners may begin to publish when they are finished editing.
PUBLISH	<ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to redraft their reviews in their exercise books. 3. Tell learners to illustrate their reviews once they have finished publishing.
SHARE	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk with a partner. 2. Tell partners to read their reviews to each other. 3. Tell partners to say 1-2 things that they liked about their partner's writing.

Text Review: The story of a brave young girl (final draft)
by Joshua Mtshali

This text, 'The story of a brave young girl,' is written by an unknown author. It is a non-fiction text.

The text is about Malala Yousafzai, a young girl from Pakistan who became famous. She was shot in the head by the Taliban for going to school. When she recovered, she kept fighting for the rights for all girls to be educated. I found this text easy to read and understand, except for one or two words.

I really enjoyed reading this text. I liked learning about an ordinary girl who became famous because she was brave and did something good. I recommend this text to all young people going through hard times. It is very inspirational.

If you like true-life stories, then you will like 'The story of a brave young girl.'

WEEK 2: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 2: CONCLUSION

Find 10-15 minutes at the end of the week to do the following:

UPDATE THE K-W-L CHART	<ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	<ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	<ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 5 - TERM 2

WEEK
3

THEME:
SPIDERS

'When spider webs unite, they can tie up a lion.'
- African Proverb

TERM 2: WEEK 3	
OVERVIEW	
THEME	Spiders
THEME VOCABULARY	deadly, cramp, symptom, rushed, survive, poisonous, prey, capture, spit, web
LSC	Preposition indicating direction
COMPREHENSION STRATEGY	I wonder... Search the text
WRITING GENRE	Descriptive paragraph
WRITING TOPIC	Write a descriptive paragraph about seeing a spider. Describe the experience!
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about spiders. 5. Try to find some pictures of different kinds of spiders. 6. Do some research in preparation for this theme, for instance, Which spider bites are deadly?

WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	<ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 98 2. Instruct learners to look at the title, headings and pictures in the text. 	
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 	
SONG / RHYME <i>(can be sung to the tune of 'I'm a little teapot.')</i>	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	deadly, cramp, symptom, rushed, survive	
QUESTION OF THE DAY		
Question	Which spider bite symptom seems the most deadly?	
Graph	3 COLUMN GRAPH	
Options	wound turning black / sweating / painful cramps	
Follow up questions		
Question	How many learners think a wound turning black seems the most deadly?	
Answer	___ learners think a wound turning black seems the most deadly.	
Question	How many learners think sweating seems the most deadly?	
Answer	___ learners think sweating seems the most deadly.	

Question	How many learners think painful cramps seem the most deadly?
Answer	__ learners think painful cramps seems the most deadly.
Question	Which symptom do most learners think seems the most deadly?
Answer	Most learners think __ seems the most deadly.
Question	Which symptom do fewest learners think seems the most deadly?
Answer	Fewest learners think __ seems the most deadly.
Question	Which spider bite symptom seems the most deadly?
Answer	I think a wound turning black seems the most deadly.
Answer	I think sweating seems the most deadly.
Answer	I think painful cramps seems the most deadly.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to a newspaper article (information text): **Woman survives after bite from deadly spider**
2. **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.
3. **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.
4. **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
<p>Zinzi Dubazana (21) was bitten by a deadly black button spider this past Saturday, the 28th February 2019. Zinzi was sitting in her kitchen in Richmond Hill, Port Elizabeth, when she was bitten. She was reaching for an apple in her fruit bowl, when she felt something pinch her skin. At the time, she thought it was a mosquito or a bee, so she was not worried. But a little later, she saw the small, round black spider, and wondered if it had bitten her.</p>	<p>In this paragraph, I learn <u>who</u> this article will be all about: It will be about a young woman named Zinzi. I am wondering if the little black spider really bit her? Based on what I learned in the title, I think the answer is yes!</p>	<ol style="list-style-type: none"> 1. Who is Zinzi Dubazana? <i>(She is a young woman who got bitten by a spider.)</i> 2. What was Zinzi doing when she got bitten? <i>(She was getting an apple from her fruit bowl.)</i>
<p>Hours later, Zinzi's wound had turned black and she could not stop sweating. She had terrible cramps that were so painful that she screamed out.</p>	<p>Here, I learn about some of the symptoms of being bitten by a deadly spider. I learn that Zinzi is suffering!</p>	<ol style="list-style-type: none"> 1. What symptoms did Zinzi have after being bitten by a deadly spider? <i>(Her arm turned black / she was sweating / she had terrible cramps)</i> 2. Why did Zinzi scream out? <i>(Because she was in so much pain.)</i>

<p>Christopher Mthombi (22), Zinzi’s next door neighbour, heard the screaming from next door.</p> <p>Once Christopher realised that it was Zinzi screaming, he ran to her house to check on her. Christopher immediately saw that his neighbour was very ill, and he rushed her to the Port Elizabeth Provincial Hospital.</p>	<p>Why did Zinzi’s neighbour Christopher run to her house? Oh, I learn that it is because he hear Zinzi screaming. Where did he bring Zinzi? Oh! I learn that he rushed her to the Port Elizabeth Provincial Hospital.</p>	<ol style="list-style-type: none"> 1. Why did Christopher Mtombi go to Zinzi’s house? <i>(Because he heard his neighbour Zinzi screaming!)</i> 2. Why did Christopher bring his neighbour to the hospital? <i>(Because he could see that she was very ill!)</i>
<p>Zinzi told doctors that she had been bitten by an insect, possibly a small, round, black spider. The doctors knew straight away that it was a black button spider, and they gave her the anti-venom. Zinzi responded well to the treatment, and went home two days later.</p>	<p>I learn here how Zinzi survived after this deadly spider bite. What saved her life? I learn that the anti-venom her doctors gave to her saved her life!</p>	<ol style="list-style-type: none"> 1. What kind of spider bit Zinzi? <i>(A black button spider.)</i> 2. How long did Zinzi stay in the hospital? <i>(She stayed in the hospital for two days.)</i>
<p>Her doctor explained that if she had arrived at the hospital even one hour later, she would have been dead. ‘I owe my life to Christopher,’ explained Zinzi, ‘I am so grateful that he took me to the hospital.’</p>	<p>Here, I learn more about how Zinzi survived. Christopher saved her life when he rushed her to the hospital!</p>	<ol style="list-style-type: none"> 1. What would’ve happened if Zinzi had come to the hospital later? <i>(She would’ve died!)</i> 2. Why did Zinzi say that she owed her life to Christopher? <i>(Because he brought her to the hospital. / Because she would’ve died in her home if Christopher hadn’t come when he heard her scream!)</i>

WEEK 3: TUESDAY / DAY 1: SPEAKING

DISCUSS...

1. This week, learners will discuss a newspaper article (information text): **Woman survives after bite from deadly spider**
2. Before class begins, write the following conversation frame on the board:
 - a. This newspaper article reports...
 - b. I learned that...
 - c. I found this article interesting because... OR I didn't find this article interesting because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	/tr/ /ir/									
Activity	<ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: tr, ir. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /tr/ - /a/ - /p/ = trap /tr/ - /i/ - /ck/ = trick /tr/ - /ee/ = tree /d/ - /ir/ - /t/ = dirt /th/ - /ir/ - /d/ = third /b/ - /ir/ - /th/ - /d/ - /ay/ = birthday 6. Ask learners to sound out and read each word after you. 									
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" data-bbox="594 1658 1050 1841"> <tr> <td>tr</td> <td>ir</td> <td>ai</td> </tr> <tr> <td>a</td> <td>b</td> <td>t</td> </tr> <tr> <td>n</td> <td>m</td> <td>d</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: tram or bird 	tr	ir	ai	a	b	t	n	m	d
tr	ir	ai								
a	b	t								
n	m	d								

Sight or high frequency words	<ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: 5. The first sound 6. The spelling of the word 7. The meaning (unless it is a word that doesn't really carry meaning) 8. Read the words three times and tell learners to repeat after you: home, can't, again, girl, eat, bear, injection, hide, bite, many
-------------------------------	---

WEEK 3: TUESDAY / DAY 2: PRE-READING	
TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	98
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	
<ol style="list-style-type: none"> 1. Ask a learner to read the title: <i>Spinning a web</i> 2. Explain the meaning of the title, e.g. <i>Spiders make webs. We call the action that they do to make a web 'spinning'. We might have heard the word 'spinning' in a different way before (like spinning around).</i> 3. Instruct learners to think about the pictures, captions and title. 4. Conduct the Pre-Read activity as per core methodology. 	

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	poisonous, prey, capture, spit, web	
QUESTION OF THE DAY		
Question	Which insects do you think are not spider prey?	
Graph	2 COLUMN GRAPH	
Options	mosquitos / flies / cockroaches	
Follow up questions		
Question	How many learners think mosquitoes are not spider prey?	
Answer	__ learners think mosquitoes are not spider prey.	
Question	How many learners think flies are not spider prey?	
Answer	__ learners think flies are not spider prey.	
Question	How many learners think cockroaches are not spider prey?	
Answer	__ learners think cockroaches are not spider prey.	
Question	Which insects do most learners think are not spider prey?	
Answer	Most learners think __ are not spider prey.	
Question	Which insects do fewest learners think are not spider prey?	
Answer	Fewest learners think __ are not spider prey.	
Question	Which insects do you think are not spider prey?	
Answer	I think mosquitoes are not spider prey.	

Answer	I think flies are not spider prey.
Answer	I think cockroaches are not spider prey.
EXPLAIN	<i>Explain that actually all of these insects can be spider prey! This was a trick question: there was no wrong answer!</i>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	98
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	<ul style="list-style-type: none"> • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. • 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.
<ol style="list-style-type: none"> 1. Hand out the DBE workbooks. 2. Instruct learners to turn to the text on page 98. 3. Allow learners a few minutes to try and read the text on their own, in silence. 4. Explain that you will read the text to learners. They must follow along as you read. 5. Read the text 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
<p>The word “spider” comes from the word <i>spinnan</i>, meaning “to spin”. There are both big and small spiders. They have two body parts and eight legs. Each leg has seven segments, and on the tip of the legs are two tiny claws.</p>	<p>I learn here that all spiders have eight legs. I know that other insects have six legs. So, I learn that spiders are different from other insects.</p>
<p>They have a hard outer body shell, called an exoskeleton. Their muscles are attached to an inner skeleton. Spiders have structures on their feet. They use them to handle their prey.</p>	<p>I learn that spiders use something on their feet to touch and hold their prey. I wonder what prey is?</p>
<p>Spiders have eight simple eyes, but they really sense movement through vibration. All spider’s activities- eating, laying eggs, mating -take place on their webs.</p>	<p>I learn here that spiders have eight eyes. They have eight legs and eight eyes!</p>
<p>Spider digest their food outside their bodies. After their prey is captured, they spit enzymes onto their victim. The enzymes break down the body of the prey and turn it into a liquid which the spider then sucks up. By repeating this process many times, spiders digest the whole prey.</p>	<p>Oh! I learn here what prey is! I learn that a spider sucks up and digests prey. That all helps me learn that prey is what spiders catch and eat!</p>
<p>One of the most interesting things about spiders is their ability to spin silk. The silk is so strong that it can withstand the speed of fast- flying insects. Some spiders spin silk that is stronger than steel piano wire.</p>	<p>I wonder what spiders spin? Oh! I read that they spin silk. They spin very strong silk.</p>
<p>Most spiders are harmless to humans. However, some spiders are poisonous, so don’t try to examine a spider on your own. That’s something you should only do in your school laboratory, or when there’s an expert who can tell you which spiders to leave alone.</p>	<p>I learn here that most spiders aren’t deadly! Most spiders do not actually hurt humans. But, I learn that we must be careful around spiders. I wonder how you can tell the difference between poisonous and harmless spiders?</p>

Follow up questions	Responses
Why is eight an important number to remember about spiders?	Because spiders have eight eyes and eight legs.
Where should you examine a spider?	You should only examine spiders in your school laboratory.
Why question	Possible response
Why must you be careful around spiders?	<ul style="list-style-type: none"> • Because some spiders are poisonous. • Because only an expert can easily tell which spiders are poisonous and which spiders are harmless. • Because you do not want to end up in the hospital like Zinzi Dubazana who we heard about in our Listening & Speaking story!
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: prepositions indicating direction 2. Point out the following example of this: Prepositions can be used to show the direction of a movement, for instance, I walk towards the spiders web. 3. Introduce this LSC as follows: Prepositions are small words that show the relationship between two things. Sometimes, these words also show the direction of movement, for example: towards, away from, through, across, past and around. 	

WEEK 3: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	<u>98</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	<ul style="list-style-type: none"> • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. • 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.
<ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. <i>What is spider's silk compared to? Why?</i> b. <i>Which activities take place in a spider web?</i> c. <i>Why can we say that a web is like a spider's home?</i> 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 98. 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
The word "spider" comes from the word <i>spinnan</i> , meaning "to spin". There are both big and small spiders. They have two body parts and eight legs. Each leg has seven segments, and on the tip of the legs are two tiny claws.	I learn here that an important part of being a spider must be spinning, because their name comes from the word 'to spin'. I wonder what language <i>spinnan</i> comes from?

<p>They have a hard outer body shell, called an exoskeleton. Their muscles are attached to an inner skeleton. Spiders have structures on their feet. They use them to handle their prey.</p>	<p>--</p>
<p>Spiders have eight simple eyes, but they really sense movement through vibration. All spider’s activities- eating, laying eggs, mating -take place on their webs.</p>	<p>I learn here how important a spider’s web is! Spiders do many important activities in their webs! I already knew that they use their webs to capture their prey. Here, I learn that they also eat in their webs. I learn that they don’t just use their webs for food – they also lay their eggs in their webs.</p>
<p>Spider digest their food outside their bodies. After their prey is captured, they spit enzymes onto their victim. The enzymes break down the body of the prey and turn it into a liquid which the spider then sucks up. By repeating this process many times, spiders digest the whole prey.</p>	<p>I think this process must happen in the spider’s web, because I just learned that they eat in their webs! Here I learn that spiders can leave their prey safely in their web until they are done eating and digesting.</p>
<p>One of the most interesting things about spiders is their ability to spin silk. The silk is so strong that it can withstand the speed of fast- flying insects. Some spiders spin silk that is stronger than steel piano wire.</p>	<p>I learn that spider’s webs are very strong. Spider webs might look delicate, but they can be stronger than wire! Wow!</p>
<p>Most spiders are harmless to humans. However, some spiders are poisonous, so don’t try to examine a spider on your own. That’s something you should only do in your school laboratory, or when there’s an expert who can tell you which spiders to leave alone.</p>	<p>--</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>What is spider’s silk compared to? Why?</p>	<p>It compares spider’s silk to piano wire to show how strong it is!</p>
<p>Which activities take place in a spider web?</p>	<p>All of a spider’s activities happen in their web: eating, mating and laying eggs.</p>

Why question	Possible response
<p>Why can we say that a web is like a spider's home?</p>	<ul style="list-style-type: none"> • Because they eat in their webs. • Because they lay eggs (have children) in their webs. • Because their webs are safe, like a house. • Because their webs are made of strong material, like a house.
<p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 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 **searching the text**.
2. Explain that when we search the text, we look for information that is stated in the text.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 98**
5. **Ask learners:** *How do spiders see?*
6. Explain that to answer this question quickly, we can search the text for the word 'see' – that is a helpful **key word**.
7. Use **modelling** to search the text for the word *see*. Explain that we cannot actually find this word in the text! Explain that not every question uses a word that is actually in the text.
8. Explain that we must think of other key words.
9. Ask learners: What words relate to the word *see*? (How do we see? What do we see with?)
10. Brainstorm some possible key words with learners, like: eyes, glasses, look, etc.
11. Use **modelling** to search the text for the word *eyes*. Start at the beginning, and point out the word wherever you can find it:
 - a. *Spiders have eight simple eyes* (We learn that spiders have eight eyes to see with!)
 - b. *...but they really sense movement through vibration*. (We learn that spiders use other senses more than their eyes; seeing might not be that important for spiders!)
12. Explain that when we search the text, we usually answer questions about:
 - a. Who
 - b. What
 - c. When
 - d. Where
 - e. How
 - f. Why
13. When we search the text, we:
 - a. Think about the question word – what is being asked?
 - b. Look for information in the words that are written.
 - c. Look for key words to help us find the answer more easily!

<p>Work with learners (WE DO)</p>	<ol style="list-style-type: none"> 1. Ask learners: What do spiders do with their prey? 2. Ask learners: What key word/s do you think you could try to find? <ol style="list-style-type: none"> a. Explain that prey is a key word to search for. We need to know everything a spider does with prey. 3. Instruct learners to search the text for the answer to this question. 4. Call on learners to answer the question, like: <ol style="list-style-type: none"> a. Spiders handle their prey. b. Spiders handle their prey with structures on their feet. c. Spiders capture their prey. d. Spiders spit enzymes on their prey. e. Spiders spit enzymes on their prey to break it down into a liquid. f. Spiders digest their whole prey.
<p>Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: How must you examine spiders? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: You must examine a spider with an expert or in your school laboratory. This way, you will know that the spider you are examining will not hurt you! 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for key words from the question itself, like: examine
<p>NOTES</p>	<p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text:</p> <p><u>Search the text</u></p> <p>Answer questions!</p> <p>I must:</p> <ul style="list-style-type: none"> • Think about the question word. What kind of information must I find? • Think about key words. • Look at the text. Think about the meaning. • Put information from the text together.

WEEK 3: FRIDAY / DAY 5: POST-READING

TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	98
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Summarise Search the text
PURPOSE	<ul style="list-style-type: none"> • 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. • 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.
6. In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

Spinning a web

1. What is this text about?
This text is about...
2. Where do spiders lay their eggs?
Spiders lay their eggs...
3. How do spiders digest their prey?
Spiders digest their prey by...
4. Why do you think spiders were named with a word meaning 'to spin'?
I think they were named with a word meaning 'to spin' because...
5. What are two things you learned about spiders that you didn't know before?
I learned that...and...
6. Do you think you should kill spiders if you see them? Why or why not?
I think that you should / shouldn't kill spiders because...

Model Answers: Spinning a web

1. What is this text about?
This text is about spiders.
2. Where do spiders lay their eggs?
Spiders lay their eggs in their webs.
3. How do spiders digest their prey?
Spiders digest their prey by spitting enzymes on it and then sucking up the liquid.
4. Why do you think spiders were named with a word meaning 'to spin'?
I think they were named with a word meaning 'to spin' because they spin webs, and webs are an important part of how a spider survives.
5. What are two things you learned about spiders that you didn't know before?
I learned that spiders have eight legs and that their silk can be very strong.
6. Do you think you should kill spiders if you see them? Why or why not?
I think that you shouldn't kill spiders because they are mostly harmless to humans.

WEEK 3 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DESCRIPTIVE ESSAY	To describe something in a vivid way.	<ol style="list-style-type: none"> Identification: Gives a general orientation to the subject, <i>e.g. There was a huge beast.</i> Description: Describes features or characteristics of the subject, <i>e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i> 	<p>May be written in past or present tense.</p> <p>Creates a picture in words.</p> <p>Uses adjectives and adverbs.</p> <p>Uses figurative language, <i>e.g. simile, metaphor, personification and alliteration.</i></p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a descriptive paragraph. 2. Remind learners that a paragraph is a group of sentences about the same topic. In a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a topic sentence. The body sentences add more details about the topic. The final sentence is called the conclusion sentence. It summarises the paragraph. 3. Explain that descriptive writing is writing that uses words to create pictures in the reader’s imagination. It helps the reader to visualise what the writer is writing about. 4. Explain that in descriptive writing, we must: <ol style="list-style-type: none"> a. Create a picture using words. b. Use words that tells us about what something looks, sounds, smells, tastes and feel like. c. Use interesting adjectives. d. Use figures of speech (like similes). 		
READ THE SAMPLE TEXT	<p>Spider!</p> <p><i>I feel it is in my room before I see it. I look up and see it on my ceiling. It is a huge, hairy spider! It’s eight long legs are stretched out. It’s dark brown body sits perfectly still. I smell the fear on my own body. I wonder if the spider can smell it too?</i></p>		

DISCUSS	<ol style="list-style-type: none">1. What or who is being described?2. What are some words that tell us about how something looks, sounds, smells, tastes or feels?3. Who is telling this story? (Is the person talking about herself or someone else?)4. How do we know this is descriptive writing?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Descriptive writing</u></p> <ol style="list-style-type: none">1. Tells us in detail about a person, place or thing.2. I use interesting adjectives.3. I write about how something looks, sounds, smells, tastes and feels.4. I write in the past or present tense.

GRADE 5 - TERM 2



THEME:
SPIDERS

'People who say that there is nothing to fear from spiders have clearly never been to Australia!
- Cate Blanchett

TERM 1: WEEK 4

OVERVIEW

THEME	Spiders
THEME VOCABULARY	deadly, cramp, symptom, rushed, survive, poisonous, prey, capture, spit, web, rare, common, itchy, sore, liquid, thread, pounce, self-defence, defend, attack
LSC	Preposition indicating direction
COMPREHENSION STRATEGY	I wonder... Search the text
WRITING GENRE	Descriptive paragraph
WRITING TOPIC	Write a descriptive paragraph about seeing a spider. Describe the experience!

WEEK 4: MONDAY / DAY 1: PLANNING															
TOPIC	Write a descriptive paragraph about seeing a spider. Describe the experience!														
GENRE	Descriptive paragraph														
PLANNING STRATEGY	Write a list														
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about how to address the writing topic, like: <p style="text-align: center;"><i>I went to the bathroom in the middle of the night. When I turned the light on, there was a huge spider on the wall, just above the toilet! I screamed. I had never seen a spider so big and furry.</i></p> 4. Have the writing frame written on one side of the chalkboard. 5. Explain that we will describe this situation thinking about our senses: What we saw, heard, smelled, felt and tasted. 6. Show learners how you make a list by answering the questions. 7. Do this on the other side of the chalkboard. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>The time I saw a spider</u></th> <th style="text-align: left;"><u>The time I saw a spider</u></th> </tr> </thead> <tbody> <tr> <td>1. Where did you see the spider?</td> <td>1. In the bathroom.</td> </tr> <tr> <td>2. What did the place look, smell, sound like?</td> <td>2. Cold, dark.</td> </tr> <tr> <td>3. What did the spider look, smell, and sound like?</td> <td>3. Big, furry, brown.</td> </tr> <tr> <td>4. How did you feel when you saw the spider?</td> <td>4. Terrified!</td> </tr> <tr> <td>5. What did you do after you saw the spider?</td> <td>5. I screamed. I looked the spider up on google.</td> </tr> <tr> <td>6. How would you describe the experience?</td> <td>6. Scary!</td> </tr> </tbody> </table>	<u>The time I saw a spider</u>	<u>The time I saw a spider</u>	1. Where did you see the spider?	1. In the bathroom.	2. What did the place look, smell, sound like?	2. Cold, dark.	3. What did the spider look, smell, and sound like?	3. Big, furry, brown.	4. How did you feel when you saw the spider?	4. Terrified!	5. What did you do after you saw the spider?	5. I screamed. I looked the spider up on google.	6. How would you describe the experience?	6. Scary!
<u>The time I saw a spider</u>	<u>The time I saw a spider</u>														
1. Where did you see the spider?	1. In the bathroom.														
2. What did the place look, smell, sound like?	2. Cold, dark.														
3. What did the spider look, smell, and sound like?	3. Big, furry, brown.														
4. How did you feel when you saw the spider?	4. Terrified!														
5. What did you do after you saw the spider?	5. I screamed. I looked the spider up on google.														
6. How would you describe the experience?	6. Scary!														

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and **visualise** a time they saw a spider. Instruct learners to think about where exactly they were. What did they see, hear, smell, feel or taste during this experience!
2. Next, tell learners to **turn and talk** with a partner, to share their stories.
3. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their descriptive paragraph, just like you did.
4. Tell learners not to copy your plan – they must write their **own** ideas!
5. As learners work, walk around the room and hold mini-conferences.

Planning

The time I saw a spider.

1. In my bedroom.
2. Dark, warm
3. Big, black, long legs
4. Very scared
5. I screamed for my dad. He came to catch it.
6. Upsetting.

WEEK 4: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING**GROUP GUIDED READING**

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	rare, common, itchy, sore, liquid	
QUESTION OF THE DAY		
Question	Is it rare or common for you to see a spider in your home?	
Graph	2 COLUMN GRAPH	
Options	rare / common	
Follow up questions		
Question	How many learners think that it is rare to see a spider in their home?	
Answer	__ learners think it is rare to see a spider in their home.	
Question	How many learners think it is common to see a spider in their home?	
Answer	__ learners think it is common to see a spider in their home.	
Question	Do more learners think it is rare or common to see a spider in their home?	
Answer	More learners think it is __ to see a spider in their home.	
Question	Do fewer learners think it is rare or common to see a spider in their home?	
Answer	Fewer learners think it is __ to see a spider in their home.	
Question	Is it rare or common for you to see a spider in your home?	
Answer	It is rare for me to see a spider in my home.	
Answer	It is common for me to see a spider in my home.	

PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 4: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
-------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 4: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	Preposition indicating direction
<p>LSC MODELLING (I DO)</p>	<ol style="list-style-type: none"> 1. Write the following prepositions on the board: <ol style="list-style-type: none"> a. towards b. through c. around d. across e. past f. along 2. Explain that today, we will think about using words to describe direction movement! 3. Go through each preposition. Act out each sentence: <ol style="list-style-type: none"> a. I walked to the shop. b. I walked towards the shop. c. I walked through the mud towards the shop. d. I walked around the church, through the mud, towards the shop. e. I walked across the grass, around the church, through the mud, towards the shop. f. I walked past the school, across the grass, around the church, through the mud towards the shop. g. I walked along the path, past the school, across the grass, around the church, through the mud, towards the shop. 4. Write the last sentence on the board. Explain that when we read this sentence, we can visualise exactly how the person got to the shop! 5. Explain that using these prepositions help make our writing more interesting and clear!
<p>LSC Ask learners for help (WE DO)</p>	<ol style="list-style-type: none"> 1. Explain that we will write a sentence using all the prepositions together. 2. Explain that we will write a sentence about a spider walking towards her web. 3. Go through the same process together with learners – use and act out each of the new prepositions. 4. Write the final sentence on the board, like: The spider crept along the floor, past the kitchen, across the tiles, around the sofa, through the door, towards her web outside.

<p>LSC Pair work (YOU DO)</p>	<p><u>Preposition indication direction</u></p> <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Instruct learners to think about the story they began planning on Monday. Instruct learners to think about where they were when they saw the spider. 3. Instruct learners to write a sentence thinking about going towards that place, using the new prepositions! 4. As learners talk and write, walk around the room and complete mini conferences. 5. Ask learners to read their writing to you. 6. Encourage learners! <p>Sharing</p> <ol style="list-style-type: none"> 1. Call learners back together. Call on random learners to give examples for each preposition. 2. Act out the sentences to make sure learners understand! 3. Explain that learners must use at least one new preposition in their writing to show direction in a more interesting and descriptive way! 					
<p>TOPIC</p>	<p>Write a descriptive paragraph about seeing a spider. Describe the experience!</p>					
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="497 1258 1477 1872"> <thead> <tr> <th data-bbox="497 1258 1012 1328"><u>The time I saw a spider</u></th> <th data-bbox="1012 1258 1477 1328"><u>The time I saw a spider</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="497 1328 1012 1872"> <ol style="list-style-type: none"> 1. Where did you see the spider? 2. What did the place look, smell, sound like? 3. What did the spider look, smell, and sound like? 4. How did you feel when you saw the spider? 5. What did you do after you saw the spider? 6. How would you describe the experience? </td> <td data-bbox="1012 1328 1477 1872"> <ol style="list-style-type: none"> 1. In the bathroom. 2. Cold, dark. 3. Big, furry, brown. 4. Terrified! 5. I screamed. I looked the spider up on Google. 6. Scary! </td> </tr> </tbody> </table>		<u>The time I saw a spider</u>	<u>The time I saw a spider</u>	<ol style="list-style-type: none"> 1. Where did you see the spider? 2. What did the place look, smell, sound like? 3. What did the spider look, smell, and sound like? 4. How did you feel when you saw the spider? 5. What did you do after you saw the spider? 6. How would you describe the experience? 	<ol style="list-style-type: none"> 1. In the bathroom. 2. Cold, dark. 3. Big, furry, brown. 4. Terrified! 5. I screamed. I looked the spider up on Google. 6. Scary!
<u>The time I saw a spider</u>	<u>The time I saw a spider</u>					
<ol style="list-style-type: none"> 1. Where did you see the spider? 2. What did the place look, smell, sound like? 3. What did the spider look, smell, and sound like? 4. How did you feel when you saw the spider? 5. What did you do after you saw the spider? 6. How would you describe the experience? 	<ol style="list-style-type: none"> 1. In the bathroom. 2. Cold, dark. 3. Big, furry, brown. 4. Terrified! 5. I screamed. I looked the spider up on Google. 6. Scary! 					

<p>WRITING FRAME</p>	<ol style="list-style-type: none"> 1. Remind learners that they must try to use one new directional preposition in their paragraph. 2. Remind learners that in Term 1, we talked about using interesting adjectives in descriptive writing. Explain that learners must use interesting adjectives in this descriptive paragraph! 3. Next, tell learners that they must turn each point in their plan into a sentence. They will organise these sentences so that they make a good descriptive paragraph. They must try to use at least two interesting adjectives in their sentences! 4. Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a topic sentence. The body sentences add more details about the topic. The final sentence is called the conclusion sentence. It summarises the paragraph. 5. Write the following frame on the chalkboard, and explain it to learners: <p>Paragraph frame:</p> <p><i>Topic sentence: Point 1</i> The time I saw a spider, I was...</p> <p><i>Supporting sentences: Points 2-5</i></p> <p><i>Conclusion sentence: Point 6</i> Overall, I would describe the experience as...</p>
<p>DRAFT</p>	<ol style="list-style-type: none"> 1. Hand out learners’ exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a descriptive paragraph using the frame. 4. Instruct learners to write the date and heading: Descriptive paragraph: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling.
<p>HOMEWORK</p>	<p>Learners must complete the draft.</p>

Draft

The time I saw a spider.

The time I saw a spider was when i was lying in bed in my bedroom.

It was dark and warm. I saw a big, black spider with long legs on my wall. I felt very scared. I screamed for my dad. He came to catch it.

Overall I would describe the experience as very upsetting.

WEEK 4: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING**GROUP GUIDED READING**

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	thread, pounce, self-defence, defend, attack	
QUESTION OF THE DAY		
Question	How do you feel about spiders after learning more about them?	
Graph	2 COLUMN GRAPH	
Options	I feel more terrified / I feel less terrified	
Follow up questions		
Question	How many learners feel more terrified of spiders?	
Answer	__ learners feel more terrified of spiders.	
Question	How many learners feel less terrified of spiders?	
Answer	__ learners feel less terrified of spiders.	
Question	Do more learners feel more terrified of spiders or not?	
Answer	More learners feel more / less terrified of spiders.	
Question	Do fewer learners feel more terrified of spiders or not?	
Answer	Fewer learners feel more / less terrified of spiders.	
Question	How do you feel about spiders after learning more about them?	
Answer	I feel more terrified of spiders.	
Answer	I feel less terrified of spiders.	

PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 4: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
-------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

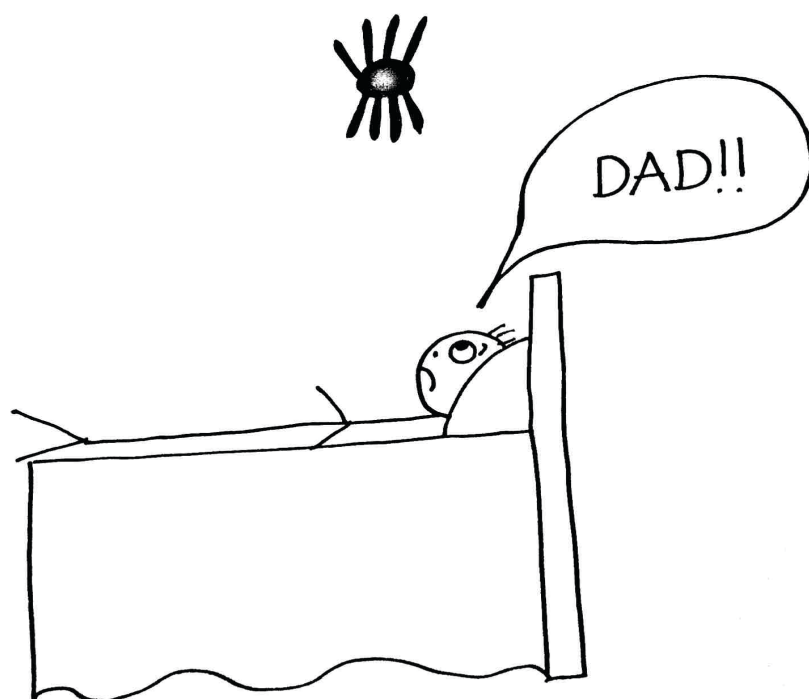
WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING	
<p>EDITING CHECKLIST</p> <p><i>(Write this on the board before class begins)</i></p>	<ol style="list-style-type: none"> 1. Did I use one new preposition? (towards, through, around, across, past, along) 2. Did I use at least two interesting adjectives? 3. Did I describe how things look, smell, sound, taste and feel? 4. Did I write a paragraph with a topic sentence, supporting sentences and a conclusion sentence, just like the frame instructed me? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every sentence end with a full stop or exclamation mark?
EDIT	<ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their paragraph sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	<ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their paragraph, correcting any mistakes. 3. Explain that learners should choose and adjective to add into the title of their paragraph. Instruct learners to rewrite the paragraph correctly, under the title: The time I saw a...spider 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
SHARE	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

The time I saw a terrifying spider

The time I saw a terrifying was when I was lying quietly in my bed in my bedroom.

My room was dark and warm. Then I saw something run across my wall. It was a big, black, ugly spider with long hairy legs. I was very scared. I closed my eyes and screamed for my dad. He rushed in to capture the ugly spider.

Overall I would describe the experience as very upsetting and scary.



WEEK 4: FRIDAY / DAY 5: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 4 CONCLUSION

Find 10-15 minutes at the end of the week to do the following:

UPDATE THE K-W-L CHART	<ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	<ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	<ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 5 - TERM 2

WEEK
5

THEME:
LEADERSHIP

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

- Moliere

TERM 2: WEEK 5	
OVERVIEW	
THEME	Leadership
THEME VOCABULARY	tackle, captain, announce, competitive, badge, nominate, elect, vote, distribute, responsibility
LSC	'must', 'should' and 'have to' to show obligation
COMPREHENSION STRATEGY	I wonder... Make evaluations
WRITING GENRE	Story
WRITING TOPIC	Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness!
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about leadership. 5. Try to find some pictures of famous leaders. For example: Nelson Mandela, Barack Obama, a sports captain, etc.

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES																			
PICTURE	<ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 116 2. Instruct learners to look at the title, headings and pictures in the text. 																		
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 																		
	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Lets talk about a word that's very long.</td> <td><i>Stretch your arms out wide</i></td> </tr> <tr> <td>Its so important, it needs its own song.</td> <td>-</td> </tr> <tr> <td>It's a word for you and me,</td> <td><i>Point to your friend then point to yourself</i></td> </tr> <tr> <td>This word is responsibility!</td> <td><i>Shout out</i></td> </tr> <tr> <td>Do your own part. Help others on the way.</td> <td><i>Touch your friend on the shoulder</i></td> </tr> <tr> <td>Be responsible in what you do and say!</td> <td>-</td> </tr> <tr> <td>If you say you'll be there, make your words true.</td> <td>-</td> </tr> <tr> <td>People must know they can count on you!</td> <td><i>Touch your friend on the shoulder</i></td> </tr> </tbody> </table>	Lyrics	Actions	Lets talk about a word that's very long.	<i>Stretch your arms out wide</i>	Its so important, it needs its own song.	-	It's a word for you and me,	<i>Point to your friend then point to yourself</i>	This word is responsibility!	<i>Shout out</i>	Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>	Be responsible in what you do and say!	-	If you say you'll be there, make your words true.	-	People must know they can count on you!	<i>Touch your friend on the shoulder</i>
Lyrics	Actions																		
Lets talk about a word that's very long.	<i>Stretch your arms out wide</i>																		
Its so important, it needs its own song.	-																		
It's a word for you and me,	<i>Point to your friend then point to yourself</i>																		
This word is responsibility!	<i>Shout out</i>																		
Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>																		
Be responsible in what you do and say!	-																		
If you say you'll be there, make your words true.	-																		
People must know they can count on you!	<i>Touch your friend on the shoulder</i>																		
THEME VOCABULARY	tackle, captain, announce, competitive, badge																		
QUESTION OF THE DAY																			
Question	Which leadership position would you rather have?																		
Graph	3 COLUMN GRAPH																		
Options	team captain / class leader																		

Follow up questions	
Question	How many learners would rather be a team captain?
Answer	__ learners would rather be a team captain.
Question	How many learners would rather be a class leader?
Answer	__ learners would rather be a class leader.
Question	Which leadership position would more learners rather have?
Answer	More learners would rather be a __.
Question	Which leadership position would fewer learners rather have?
Answer	Fewer learners would rather be a __.
Question	Which leadership position would you rather have?
Answer	I would rather be a team captain.
Answer	I would rather be a class leader.
Answer	I would like the responsibility of distributing materials.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story: Choosing a soccer captain**
2. **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.
3. **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.
4. **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
<p>The Grade 5 Girls' Soccer Team at Waterberg Primary was an excellent team! They scored many goals, and they had great defenders, who usually didn't let any goals through. The star of the team was definitely the centre forward, a girl named Mapule.</p>	<p>--</p>	<ol style="list-style-type: none"> 1. Who is Mapule? (<i>She is the star of the soccer team. She is the team's centre forward.</i>) 2. Where does Mapule attend school? (<i>She attends Waterburg Primary School.</i>)
<p>Mapule was an excellent player - she could run fast and shoot hard. Mapule knew that she was a great player. Sometimes, Mapule became impatient and angry with her teammates if they missed a goal or lost a tackle. Sometimes, Mapule even laughed at the other players when they made small mistakes.</p>	<p>I can make an evaluation that Mapule can sometimes be unkind because she knows she is a better player than other girls. Just because you're the star doesn't mean it is ok to treat others badly. I wonder if Mapule will realise this?</p>	<ol style="list-style-type: none"> 1. What lets you make an evaluation that Mapule is sometimes unkind? (<i>She can be impatient and laugh at others' mistakes.</i>) 2. Why do you think Mapule laughs at other people when they make mistakes? (<i>Because she thinks she is much better than them!</i>)

<p>At the start of the second term, it was time for the coach to choose a new team captain. Mapule thought that she would definitely get chosen to be the captain. She was by far the best player on the team. But, Mapule was very surprised when Coach Leroy announced the name of the new captain. It was not Mapule!</p>	<p>I can make an evaluation that Mapule thought she deserved to be team captain because she is the best player. However, being good at something doesn't mean you will be a good leader. I can make the evaluation that Coach Leroy thought someone on the team would make a better leader than Mapule, even though she might not be as skilled at soccer. I wonder who the new captain is?</p>	<ol style="list-style-type: none"> 1. When is this setting of this story / when is this story happening? <i>(At the start of the second term!)</i> 2. Why was Mapule surprised? <i>(Because she is the best player on the team and she thought she would get chosen for team captain!)</i>
<p>Coach Leroy announced that the new captain was Rethabile. Rethabile was not the most skilled soccer player. However, she was friends with everyone on the team, and she always made the other players feel good about themselves. Rethabile encouraged the other players and was always very positive. She was not the best player on the team, but, she was the best team player.</p>	<p>I can make an evaluation that Coach Leroy chose Rethabile because he was looking for someone who would be an excellent leader. I think that he made the evaluation that Rethabile would be a better leader than Mapule, because being a leader is about supporting, encouraging, and helping others – not just about being good at something yourself!</p>	<ol style="list-style-type: none"> 1. Who got chosen to be team captain? <i>(Rethabile.)</i> 2. Why did Rethabile get chosen to the team captain? <i>(Because she had leadership skills, like being kind and encouraging others.)</i>
<p>When Coach Leroy announced that Rethabile was the new captain, everyone clapped and cheered. At first, Mapule felt angry and confused. But then, Mapule realised that she would need to be kinder to her teammates if she ever wanted to be the team captain.</p>	<p>I wonder if this will change the way Mapule treats her teammates?</p>	<ol style="list-style-type: none"> 1. What did Mapule realise when she wasn't chosen? <i>(She realised she needed to be kinder to the other players on her team in order to be team captain!)</i>

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: **Choosing a soccer captain**
2. Before class begins, write the following conversation frame on the board:
 - a. In this story...
 - b. I learned about leadership from this story when...
 - c. I liked / didn't like this story because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW AND SIGHT WORDS

Sounds	/th/ /ay/									
Activity	<ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: th, ay. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: /th/ - /ie/ - /f/ = thief /th/ - /e/ - /f/ - /t/ = theft /Th/ - /ur/ - /s/ - /d/ - /ay/ - Thursday /st/ - /ay/ = stay /w/ - /ay/ = way /m/ - /ay/ = may 6. Ask learners to sound out and read each word after you. 									
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>th</td> <td>ay</td> <td>p</td> </tr> <tr> <td>tr</td> <td>i</td> <td>u</td> </tr> <tr> <td>n</td> <td>s</td> <td>ck</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: pay or thin 	th	ay	p	tr	i	u	n	s	ck
th	ay	p								
tr	i	u								
n	s	ck								

Sight or high frequency words	<ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 5. Read the words three times and tell learners to repeat after you: things, everyone, school, think, leader, sure, safe, night, away, before
-------------------------------	---

WEEK 5: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	116
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

<ol style="list-style-type: none"> 1. Ask a learner to read the title: <i>Choosing a leader</i> 2. Explain the meaning of the title, e.g. <i>I think that this text will be about how to pick a leader. Maybe it will be about voting – that is how many leaders are chosen!</i> 3. Instruct learners to think about the pictures, captions and title. 4. Conduct the Pre-Read activity as per core methodology.

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Lets talk about a word that's very long.	<i>Stretch your arms out wide</i>
	Its so important, it needs its own song.	-
	It's a word for you and me,	<i>Point to your friend then point to yourself</i>
	This word is responsibility!	<i>Shout out</i>
	Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>
	Be responsible in what you do and say!	-
	If you say you'll be there, make your words true.	-
	People must know they can count on you!	<i>Touch your friend on the shoulder</i>
THEME VOCABULARY	nominate, elect, vote, distribute, responsibility	
QUESTION OF THE DAY		
Question	Which responsibility would you like to have most?	
Graph	3 COLUMN GRAPH	
Options	distributing materials / writing on the board / choosing the theme for the class project	
Follow up questions		
Question	How many learners would like the responsibility of distributing materials?	
Answer	__ learners would like the responsibility of distributing materials.	
Question	How many learners would like the responsibility of writing on the board?	
Answer	__ learners would like the responsibility of writing on the board.	

Question	How many learners would like the responsibility of choosing the theme for the class project?
Answer	__ learners would like the responsibility of choosing the theme for the class project.
Question	Which responsibility would most learners like to have?
Answer	Most learners would like the responsibility of __.
Question	Which responsibility would fewest learners like to have?
Answer	Fewest learners would like the responsibility of __.
Question	Which responsibility would you like to have most?
Answer	I would like the responsibility of distributing materials.
Answer	I would like the responsibility of writing on the board.
Answer	I would like the responsibility of choosing the theme for the class project.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	116
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Make evaluations
PURPOSE	<ul style="list-style-type: none"> By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. 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.
<ol style="list-style-type: none"> Hand out the DBE workbooks. Instruct learners to turn to the text on page 116. Allow learners a few minutes to try and read the text on their own, in silence. Explain that you will read the text to learners. They must follow along as you read. Read the text with fluency and expression to learners. Read the Text first, and then say the comment in the First Read column. 	
Text	Think Aloud: First Read
Mpho couldn't wait to hear Ms Mathe's big announcement. She had a feeling that it had something to do with a class contest. Mpho loved contests. She didn't care what the prize was. She just liked to compete and more than that she liked to win.	I can make the evaluation that Mpho is a competitive person, because she loves to win.
"Okay, everyone," Ms Mathe said, "starting from today we will elect leader for each month. The person elected will help me pass out papers, distribute materials and write on the blackboard. He or she will also get to decide on the theme for the class project for that month."	I can make the evaluation that the class leader is a serious job. The class leader will need to do extra work to help the teacher, and make an important decision for the class!

<p>Mpho could barely sit still. It was a contest. She had to win.</p> <p>Ms Mathe held up a gold star badge. “The class leader will wear this badge during school hours.” Mpho’s eyes widened. A shiny, gold badge! Everyone would know she was a winner if she wore that badge.</p> <p>“This is a lot of responsibility,” Ms Mathe said. “So I only want students to nominate themselves if they feel they up to the task.”</p>	<p>I can make the evaluation that Mpho wants to win the shiny, gold badge because she is competitive. I wonder if Mpho is excited about the responsibilities that Ms Mathe listed, or she just wants everyone to know she won when she wears the new badge?</p>
<p>Mpho was barely listening anymore. She was picturing herself wearing the gold badge. Chalk scraped on the blackboard and Mpho turned to see Ms Mathe writing down a list of names.</p>	<p>Mpho is not thinking at all about helping Ms Mathe with the important tasks – she is only thinking about the badge! Therefore, I can make the evaluation that I don’t think she wants to be class leader for the right reasons!</p>
<p>“Does anyone else want to be nominated class leader for this month?” asked Ms Mathe.</p> <p>Mpho’s hand shot up in the air. “I want to be nominated,” she said.</p> <p>Ms Mathe added Mpho to the list.</p> <p>Mpho scanned the names. Tembi’s name was on it too. Mpho looked at her best friend sitting next to her.</p>	<p>I wonder what will happen if one of them wins and the other doesn’t? I already have made the evaluation that Mpho is a competitive person. I wonder if she will be angry if her friend Tembi wins?</p>
<p>“Good Luck,” Tembi said. “I would love to choose the class theme for the month. I have such a good idea for it!”</p>	<p>Oh! I can make the evaluation that Tembi has thought about the responsibilities of the class leader. I think she wants to be class leader because she is excited about helping her teacher and her class! I can make the evaluation that she wants to be class leader for the right reasons!</p>
<p>Mpho suddenly felt funny. Tembi didn’t just want to win; she wanted to help the class. “Would anyone like to tell the class why they want to be this month’s class leader?” Ms Mathe asked.</p> <p>Mpho raised her hand. “I think everyone should vote for Tembi. She has a great idea for class project and she always helps Ms Mathe hand out the papers.</p>	<p>Oh! That is not what I expected to happen! I thought that Mpho would be angry if Tembi won, because she is very competitive. But, she realised that Tembi had thought about the responsibilities and would make a better class leader than her! I can make the evaluation from Mpho’s actions that Mpho is also a thoughtful person and a good friend.</p>

She'd make a great class leader." Everyone nodded.	
"Thanks," said Tembi. "But I thought you wanted to be the class leader." Mpho shrugged. "There's always next month."	Mpho's actions at the end of the story help me make the evaluation that she now understands the responsibilities of class leader. I think she might be a good class leader after all! I wonder if she will nominate herself next month?
Follow up questions	Responses
What are the responsibilities of the class leader?	<ul style="list-style-type: none"> • Passing out papers • Distributing materials • Writing on the blackboard. • Deciding on the theme for the class project for the month.
How can we make the evaluation that Mpho is competitive?	<ul style="list-style-type: none"> • She loved to win. • She wanted to wear the gold badge so everyone would know she was a winner.
Why question	Possible response
Evaluate the story as a whole. What do you think the message of this story is? (What is this story trying to teach us?)	<p><i>This is an evaluation question. Learners must form an opinion. They must give a reason for their opinion, like:</i></p> <ul style="list-style-type: none"> • I think the story is trying to teach us that good leaders take their responsibilities seriously. • I think the story is trying to teach us that we should care more about being helpful than winning. • I think the story is trying to teach us that leaders help people and have ideas – they don't just care about getting things for themselves!
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: 'must' and 'should' and 'have to' to show obligation 2. Point out the following example of this: In the second last paragraph of this story, we read: Mpho raised her hand, 'I think everyone should vote for Thembi.' 3. Introduce this LSC as follows: The words 'must', 'should' and 'have to' show that we have a duty or obligation to do something. 	

WEEK 5: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	<u>116</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Make evaluations
PURPOSE	<ul style="list-style-type: none"> By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. 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.
<ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> <i>What made Mpho feel funny?</i> Evaluate <i>Mpho's actions in the story. Do you think Mpho would make a good leader? Why or why not?</i> <i>Why did Mpho say that the class should vote for Tembi?</i> Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the text on page 116. Explain that you will read the text to learners. They must follow along with the text as you read. Read the text with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the text to each other. Tell learners to orally discuss the follow-up questions together. 	
Text	Think Aloud: Second Read
Mpho couldn't wait to hear Ms Mathe's big announcement. She had a feeling that it had something to do with a class contest. Mpho loved contests.	I can make the evaluation no matter what the contest is, Mpho is thinking that she must win!

<p>She didn't care what the prize was. She just liked to compete and more than that she liked to win.</p>	
<p>"Okay, everyone," Ms Mathe said, "starting from today we will elect leader for each month. The person elected will help me pass out papers, distribute materials and write on the blackboard. He or she will also get to decide on the theme for the class project for that month."</p>	<p>Based on these tasks, I can make the evaluation that Ms Mathe wants to teach her learners responsibility and leadership skills, like being helpful!</p>
<p>Mpho could barely sit still. It was a contest. She had to win. Ms Mathe held up a gold star badge. "The class leader will wear this badge during school hours." Mpho's eyes widened. A shiny, gold badge! Everyone would know she was a winner if she wore that badge. "This is a lot of responsibility," Ms Mathe said. "So I only want students to nominate themselves if they feel they up to the task."</p>	<p>I can make the evaluation that Mpho is thinking more about herself than about being a leader who helps the class. In my opinion, this isn't the quality of a good leader!</p>
<p>Mpho was barely listening anymore. She was picturing herself wearing the gold badge. Chalk scraped on the blackboard and Mpho turned to see Ms Mathe writing down a list of names.</p>	<p>Ms Mathe wants learners to really think about what winning means – winning means that you will need to be extra helpful and hard-working in class! But, Mpho isn't even thinking about becoming the class leader – she is only thinking about how nice she will look in a new badge. In my opinion, Ms Mathe would say that Mpho shouldn't nominate herself if she only cares about winning the badge!</p>
<p>"Does anyone else want to be nominated class leader for this month?" asked Ms Mathe. Mpho's hand shot up in the air. "I want to be nominated," she said. Ms Mathe added Mpho to the list. Mpho scanned the names. Tembi's name was on it too. Mpho looked at her best friend sitting next to her.</p>	<p>--</p>

<p>“Good Luck,” Tembi said. “I would love to choose the class theme for the month. I have such a good idea for it!”</p>	<p>I see that Tembi has thought seriously about the job of class leader. I can make an evaluation that Tembi would be a better class leader than Mpho because she has thought about the responsibilities – she isn’t just thinking about herself winning!</p>
<p>Mpho suddenly felt funny. Tembi didn’t just want to win; she wanted to help the class. “Would anyone like to tell the class why they want to be this month’s class leader?” Ms Mathe asked.</p> <p>Mpho raised her hand. “I think everyone should vote for Tembi. She has a great idea for class project and she always helps Ms Mathe hand out the papers. She’d make a great class leader.”</p> <p>Everyone nodded.</p>	<p>I think Mpho felt funny because she realised that her friend would make a better leader than her! I think that when she spoke to Tembi, it made her realise that she hadn’t thought about the responsibilities of class leader at all! I can make the evaluation that Tembi’s excitement made Mpho really think about the job of class leader and take it seriously.</p>
<p>“Thanks,” said Tembi. “But I thought you wanted to be the class leader.”</p> <p>Mpho shrugged. “There’s always next month.”</p>	<p>In my opinion, Mpho’s actions show that she actually could be a good leader! I can make that evaluation because she listened to her friend Tembi, and she realised that Tembi would be a better leader than her for the month. Then, she tried to help get her friend elected, so that her friend could share her good ideas with the class. I think only someone who has leadership skills would work to help their friend get elected!</p>
<p>Follow up questions</p>	<p>Responses</p>
<p>What made Mpho feel funny?</p>	<p>When Tembi said she had a good idea, it made Mpho feel funny. This was because she realized Tembi had thought about being a good class leader – not only about winning.</p>
<p>Evaluate Mpho’s actions in the story. Do you think Mpho would make a good leader? Why or why not?</p>	<p>I think Mpho would / wouldn’t be a good leader because...</p>

Why question	Possible response
<p>Why did Mpho say that the class should vote for Tembi?</p>	<ul style="list-style-type: none"> • Because Tembi said she wanted to win because she had a good idea for the theme. • Because Mpho realised that she only wanted to be class leader for the badge, but Tembi wanted to share her ideas and help the class. • Because she thought her friend deserved to win because she had really thought about the responsibilities.
<p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 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. **Evaluations.**
2. Explain that when we make an evaluation, we make a judgement about the text. We think about our own thoughts and opinions about events, actions and characters in the text.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 116**
5. Read out loud while learners follow along: *Mpho's eyes widened. A shiny, gold badge! Everyone would know she was a winner if she wore that badge!*
6. Explain that you can **make an evaluation** about this part of the text. This means that you can make a judgement or form an opinion about what is happening in the text!
7. Model how to make an evaluation, like:
 - a. I can **make the evaluation** that Mpho cares a lot about what other people think of her.
 - b. Based on these sentences, I can **make the evaluation** that she seems to care more about looking like a winner than actually doing the job of a good leader!
8. Explain that when we make evaluations, we have to think about lots of different things that are happening in the text and put them together. This helps us to make better judgements and form more supported information about what is happening in the text.
9. Explain that this week, we have been working on **making** Explain that I can find more **evidence** for my evaluation that Mpho cares more about winning than doing a good job as class leader. This means I can find more actions or events in the text that help me make this judgement! For example:
 - a. In paragraph 1, I find out that: **Mpho just liked to win. She didn't even care what the prize was!** This helps me make the evaluation that Mpho just wants to look like a winner, but not that she cares about being a good leader!
 - b. In the story, Ms Mathe talks about how she only wants students to nominate themselves if they really want to do the tasks of the class leader. **But, Mpho isn't even listening to this – she is too busy thinking about herself looking nice in the badge!**
10. Explain that all of this evidence helps you further make the judgement that at the beginning of the story, **Mpho would not make a good class leader!**
11. Explain that now, we will make an evaluation together to practice!
12. Read out loud while learners follow along: *"Good Luck," Tembi said. "I would love to choose the class theme for the month. I have such a good idea for it!"*

	<p>13. Remind learners that they can form an opinion about Tembi based on her words or her actions. They can decide what they think about her!</p> <p>14. Ask learners: What evaluation can you make based on this part of the text?</p>
<p>Work with learners (WE DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, we will make an evaluation together to practice! 2. Read out loud while learners follow along: <i>“Good Luck,” Tembi said. “I would love to choose the class theme for the month. I have such a good idea for it!”</i> 3. Remind learners that they can form an opinion about Tembi based on her words or her actions. They can decide what they think about her! 4. Ask learners: What evaluation can you make based on this part of the text? 5. Listen to learners’ ideas, like: <ol style="list-style-type: none"> a. Tembi has carefully thought about why she wants to be class leader. b. Tembi says “good luck” which makes me think she is a nice person. c. Tembi is taking the job of class leader seriously. 6. Ask learners: What other evidence can you find for your evaluation in the text? 7. Listen to learners’ ideas like: Mpho says that Tembi always helps Ms Mathe, so I think she would be a good leader. 8. Explain that all of this evidence helps you further make the judgement that, <i>Tembi is ready to be a class leader.</i>
<p>Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will make their own evaluation about the text. They will look for evidence to support their judgement! 2. Read out loud while learners follow along: <i>“Mpho raised her hand. “I think everyone should vote for Tembi. She has a great idea for class project and she always helps Ms Mathe hand out the papers. She’d make a great class leader.”</i> 3. Ask learners: What evaluation can you make about Mpho based on this part of the text? 4. Instruct learners to make an evaluation and to find any other evidence in the text to support their evaluation. 5. Instruct learners to turn and talk and discuss this with a partners. 6. After 3-5 minutes, call learners back together. 7. Call on a learner to share their answer to the question. Discuss the evaluations that learners might reasonably be able to make from this, like: <ol style="list-style-type: none"> a. Mpho is a good friend. b. Mpho is actually helpful and kind!

NOTES	<p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to make an evaluation:</p> <p><u>Make evaluations</u></p> <p>Form opinions based on what is happening in the text!</p> <p>I must:</p> <ul style="list-style-type: none">• Think about what a character does or says.• Decide what I think about this! Develop an opinion.• Think about the text as I go and look for evidence that my judgement is correct (or incorrect!)
--------------	---

WEEK 5: FRIDAY / DAY 5: POST-READING	
TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	116
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make evaluations
PURPOSE	<ul style="list-style-type: none"> 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. 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	
<p>a. Explain that today we will be summarising the main point/s of the text. <i>This means that we will think about the most important parts of the text.</i></p> <p>b. Ask learners: How can you tell a friend about the story in 3-5 sentences?</p> <p>c. Instruct learners to use the frame to answer the question: This story is about... I can make an evaluation that...because... I think the message of this story is...</p> <p>d. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.</p> <p>e. 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.</p> <p>f. Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening.</p> <p>g. Call the class back together. Call a few learners up to the front of the classroom to present to the class.</p> <p>h. Come up with a class summary, like: <i>This story is about</i> <i>electing a class leader. We see how the character in the story, Mpho, changes her mind about wanting to be class leader. She changes her mind because she sees that her friend would make a better class leader than her! <i>I can make an evaluation that</i> Mpho is a thoughtful person, <i>because</i> she changes her mind and helps her friend win instead of herself. <i>I think the message of this story is</i> that leadership is not just about winning!</i></p>	

WEEK 5 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Story (Narrative Essay)	To entertain	<p>a. Orientation that introduces characters and setting, e.g. <i>Once upon time there was an old woman who lived with her son called Jack. They were very poor.</i></p> <p>b. Events leading to a complication, e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i></p> <p>c. Resolution and ending, e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i></p>	<p>a. Written in the first or third person.</p> <p>b. Written in the past tense.</p> <p>c. Events described sequentially.</p> <p>d. Connectives that signal time, e.g. <i>Early that morning, later on, once.</i></p> <p>e. Makes use of dialogue.</p> <p>f. Language used to create an impact on the reader, e.g. <i>adverbs, adjectives, images.</i></p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a story (also called a narrative essay). 2. A story entertains people! It is meant to be interesting and fun to read. 3. Explain that all stories have certain important elements: <ol style="list-style-type: none"> a. Characters: A story always has characters. They can be people or animals. b. Setting: This is when and where the story takes place. c. Conflict / complication: A story has a problem that needs to be solved. d. Resolution: This is how the problem gets solved in a story. 		

READ THE SAMPLE TEXT	<p>Painting the Grade 5 Classroom</p> <p><i>The Grade 5 class was given a very special job. They were asked to help Mr Ngwenya to paint the classroom. Mr Ngwenya was tired of looking at plain white walls. He wanted the walls to be bright and colourful. He wanted two walls to be pink, and two walls to be purple.</i></p> <p><i>The Grade 5 class was very excited to help their teacher. However, when they started painting, the classroom was a mess. Learners were running around, paint was flying everywhere, and there was a lot of noise. Mr Ngwenya did not know what to do!</i></p> <p><i>Bokang, a very confident young girl, decided that she could help. She got piles of newspaper from outside and laid the newspaper on the floor. Then, she asked Mr Ngwenya to play soft music on his phone. The Grade 5's listened to the music instead of making a noise.</i></p> <p><i>Finally, Bokang divided the class into two teams. She got half of the class to paint the pink walls, and the other half to paint the purple walls. Mr Ngwenya told Bokang that she was an excellent leader.</i></p>
DISCUSS	<ol style="list-style-type: none"> 1. Who are the characters in this story? 2. What is the setting of this story? 3. What is the problem in this story? 4. How is this problem solved?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Story (narrative essay)</u></p> <ol style="list-style-type: none"> 1. <u>Beginning</u>: Tells about character and setting. 2. <u>Middle</u>: A problem! 3. <u>Ending</u>: How the problem gets solved. 4. Entertains people!

GRADE 5 - TERM 2

WEEK

6

THEME:
LEADERSHIP

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

TERM 1: WEEK 6

OVERVIEW

THEME	Leadership
THEME VOCABULARY	tackle, captain, announce, competitive, badge, nominate, elect, vote, distribute, responsibility, qualities, honesty, strength, encourage, admit
LSC	'must', 'should' and 'have to' to show obligation
COMPREHENSION STRATEGY	I wonder... Make evaluations
WRITING GENRE	Story
WRITING TOPIC	Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness!

WEEK 6: MONDAY / DAY 1: PLANNING			
TOPIC	Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness!		
GENRE	Story (narrative essay)		
PLANNING STRATEGY	Write a list		
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <p><i>I know that I need to write about a character who shows one quality of a good leader. I think I will choose encouraging others. I am going to write about a young boy named Sizwe who is an excellent reader. One day at break, he sees another child from his class trying to read. This child is struggling and slams the book down. Sizwe's friends are calling him to play, but Sizwe decides to go and talk to the boy who is struggling instead. Sizwe encourages him to keep trying and even offers to help tutor him.</i></p> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a list by answering the questions. 		
	<table border="1"> <tbody> <tr> <td> <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? 5. What is the problem in the story? 6. How is the problem fixed? </td> <td> <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9. 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard. 5. The problem is that Stephen is struggling to read. He is frustrated and wants to give up. 6. Sizwe offers to help tutor Stephen. Sizwe's encouragement makes Stephen want to keep trying! </td> </tr> </tbody> </table>	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? 5. What is the problem in the story? 6. How is the problem fixed? 	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9. 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard. 5. The problem is that Stephen is struggling to read. He is frustrated and wants to give up. 6. Sizwe offers to help tutor Stephen. Sizwe's encouragement makes Stephen want to keep trying!
<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? 5. What is the problem in the story? 6. How is the problem fixed? 	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9. 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard. 5. The problem is that Stephen is struggling to read. He is frustrated and wants to give up. 6. Sizwe offers to help tutor Stephen. Sizwe's encouragement makes Stephen want to keep trying! 		

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and visualise a character who has at least one leadership quality. Instruct learners to think about what actions the character takes to show this leadership quality. What actions or decisions will help the person who is reading the story make the evaluation that this character is a leader? Learners should try to **visualise** their story like a movie in their mind!
2. Next, tell learners to **turn and talk** with a partner, to share their idea.
3. **Hand out exercise books.**
4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their story, just like you did.
5. Tell learners not to copy your plan – they must write their **own** ideas.
6. As learners work, walk around the room and hold mini-conferences.

Planning

My story

1. Sibü, age 12 and Lucky, age 10
2. The soccer field after school.
3. Sibü is a good soccer player, Lucky is not a good soccer player.
4. Sibü will show kindness. Lucky will show the skill of passing.
5. The problem is that Lucky wants to be a good soccer player. He always misses the ball.
6. Sibü shows Lucky how to kick the ball and helps him practice.

WEEK 6: MONDAY / DAY 1: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Lets talk about a word that's very long.	<i>Stretch your arms out wide</i>
	Its so important, it needs its own song.	-
	It's a word for you and me,	<i>Point to your friend then point to yourself</i>
	This word is responsibility!	<i>Shout out</i>
	Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>
	Be responsible in what you do and say!	-
	If you say you'll be there, make your words true.	-
	People must know they can count on you!	<i>Touch your friend on the shoulder</i>

THEME
VOCABULARY
qualities, honesty, strength, encourage, admit

QUESTION OF THE DAY

Question Which quality do you think is most important for a leader?

Graph 3 COLUMN GRAPH

Options kindness / honesty / responsibility

Follow up questions

Question How many learners think kindness is the most important quality?

Answer ___ learners think kindness is the most important quality.

Question How many learners think honesty is the most important quality?

Answer ___ learners think honesty is the most important quality.

Question How many learners think responsibility is the most important quality?

Answer ___ learners think responsibility is the most important quality.

Question Which quality do most learners think is most important for a leader?

Answer Most learners think ___ is the most important quality for a leader.

Question	Which quality do fewest learners think is most important for a leader?
Answer	Fewest learners think __ is the most most important quality for a leader.
Question	Which quality do you think is most important for a leader?
Answer	I think kindness is the most important quality for a leader.
Answer	I think honesty is the most important quality for a leader.
Answer	I think responsibility is the most important quality for a leader.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 6: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
-------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 6: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	'must', 'should' and 'have to' to show obligation
LSC MODELLING (I DO)	<ol style="list-style-type: none"> 1. Write the following words on the board: must, should, have to 2. Explain that this week, we will think about duties and obligations. 3. Ask learners: What do you know about a duty or an obligation? 4. Explain that when we have a duty or obligation, there is something we are meant to do. Other people are expecting us to do something! 5. Explain that there are different words we can use to show a duty or obligation, like: must, should, and have to. 6. Model making a sentence with each of these, like: <ol style="list-style-type: none"> a. I must come to school every day, because I am a teacher and it is my duty to make sure the children in my class learn! b. I should come early to prepare my classroom so I am ready as soon as the bell rings. (Explain that should is less strong than must – if I don't come to school, I might lose my job as a teacher. But, if I don't come early, I will just not be as good of a teacher!) c. I have to help all of the children in my class become readers, because that is what teachers do! 7. Explain that we can also use these words in the negative: musn't (must not), shouldn't (should not) and don't have to (do not have to). 8. Model making a sentence with each of these, like: <ol style="list-style-type: none"> a. I musn't make fun of any child who is struggling. It is my duty as a teacher to treat everyone kindly. b. I shouldn't ever come late to school, because a teacher should be here early! (Explain again that this isn't as strong of a statement – there might be some situations that would make you late every once in a while! These are not good situations, but you could still be a good teacher even if you were late because your taxi broke down, for example!) c. I don't have to write neatly on the chalkboard, but I must if I want to make sure all the learners in my class can read what is written!

<p>LSC Ask learners for help (WE DO)</p>	<ol style="list-style-type: none"> 1. Ask learners: What must a good leader do? What should a good leader do? What does a good leader have to do? 2. Brainstorm a sentence for each of these words with learners, like: <ol style="list-style-type: none"> a. A good leader must be kind. b. A good leader should always try to be helpful. c. A good leader has to be caring of others. 3. Ask learners: What mustn't a good leader do? What shouldn't a good leader do? What doesn't a good leader have to do? 4. Brainstorm a sentence for each of these words with learners, like: <ol style="list-style-type: none"> a. A good leader mustn't be self-centered. b. A good leader shouldn't be mean to others. c. A good leader doesn't have to be the best at something as long as they are helpful! 	
<p>LSC Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will write some sentences about the characters in their story. They will write about some things their character must do as a good leader, and some things they mustn't do as a good leader! 2. Write the following frames on the board: <ul style="list-style-type: none"> • To be a good leader, my character must / should / has to... • To be a good leader, my character mustn't / shouldn't / doesn't have to... 3. Give learners 10 minutes to write their sentences. 4. Call learners back together. Call on random learners to each read once sentence they have written. 5. Go through each sentence with the class. Discuss the obligation word that has been used. Correct any mistakes that you find. 	
<p>TOPIC</p>	<p>Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness!</p>	
	<p>Before class begins, rewrite the planning frames on the board:</p>	
	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? 5. What is the problem in the story? 	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard. 5. The problem is that Stephen is struggling to read. He is frustrated and wants to give up.

	6. How is the problem fixed?	6. Sizwe offers to help tutor Stephen. Sizwe's encouragement makes Stephen want to keep trying!
WRITING FRAME	<ol style="list-style-type: none"> Next, tell learners that they must turn each point in their plan into a sentence. They must also arrange the sentences into three paragraphs. They can use the sentence starters under each heading for help writing their paragraphs. They will need to add more sentences as well. Write the following frame on the chalkboard, and explain it to learners: <p style="margin-left: 40px;">Paragraph One: Beginning Points 1-3 <i>One day...</i></p> <p style="margin-left: 40px;">Paragraph Two: Middle Points 4-5 <i>Next...</i> <i>He / she realised...</i> <i>The problem was...</i></p> <p style="margin-left: 40px;">Paragraph Three: Ending Points 6 <i>Then...</i> <i>After that...</i> <i>In the end...</i></p> 	
DRAFT	<ol style="list-style-type: none"> Hand out learners' exercise books. Settle learners so you have their attention. Remind learners that they will write story using the frame. Instruct learners to write the date and heading: Story: Draft Instruct learners to complete the writing frame using their plans. Tell learners that they can add more sentences or details if they have time. Remind learners of the strategies they can use to help them. As learners write, walk around the classroom and help learners who are struggling. 	
HOMEWORK	Learners must complete the draft.	

DraftMy story

One day Sibü saw Lucky on the soccer field. Lucky was trying to kick the ball in to the goal.

Next Lucky sat down and started to cry. Sibü showed kindness and went to talk to Lucky. Lucky realised that he must not give up trying. The problem was he always missed the ball.

Then Sibü showed Lucky how to kick the ball. After that Sibü helped Lucky to practice. In the end Lucky could kick the ball.

WEEK 6: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING**GROUP GUIDED READING**

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 6: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Lets talk about a word that's very long.	<i>Stretch your arms out wide</i>
	Its so important, it needs its own song.	-
	It's a word for you and me,	<i>Point to your friend then point to yourself</i>
	This word is responsibility!	<i>Shout out</i>
	Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>
	Be responsible in what you do and say!	-
	If you say you'll be there, make your words true.	-
	People must know they can count on you!	<i>Touch your friend on the shoulder</i>
THEME VOCABULARY	jealousy, bravery, successful, duty, obligation	
QUESTION OF THE DAY		
Question	Do you think leaders ever feel jealousy?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think that leaders feel jealousy?	
Answer	__ learners think that leaders feel jealousy.	
Question	How many learners don't think that leaders feel jealousy?	
Answer	__ learners don't think that leaders feel jealousy.	
Question	Do more learners think leaders feel jealousy or not?	
Answer	More learners think / don't think that leaders feel jealousy.	
Question	Do fewer learners think leaders feel jealousy or not?	
Answer	Fewer learners think / don't think that leaders feel jealousy.	

Question	Do you think leaders ever feel jealousy?
Answer	Yes, I think that leaders feel jealousy.
Answer	No, I don't think that leaders feel jealousy.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 6: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
--------------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING

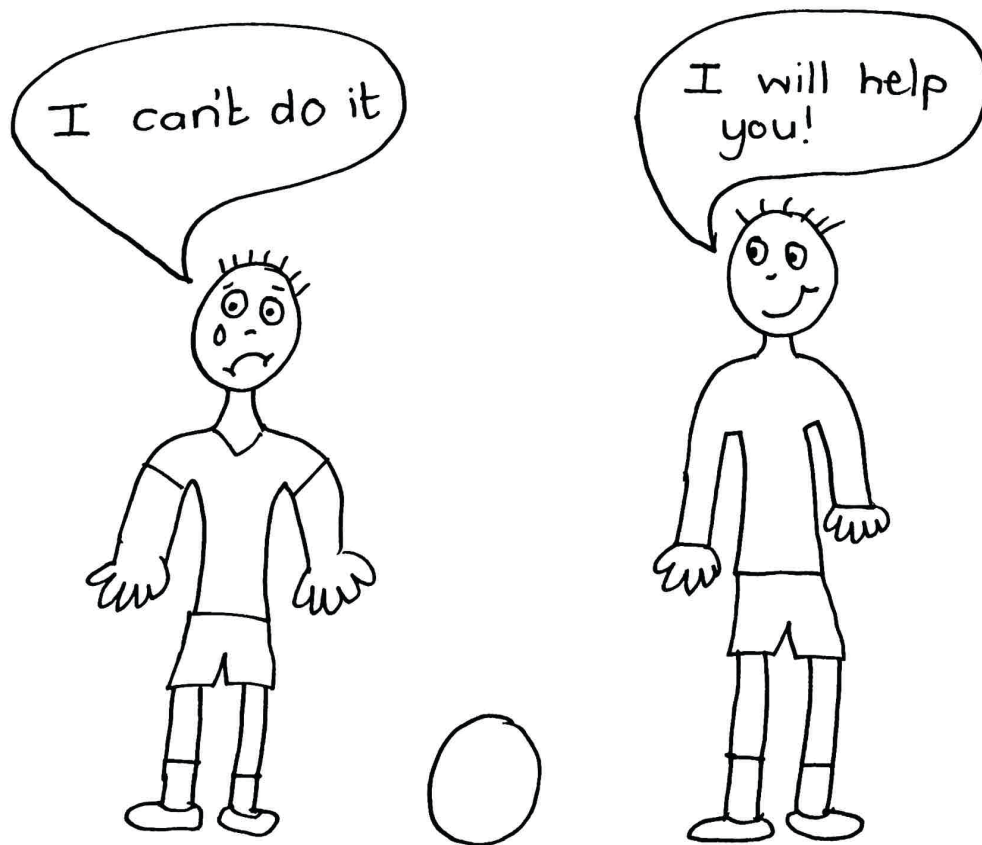
<p>EDITING CHECKLIST (Write this on the board before class begins)</p>	<ol style="list-style-type: none"> 1. Does my story have 3 paragraphs? 2. Does my story describe the character and setting? 3. Does the character in my story show at least one leadership quality? 4. Does my story have a problem? 5. Does the problem in my story get fixed? 6. Did I spell all words correctly? 7. Does each sentence begin with a capital letter? 8. Does each paragraph end with proper punctuation?
<p>EDIT</p>	<ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
<p>PUBLISH</p>	<ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement.

Lucky learns to kick

One day, Sibü saw Lucky on the soccer field. Lucky was trying to kick the ball.

Next Lucky sat down and started to cry. Sibü went to talk to Lucky. Lucky realised that he must not give up. The problem was that he always missed the ball.

Then Sibü showed Lucky how to kick the ball. After that Sibü helped Lucky to practice. In the end Lucky could kick the ball.



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

WEEK 6: CONCLUSION	
Find 10-15 minutes at the end of the week to do the following:	
UPDATE THE K-W-L CHART	<ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	<ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	<ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 5 - TERM 2

WEEK 7

THEME:
BREAKING THINGS DOWN

'Time isn't the main thing. It's the only thing.'

Miles Davis

TERM 1: WEEK 7	
OVERVIEW	
THEME	Breaking things down
THEME VOCABULARY	robot, clear, specific, computer programmer, step-by-step, intersection, corner, directions, as a result, block
LSC	Connecting words and phrases showing contrast and reason
COMPREHENSION STRATEGY	Search the text Make evaluations
WRITING GENRE	Procedural text / Instructions
WRITING TOPIC	Write instructions that tell someone how to play a game that you enjoy. OR Write instructions that tell someone how to do an activity you enjoy.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a recipe book or a recipe from a magazine that gives instructions, or a map. 5. Try to find some pictures for your theme table, for example: a robot, intersection or different street signs that show direction.

WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES		
PICTURE	<ol style="list-style-type: none"> 1. Tell learners to turn to DBE Workbook 1 page 132 2. Instruct learners to look at the title, headings and pictures in the text. 	
INTRODUCE THE THEME	<ol style="list-style-type: none"> 1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart. 	
SONG / RHYME	Explain that in this song, we will see some examples of clear, specific directions!	
	Lyrics	
	Actions	
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>	
THEME VOCABULARY	robot, clear, specific, computer programmer, step-by-step	
QUESTION OF THE DAY		
Question	Which instruction do you think is the most clear and specific?	
Graph	3 COLUMN GRAPH	
Options	walk five steps / walk towards the door / walk slowly	
Follow up questions		
Question	How many learners think 'walk five steps' is the most clear and specific?	
Answer	__ learners think 'walk five steps' is the most clear and specific.	

Question	How many learners think ‘walk towards the door’ is the most clear and specific?
Answer	__ learners think ‘walk towards the door’ is the most clear and specific.
Question	How many learners think ‘walk slowly’ is the most clear and specific?
Answer	__ learners think ‘walk slowly’ is the most clear and specific.
Question	Which instruction do most learners think is the most clear and specific?
Answer	Most learners think __ is the most clear and specific.
Question	Which instruction do fewest learners think is the most clear and specific?
Answer	Fewest learners think __ is the most clear and specific.
Question	Which instruction do you think is the most clear and specific?
Answer	I think ‘walk five steps’ is the most clear and specific.
Answer	I think ‘walk towards the door’ is the most clear and specific.
Answer	I think ‘walk slowly’ is the most clear and specific.
EXPLAIN	<i>Explain that all of these instructions could be clearer and more specific. In fact, a clear and specific instruction would combine all three of these, like: Walk 5 steps towards the door slowly!</i>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

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

Text	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
<p>The Grade 5 class was so excited! They received a gift from the school principal. The gift was a blue toy robot. They named the robot Mrs Blue. The only problem with Mrs Blue is that she could not do anything yet. Mrs Blue stood very still. The principal explained that the class could make Mrs Blue work by giving her very clear instructions.</p>	<p>How can the class make the robot work? Oh! I learn that they must give the robot specific and clear instructions!</p>	<ol style="list-style-type: none"> 1. Who is Mrs Blue? (<i>She is the Grade 5 class robot.</i>) 2. How can the class make their new robot work? (<i>The class must give the robot instructions to make her work.</i>) 3. Why did the class name the robot Mrs Blue? (<i>Because it is a small blue robot!</i>)
<p>‘Class, you need to give Mrs Blue very clear and specific instructions of what to do. You must break your instructions into small parts, so that she knows exactly what she must do,’ explained the Grade 5 teacher.</p>	<p>Oh, I learn that clear and specific instructions are instructions that are broken down into small parts. Clear instructions must go step-by-step!</p>	<ol style="list-style-type: none"> 1. What kind of instructions must the learners give to the robot? (<i>The must give clear and specific instructions. The instructions must be broken into small parts!</i>)
<p>Sizwe stepped forward and said, ‘Mrs Blue pick up the pencil.’ Mrs Blue quickly walked forward and picked up all the pencils on the desk.</p>	<p>Sizwe instructs the robot to ‘pick up the pencil.’ I learn that this isn’t a clear enough instruction for the robot. I learn this when the robot picks up all the pencils.</p>	<ol style="list-style-type: none"> 1. Why does the robot try to pick up all the pencils? (<i>Because Sizwe didn’t give a specific instruction – he didn’t say which specific pencil the robot should pick up!</i>)

<p>There were many pencils on the desk, and the robot could not carry all of them.</p>	<p>I learn that Sizwe’s instruction was not clear and specific, because the robot didn’t know which pencil to pick up!</p>	
<p>The teacher shook her head, ‘Class, I told you, you need to give very careful and clear instructions or else the robot will get confused. You need to tell the robot exactly which pencil to pick up what to do with the pencil.’</p>	<p>I can make the evaluation that the learners have never had to break down instructions step-by-step. I can also make the evaluation that the teacher hasn’t done a good job of explaining how to do this until now!</p>	<ol style="list-style-type: none"> 1. Why was the robot confused? (<i>Because it doesn’t know which pencil it must pick up and what to do with the pencil once it has it!</i>) 2. What evaluation can you make about giving clear and specific instructions? (I can make the evaluation that it is the class’s first time to do this / that it is more difficult than the teacher thought it would be!)
<p>Sizwe tried again, ‘Mrs Blue, please walk forward 10 paces to the desk in front of you. Then, pick up the blue pencil that is next to the pink pencil case. Then, please give me the pencil.’ The class watched as Mrs Blue did exactly what Sizwe asked. ‘Well done Sizwe!’ said their teacher. ‘You have just learnt your first lesson about computer programming. If you want to programme a computer, you have to give it clear, step by step instructions of what to do.’</p>	<p>Oh! Now I understand better what clear, specific, step-by-step instructions sound like! Sizwe broke down the instructions so the robot knew exactly where it must walk, which pencil it must pick up, where to find the correct pencil, and what to do after getting the pencil!</p>	<ol style="list-style-type: none"> 1. What instructions did Sizwe give the robot this time? (<i>The robot must walk forward 10 paces to the desk, pick up the blue pencil next to the pink pencil case, give Sizwe the pencil.</i>) 2. How do you know that these instructions were clear and specific? (Because the robot did exactly what Sizwe asked!)

<p>'Cool! I am a computer programmer!' yelled Sizwe. He was so excited.</p>		<p>3. Why does Sizwe feel excited to be a computer programmer? (<i>Because giving the robot clear and specific instructions is the first step to learning computer programming!</i>)</p>
<p>From then on, the class always gave Mrs Robot very clear, specific instructions. They also always tried to give one another clear, specific instructions. They all wanted to be computer programmers.</p>	<p>I learn that Sizwe's classmates all want to be computer programmers, so they work hard to break all instructions down, step-by-step!</p>	<p>1. What is the robot helping the class learn? (How to give step-by-step instructions / How to become computer programmers.)</p>

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss a story: **Programming a robot**
2. **Before class begins, write the following conversation frame on the board:**
 - a. This story is about...
 - b. I can make the evaluation that...
 - c. I liked when...
 - d. This story teaches us...
 - e. This story helps us learn about breaking things down because...
3. Break learners into their small discussion groups.
4. Complete the speaking activity as per the core methodology.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/ck/ /o/ /sh/												
Activity	<ol style="list-style-type: none"> 1. Explain to learners that some letters sound different in English. 2. Tell learners that they need to know how to say the sounds in English, and how to blend sounds together to make words. 3. Write the following sounds on the chalkboard: br, ng. 4. Say the sounds as they sound in English and instruct learners to repeat the sounds. Do this three times. 5. Write the following words on the chalkboard and sound each word out as follows: <ul style="list-style-type: none"> /br/ - /ea/ - /k/ = break /br/ - /ea/ - /k/ - /f/ - /a/ - /st/ = breakfast /b/ - /ui/ - /l/ - /d/ - /ing/ = building /th/ - /i/ - /ng/ = thing /cook/ - /ing/ = cooking /tr/ - /y/ - /ing/ = trying 6. Ask learners to sound out and read each word after you. 												
Word find	<p>Write the following table on the chalkboard:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>br</td> <td>th</td> <td>ing</td> </tr> <tr> <td>oo</td> <td>k</td> <td>ea</td> </tr> <tr> <td>f</td> <td>a</td> <td>st</td> </tr> <tr> <td>c</td> <td>e</td> <td>p</td> </tr> </table> <p>MODEL</p> <ol style="list-style-type: none"> 1. Review all of the sounds in the table. 2. Tell learners to copy the table into their exercise books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: breast or thing 	br	th	ing	oo	k	ea	f	a	st	c	e	p
br	th	ing											
oo	k	ea											
f	a	st											
c	e	p											

Sight or high frequency words	<ol style="list-style-type: none"> 1. Explain to learners that there are some words that cannot be sounded out in English. 2. There are also some words that appear frequently in texts. 3. Tell learners they need to remember what these words look like, and they must know how to read these words by sight. 4. Write the sight words on the chalkboard and tell learners to take note of the following as you read the words: <ol style="list-style-type: none"> a. The first sound b. The spelling of the word c. The meaning (unless it is a word that doesn't really carry meaning) 4. Read the words three times and tell learners to repeat after you: solve, problem, clever, find, food, because, cupboard, again, build, follow
-------------------------------	--

WEEK 7: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
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. Ask a learner to read the title: **Following instructions**
2. Explain the meaning of the title, e.g. *When we follow instructions, we listen and do the instructions someone has given us!*
3. Explain that this week, we will need to use the map (picture) to help us figure out the correct text.
4. Explain to learners that the arrows in the map tell you which way you must drive on a street. A street with an arrow going only one way is called a one way street.
6. Instruct learners to think about the pictures, captions and title.
7. Conduct the Pre-Read activity as per core methodology.

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
	Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>
THEME VOCABULARY	intersection, corner, directions, as a result, block (like a sidewalk block!)	
QUESTION OF THE DAY		
Question	What do you think is more difficult?	
Graph	2 COLUMN GRAPH	
Options	Giving instructions to a robot / Giving someone driving directions	
Follow up questions		
Question	How many learners think giving instructions to a robot is more difficult?	
Answer	___ learners think giving instructions to a robot is more difficult.	
Question	How many learners think giving someone driving directions is more difficult?	
Answer	___ learners think giving someone driving directions is more difficult.	
Question	What do more learners think is more difficult?	
Answer	More learners think ___ is more difficult.	
Question	What do fewer learners think is more difficult?	
Answer	Fewer learners think ___ is more difficult.	

Question	What do you think is more difficult?
Answer	I think giving instructions to a robot is more difficult.
Answer	I think giving someone driving directions is more difficult.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> Instruct learners to add the theme vocabulary words to their personal dictionaries. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> Learners must complete their dictionary entries. Learners must learn the theme vocabulary.

WEEK 7: WEDNESDAY / DAY 3: FIRST READ	
TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text Make evaluations
PURPOSE	<ul style="list-style-type: none"> 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. 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.
<ol style="list-style-type: none"> Hand out the DBE workbooks. Instruct learners to turn to the story on page 132. Allow learners a few minutes to try and read the text on their own, in silence. Explain that you will read the text to learners. They must follow along with the text as you read. <i>Explain that today, learners must follow along not only with the text, but also on the map! Explain that we will work together today to fill in the blank spaces in the text.</i> 	

6. Read the text with fluency and expression to learners. Figure out the correct answers as you go!
7. Read the **Text** first, and then say the comment in the **First Read** column.

NOTE: There are some errors in the activity in the DBE Workbook 1 on page 132 that must be corrected as follows:

1. Look at the boxes of possible answers on the top right of the map. Change **25 to 60**.
2. Look at the map. Tell learners to cross out the **'no left turn'** sign on the corner of **B STREET and THIRD STREET**.
3. Look at the map. Tell learners to cross out the **'no entry'** sign on the corner of **1st STREET and A STREET**.
4. Look at the map. Tell learners to draw a **'no entry'** sign on the corner of **1st STREET and B STREET**.
5. Look at the text below the map. Change the sentences for point (7) as follows:
She drove one block to the corner of 1st STREET and C STREET, where she crossed over a (7) _____ . Then she turned west and drove to 1st STREET and B STREET.

Text	Think Aloud: First Read
<p>My sister passed her driving test! She did very well. Let me tell you all about it. She began at the Driving Centre at the corner of 4th and A streets. The sign at the corner said that the speed limit was (1) _____ kilometers per hour.</p>	<p>Ok, let us find the corner of 4th and A streets. Let's put our fingers there! What is the speed sign I see? Oh! It is 60 kilometres per hour. I can fill in the box with the 60.</p>
<p>She drove east to 4th and B Streets and turned (2) _____.</p>	<p>I need to figure out the next box. I know on a map, East is right. Let's put our fingers on the place where 4th and B Streets meet. I must figure out whether she turned left or right. I read that after this step, she will travel just one block and be able to turn onto 3rd Street. This means she must turn left onto B Street. Then, after one block she will be able to turn onto 3rd Street! I know that box (2) must say left inside.</p>
<p>She went one block and turned (3) _____ on 3rd Street. She drove one block. She saw a sign at the corner of 3rd and C Streets.</p>	<p>Now, she is at B and 3rd Street. I need to figure out if she must turn left or right. It says that after just one block, she will be at 3rd and C streets. This means that she must turn right. I will write right inside box 3!</p>

It said (4) _____, so she drove slowly.	What does the sign at the intersection of 3 rd and C Streets say? Oh! It is a yield sign. That means you must look out for other cars! I must write yield in box 4!
Then, she (5) _____ North.	I can look in the box and see that the word turned fits here. She turned North. That means she turned left onto C Street.
She (6) _____ at the corner of 2 nd and C streets.	I know she travelled North, and I can see a little stop sign at the corner of 2 nd and C Streets! She must have stopped when she reached there! I must write stopped inside box 6!
She drove one block to the corner of 1st STREET and C STREET, where she crossed over a (7) _____.	I see the crisscross lines on the map. I think this must be a railroad crossing .
Then she turned west and drove to 1st STREET and B STREET. She saw another sign there. It said (8) _____, so she didn't continue on 1st Street.	When she drove to 1 st and B streets, she sees a sign that means do not enter . She can't keep going on 1 st Street because of the do not enter sign! She will need to turn.
She turned south, went one block and turned west on 2 nd Street because it's a (9) _____ street.	Ok, I know she turns South. That means she starts going back down towards 2 nd Street. When she arrives at 2 nd Street, she cannot turn east because 2 nd is a one way street. I can see the one way sign!
She drove one block, then turned south at (10) _____ Streets.	After one block, she is at 2nd and A Streets . She will turn South there, back towards the Driving Centre.
She drove past 3 rd Street and turned (11) _____ at 4 th and A Streets. She arrived back at the driving Centre safely.	Finally, she goes west to finish her driving test at the Centre! We have figured out step-by-step where my sister drove for her driving test!
Follow up questions	Possible responses
Where is the stop sign?	The stop sign is at 2 nd and C Streets.
Where does the driver begin and end their driving test?	She begins and ends at the driving centre?

Why question	Possible response
Do you think this driving test was easy or difficult? Why?	<ul style="list-style-type: none">• I think this driving test was easy because...• I think this driving test was difficult because...
Introduce the LSC in context	
<ol style="list-style-type: none">1. Explain to learners that in this cycle, they will learn about: connecting words that show reason or contrast2. Introduce this LSC as follows: Remember that connecting words are words that join two sentences into one. Sometimes, these words can join a sentence that gives a reason. These would be words like: therefore; as a result. Sometimes, these words can join contrasting, or opposite, sentences. These would be words like: however; instead.	

WEEK 7: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Search the text Make evaluations
PURPOSE	<ul style="list-style-type: none"> • 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. • 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.
<ol style="list-style-type: none"> 1. Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> a. <i>Why did the driver go slowly when driving on C Street?</i> b. <i>How fast do you think the driver was going? Why?</i> c. <i>Why do you think we must be able to follow a procedural text (like directions or instructions)? Make an evaluation about whether you think this is an important skill or not!</i> 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 132. 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
My sister passed her driving test! She did very well. Let me tell you all about it. She began at the Driving Centre at the corner of 4 th and A streets. The sign at the corner said that the speed limit was (1) <u>60</u> kilometers per hour.	Where did the narrator's sister begin her driving test? Oh I read that she began at the intersection of 4 th and A Streets!
She drove east to 4 th and B Streets and turned (2) <u>left</u> .	I learn that next, she drove east. When we look at a map, east is right on the map. <i>(Draw a compass on the board to show this!)</i>
She went one block and turned (3) <u>right</u> on 3 rd Street. She drove one block. She saw a sign at the corner of 3 rd and C Streets.	
It said (4) <u>yield</u> , so she drove slowly.	I can make the evaluation that the driver has studied the road signs to get ready for her driving test. She knows that this triangle means 'yield' and that she must go slowly here!
Then, she (5) <u>turned</u> North.	Where is she driving now? I learn that she is driving north. She is driving towards 2 nd Street now.
She (6) <u>stopped</u> at the corner of 2 nd and C streets.	--
She drove one block to the corner of 1st STREET and C STREET, where she crossed over a (7) <u>railway crossing</u>.	I am not sure what the lines on the map are. However, I can make the evaluation that they are a railroad crossing. I can make this evaluation because the instructions at the top of the page say: Complete the story below with the missing words in the box. Railroad crossing is one of the things in the box. When I look at the map, there is nothing else that could be a Railroad crossing. I can use my best judgement to decide that this must be it!

Then she turned west and drove to 1 st STREET and B STREET. She saw another sign there. It said (8) do not enter , so she didn't continue on 1st Street.	I learn that she must turn because she cannot continue driving on 1 st Street.
She turned south, went one block and turned west on 2 nd Street because it's a (9) one way street.	Where did she turn? Oh! I learn that she turned onto 2 nd Street.
She drove one block, then turned south at (10) 2nd and A Streets Streets.	Which street is she driving on now? Oh I can see that she is going south, so she is driving on A street.
She drove past 3 rd Street and turned (11) west at 4 th and A Streets. She arrived back at the driving Centre safely.	Why did she turn west here? Oh, I learn that it is because she ends the driving test back at the Driving Centre.
Follow up questions	Responses
Why did the driver go slowly when driving on C Street?	Because of the yield sign!
How fast do you think the driver was going? Why?	She was going 60 kilometers per hour because that is the speed limit in town. She was going slower than that on C Street after the yield sign.
Why question	Possible response
Why do you think we must be able to follow a procedural text (like directions or instructions)? Make an evaluation about whether you think this is an important skill or not!	<ul style="list-style-type: none"> • I think we must be able to follow a procedural text because... • I think it is important to be able to follow instructions because... • I don't think we really need to know how to do this because...
<p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. 	

WEEK 7 THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

<p>Modelling (I DO)</p>	<ol style="list-style-type: none"> 1. Explain that this week, we have been working on searching the text. 2. Explain that when we search the text, we look for information that is stated in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 132 5. Ask learners: <i>When did the driver drive west?</i> 6. Explain that to answer this question quickly, we can search the text for the words 'west' – that is a helpful key word in the question! 7. Use modelling to search the text for the word <i>west</i>. Start at the beginning, and point out the word wherever you can find it: <ol style="list-style-type: none"> a. <i>Then she turned west and drove to 1st STREET and B STREET.</i> b. <i>She turned south, went one block and turned west on 2nd Street because it's a one way street.</i> c. <i>She drove past 3rd Street and turned west at 4th and A Street.</i> 8. Explain that she drove west on both 2nd Street and 4th Street. 9. Explain that when we search the text, we usually answer questions about: <ol style="list-style-type: none"> a. Who b. What c. When d. Where e. How f. Why 10. When we search the text, we: <ol style="list-style-type: none"> a. think about the question word – what is being asked? b. look for information in the words that are written. c. look for key words to help us find the answer more easily!
<p>Work with learners (WE DO)</p>	<ol style="list-style-type: none"> 1. Ask learners: Which streets did the driver drive east on? 2. Ask learners: What key word/s do you think you could try to find? <ol style="list-style-type: none"> a. Explain that east is the key word. 3. Instruct learners to search the text for the answer to this question. 4. Call on learners to answer the question: <i>She drove east to 4th and B Street.</i>

<p>Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: What signs did the driver see on her driving test? 3. Instruct learners to search the text with their partners and to make a list of all the signs she saw. 4. After 3-5 minutes, call learners back together. 5. Call on learners to share their answers to the question: <ol style="list-style-type: none"> a. Yield b. Do not enter c. One way d. Speed limit / 60 kilometres per hour 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for the key words sign.
<p>NOTES</p>	<p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text:</p> <p><u>Search the text</u></p> <p>Answer questions!</p> <p>I must:</p> <ul style="list-style-type: none"> • Think about the question word. What kind of information must you find? • Think about key words. • Look at the text. Think about the meaning. • Put information from the text together. <p>Note:</p> <p><i>Point out to the learners that this activity taught us an important lesson about giving clear, correct instructions. We had to fix some errors on the activity, or else it would not have worked. This is an important lesson for us! We must always check our instructions and information very carefully.</i></p>

WEEK 7: FRIDAY / DAY 5: POST-READING

TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
ACTIVITY	WRITTEN COMPREHENSION
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.

POST-READING

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

Following instructions

1. Where did the driver start driving?
She started driving...
2. Where did the driver drive to next?
She drove...
3. What sign did the driver see when she was at 1st and B Street? What did she do as a result?
She saw... As a result, she...
4. Make an evaluation about the place where this driving test is taking place. What evaluation can you make based on the map?
I can make the evaluation that...
5. Why do you think this driver took this test? (What do you think will happen as a result of this test?)
I think she took this test... I think that as a result of this test...

Model Answers: Following instructions

1. Where did the driver start driving?
She started driving at 4th and A Street.
2. Where did the driver drive to next?
She drove to 4th and B Street.
3. What sign did the driver see when she was at 1st and B Street? What did she do as a result?
She saw the DO NOT ENTER sign. As a result, she turned south!
4. Make an evaluation about the place where this driving test is taking place. What evaluation can you make based on the map?
I can make the evaluation that this is a very small town because there are only seven streets.
5. Why do you think this driver took this test? (What do you think will happen as a result of this test?)
I think she took this test to get her driver's license. I think as a result of this test, she will get her driver's license.

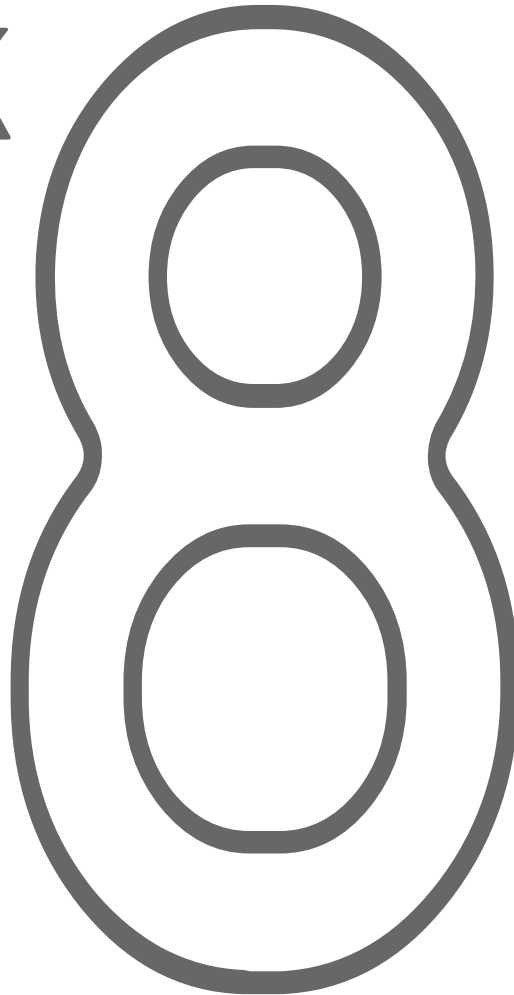
WEEK 7 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
PROCEDURAL	To describe or instruct how something is done through a series of sequenced steps.	<ol style="list-style-type: none"> 1. Goal: a statement of what is to be achieved, e.g. How to make a cover for a portfolio. 2. Materials/ equipment needed listed in order, e.g. Large sheet of art paper, paints, etc. 3. Sequenced steps to achieve the goal, e.g. First, paint a blue background on the paper. 4. May have accompanying visual text, e.g. storyboard, diagrams, etc. 	<p>Written in the imperative, e.g. Paint a blue background ...</p> <p>In chronological order, e.g. First ... next ...</p> <p>Use of numbers and bullet points to signal order.</p> <p>Is written for an unnamed person, rather than a specific individual.</p> <p>Expressions of cause and effect.</p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write instructions. 2. Explain that when we write instructions, we must think about Sizwe programming his robot: We must try to give clear, specific instructions just like him! 3. Explain that we write instructions using numbers. We use a number for each small step. 4. Explain that instructions are written that are for a specific purpose: to tell someone what they must do. 5. Explain that in a set of instructions, we must: <ol style="list-style-type: none"> a. Use numbers and steps. b. Write in order of how things must be done. c. Use determiners, like: first, second, then, last, etc. d. Make the writing clear and easy to understand. 		

READ THE SAMPLE TEXT	<p><u>How to make fried egg on toast</u></p> <p><u>You will need:</u></p> <ol style="list-style-type: none"> 1. 2 eggs 2. 2 slices of bread 3. Butter <p><u>Method:</u></p> <ol style="list-style-type: none"> 1. <i>Firstly, put two pieces of bread into the toaster and put the toaster on.</i> 2. <i>Secondly, put the pan on the stove and turn the stove on.</i> 3. <i>Thirdly, put one teaspoon of butter into the pan.</i> 4. <i>Next, crack the two eggs into the pan.</i> 5. <i>When the toast is ready, take it out of the toaster and spread butter onto the toast.</i> 6. <i>When the eggs are cooked, carefully put them on top of the toast.</i>
DISCUSS	<ol style="list-style-type: none"> 1. What does this text teach us about? 2. What words do you notice at the beginning of each sentence? 3. How do we know this is a set of instructions? 4. What did you learn from this text that you didn't know before?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> 1. I write in order of how things must be done. 2. I use numbers (like a list). 3. I write like I am telling someone what to do. 4. I use words like: first, second, next, then, etc.

GRADE 5 - TERM 2

WEEK



THEME:
BREAKING THINGS DOWN

'Giving clear, concise instructions is an art.'

-
Anonymous

TERM 2: WEEK 8

OVERVIEW

THEME	Breaking things down
THEME VOCABULARY	robot, clear, specific, computer programmer, step-by-step, intersection, corner, directions, as a result, block, contrast, reason, turn, straight, recipe, spicy, soak, concentrate, chili, pepper
LSC	Connecting words and phrases showing contrast and reason
COMPREHENSION STRATEGY	Search the text Make evaluations
WRITING GENRE	Procedural text / Instructions
WRITING TOPIC	Write instructions that tell someone how to play a game that you enjoy. OR Write instructions that tell someone how to do an activity you enjoy.

WEEK 8: MONDAY / DAY 1: WRITING - PLANNING																	
TOPIC	<p>Write instructions that tell someone how to play a game that you enjoy.</p> <p>OR</p> <p>Write instructions that tell someone how to do an activity you enjoy.</p>																
GENRE	Instructions																
PLANNING STRATEGY	Make a list																
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Remind learners that they will need to choose one topic. They must write about the same topic all week. 4. Orally share some of your ideas about completing the writing topic, like: <p style="text-align: center;"><i>I am going to write about an activity I enjoy. I enjoy riding a bike. I will give instructions to someone who would want to learn how to ride a bike.</i></p> 5. Have the writing topic written on one side of the chalkboard. 6. Write the planning frame below on the other side of the chalkboard. 7. On the other side of the chalkboard, show learners how you make a list by answering the questions. 																
	<table border="1"> <thead> <tr> <th><u>How to ...</u></th> <th><u>How to ride a bike</u></th> </tr> </thead> <tbody> <tr> <td>1. What does someone need before beginning this task?</td> <td>1. A bicycle, a helmet</td> </tr> <tr> <td>2. What is the first thing you must do?</td> <td>2. Get your bike. Put on helmet.</td> </tr> <tr> <td>3. What must you do next?</td> <td>3. Go out to the path or street.</td> </tr> <tr> <td>4. What must you do next?</td> <td>4. Put one leg on each side of the bicycle, sit on the seat.</td> </tr> <tr> <td>5. What must you do after that?</td> <td>5. Put your feet on the pedals.</td> </tr> <tr> <td>6. What should you do to finish this task?</td> <td>6. Push one pedal forward, keep your feet going around and around as fast as you can.</td> </tr> <tr> <td>7. Is there anything you need to do to finish the task?</td> <td>7. Take your helmet off and put your bike in a safe spot.</td> </tr> </tbody> </table>	<u>How to ...</u>	<u>How to ride a bike</u>	1. What does someone need before beginning this task?	1. A bicycle, a helmet	2. What is the first thing you must do?	2. Get your bike. Put on helmet.	3. What must you do next?	3. Go out to the path or street.	4. What must you do next?	4. Put one leg on each side of the bicycle, sit on the seat.	5. What must you do after that?	5. Put your feet on the pedals.	6. What should you do to finish this task?	6. Push one pedal forward, keep your feet going around and around as fast as you can.	7. Is there anything you need to do to finish the task?	7. Take your helmet off and put your bike in a safe spot.
<u>How to ...</u>	<u>How to ride a bike</u>																
1. What does someone need before beginning this task?	1. A bicycle, a helmet																
2. What is the first thing you must do?	2. Get your bike. Put on helmet.																
3. What must you do next?	3. Go out to the path or street.																
4. What must you do next?	4. Put one leg on each side of the bicycle, sit on the seat.																
5. What must you do after that?	5. Put your feet on the pedals.																
6. What should you do to finish this task?	6. Push one pedal forward, keep your feet going around and around as fast as you can.																
7. Is there anything you need to do to finish the task?	7. Take your helmet off and put your bike in a safe spot.																

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Instruct learners to decide which topic they want to write about.
2. **Hand out exercise books.**
3. Instruct learners to write the proper heading at the topic of the page for whichever topic they have chosen.
4. Instruct learners to close their eyes and visualise themselves completing the task they have chosen. Instruct them to think about breaking the game or activity down into small instructions. Instruct learners to imagine what they do first, next and after that.
5. **Remind learners to think about Sizwe and how he learns to give clear, specific instructions!**
6. Next, tell learners to **turn and talk** with a partner, to share their ideas.
7. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their instructions, just like you did.
8. Tell learners not to copy your plan – they must write their **own** ideas!
9. As learners work, walk around the room and hold mini-conferences.

Planning

How to play soccer

1. Soccer boots, soccer kit.
2. Put on your soccer boots and kit.
3. Go to the soccer field.
4. Stretch and warm up.
5. Run on the soccer field to your position.
6. Kick the ball and try to score a goal.
7. Take off your soccer boots and kit and have a shower.

WEEK 8: MONDAY / DAY1: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
	Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>
THEME VOCABULARY	contrast, reason, turn, straight, recipe	
QUESTION OF THE DAY		
Question	<p><i>Explain that some people use a recipe to cook food. In contrast, some other people cook by memory and by tasting food as they go. Usually, only people with a lot of experience can do this well!</i></p> <p>Ask learners: Does anyone in your house follow a recipe to cook?</p>	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners have someone in their house that follows a recipe book?	
Answer	__ learners have someone in their house that follows a recipe book.	
Question	How many learners don't have anyone in their house that follows a recipe book?	
Answer	__ learners don't have anyone in their house that follows a recipe book.	
Question	Do more learners have someone in their house that follows a recipe book or not?	
Answer	More learners have someone / don't have anyone in their house that follows a recipe book.	

Question	Do fewer learners have someone in their house that follows a recipe book or not?
Answer	Fewer learners have someone / don't have anyone in their house that follows a recipe book.
Question	Does anyone in your house follow a recipe to cook?
Answer	Yes, there is someone in my house that follows a recipe book.
Answer	No, there isn't anyone in my house that follows a recipe book.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 8: TUESDAY / DAY 2: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
-------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 8: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	Connecting words and phrases showing contrast and reason
LSC MODELLING (I DO)	<ol style="list-style-type: none"> 1. Write the following connecting words on the board: <ol style="list-style-type: none"> a. Reason: therefore, as a result b. Contrast: however, instead 2. Explain that we already know and use lots of connecting words, like: and, but, then, next. 3. Explain that today we will learn about some new connecting words and phrases that help make our writing and speaking better! 4. Write the following sentences on the board: <i>She saw a yield sign. She went slowly.</i> 5. Explain that the second sentence only happens because of the first sentence. That means we can use use connecting words that indicate a reason for something, like: therefore, as a result. <ol style="list-style-type: none"> a. Therefore: She saw a yield sign. Therefore, she went slowly. b. As a result: She saw a yield sign. As a result, she went slowly. 6. Next, write the following sentence on the board: <i>He thought he gave a clear instruction. The robot was still confused.</i> 7. Explain that these two sentences are in contrast to each other! 8. That means we can use use connecting words that indicate a contrast, like: however, instead. <ol style="list-style-type: none"> a. However: He thought he gave a clear instruction. However, the robot was still confused. b. Instead: He thought he gave a clear instruction. Instead, the robot was still confused.
LSC Ask learners for help (WE DO)	<ol style="list-style-type: none"> 1. Write the following sentence on the board: <i>She saw a do not enter sign. She turned left.</i> 2. Ask learners: <ol style="list-style-type: none"> a. Do you think we need to use a reason word or a contrast word? b. What words can we use to connect these sentences better? 3. Explain that the second sentence happens because of the first sentence. That means we use reason words. 4. Brainstorm some ideas with learners and write them on the board, like: <ol style="list-style-type: none"> a. She saw a do not enter sign. As a result she turned left. b. She saw a do not enter sign. Therefore, she turned left. 5. Write the following sentence on the board: <i>She told him to go left. He went right.</i>

	<p>6. Ask learners:</p> <ol style="list-style-type: none"> a. Do you think we need to use a reason word or a contrast word? b. What words can we use to connect these sentences better? <p>7. Explain that the sentences are contrasting each other! Two different things are happening that are being compared to each other.</p> <p>8. Brainstorm some ideas with learners and write them on the board, like:</p> <ol style="list-style-type: none"> a. She told him to go left. However, he went right. b. She told him to go left. Instead, he went right.
<p>LSC Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Write the following sentences on the board: <ol style="list-style-type: none"> a. She walked all the way home. She felt tired. b. He saw a stop sign. He just kept driving. 2. Instruct learners to turn and talk in small groups (4 learners) and to use connecting words to connect these sentences better! 3. After 3-5 minutes, give each group a piece of chalk. Explain that they must choose one learner from their group to come and write one of their new sentences that includes a connecting word. 4. After each group has written one sentence on the board, call learners back together. 5. Go through each sentence with the class. Discuss the connecting word that has been used. Correct any mistakes that you find. 6. Answers: <ol style="list-style-type: none"> a. She walked all the way home. She felt tired. <ul style="list-style-type: none"> • She walked all the way home. As a result, she felt tired. • She walked all the way home. Therefore, she felt tired. • She felt tired because she walked all the way home. b. He saw a stop sign. He just kept driving. <ul style="list-style-type: none"> • He saw a stop sign but he just kept driving. • He saw a stop sign. However, he just kept driving. • He saw a stop sign. Instead, he just kept driving.
<p>TOPIC</p>	<p>Write instructions that tell someone how to play a game that you enjoy.</p> <p>OR</p> <p>Write instructions that tell someone how to do an activity you enjoy.</p>

<p>PLANS</p>	<p>Before class begins, rewrite your plan on the board:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>How to ...</u></p> <ol style="list-style-type: none"> 1. What does someone need before beginning this task? 2. What is the first thing you must do? 3. What must you do next? 4. What must you do next? 5. What must you do after that? 6. What should you do to finish this task? 7. Is there anything you need to do to finish the task? </td> <td style="width: 50%; vertical-align: top;"> <p><u>How to ride a bike</u></p> <ol style="list-style-type: none"> 1. A bicycle, a helmet. 2. Get your bike. Put on helmet. 3. Go out to the path or street. 4. Put one leg on each side of the bicycle, sit on the seat. 5. Put your feet on the pedals. 6. Push one pedal forward, keep your feet going around and around as fast as you can. 7. Take your helmet off and put your bike in a safe spot. </td> </tr> </table>	<p><u>How to ...</u></p> <ol style="list-style-type: none"> 1. What does someone need before beginning this task? 2. What is the first thing you must do? 3. What must you do next? 4. What must you do next? 5. What must you do after that? 6. What should you do to finish this task? 7. Is there anything you need to do to finish the task? 	<p><u>How to ride a bike</u></p> <ol style="list-style-type: none"> 1. A bicycle, a helmet. 2. Get your bike. Put on helmet. 3. Go out to the path or street. 4. Put one leg on each side of the bicycle, sit on the seat. 5. Put your feet on the pedals. 6. Push one pedal forward, keep your feet going around and around as fast as you can. 7. Take your helmet off and put your bike in a safe spot.
<p><u>How to ...</u></p> <ol style="list-style-type: none"> 1. What does someone need before beginning this task? 2. What is the first thing you must do? 3. What must you do next? 4. What must you do next? 5. What must you do after that? 6. What should you do to finish this task? 7. Is there anything you need to do to finish the task? 	<p><u>How to ride a bike</u></p> <ol style="list-style-type: none"> 1. A bicycle, a helmet. 2. Get your bike. Put on helmet. 3. Go out to the path or street. 4. Put one leg on each side of the bicycle, sit on the seat. 5. Put your feet on the pedals. 6. Push one pedal forward, keep your feet going around and around as fast as you can. 7. Take your helmet off and put your bike in a safe spot. 		
<p>WRITING FRAME</p>	<ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences in order of how they must be completed, using the writing frame. 3. Write the following frame on the chalkboard, and explain it to learners: <p style="text-align: center;">How to...</p> <ol style="list-style-type: none"> 1. First, you must... 2. Second, you must... 3. Next, you must... 4. Then, you must... 5. Last, you will see... 		
<p>DRAFT</p>	<ol style="list-style-type: none"> 1. Hand out learners’ exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write instructions using the frame. 4. Instruct learners to write the date and heading: Instructions: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more steps or details if they have time. 8. As learners write, walk around the classroom and help learners who are struggling. 		
<p>HOMEWORK</p>	<p>Learners must complete the draft.</p>		

Instructions: Draft

How to play soccer

1. First, you must get your soccer boots and soccer kit.
2. Second, you must put on your soccer boots and kit.
3. Next, you must go to the soccer field and stretch and warm up.
4. Then you must run on the field to your position. You must kick the ball and try to score a goal.
5. Last, you must take off your soccer boots and kit and have a shower.

WEEK 8: WEDNESDAY / DAY 3: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP

Call a same-ability reading group to work with you.

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.

WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES		
SONG / RHYME	Lyrics	Actions
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
	Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>
THEME VOCABULARY	spicy, soak, concentrate, chili, pepper	
QUESTION OF THE DAY		
Question	Which kind of pepper do you prefer?	
Graph	2 COLUMN GRAPH	
Options	chili peppers / red peppers	
Follow up questions		
Question	How many learners prefer chili peppers?	
Answer	___ learners prefer chili peppers.	
Question	How many learners prefer red peppers?	
Answer	___ learners prefer red peppers.	
Question	Which kind of pepper do more learners prefer?	
Answer	More learners prefer ___ peppers.	
Question	Which kind of pepper do fewer learners prefer?	
Answer	Fewer learners prefer ___ peppers.	
Question	Which kind of pepper do you prefer?	
Answer	I prefer chili peppers.	
Answer	I prefer red peppers.	

PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 8: THURSDAY / DAY 4: GROUP GUIDED, INDEPENDENT AND PAIRED READING

GROUP GUIDED READING

GROUP	Call a same-ability reading group to work with you.
-------	---

INDEPENDENT OR PAIRED READING

Tell the rest of the class to complete the reading worksheet activities independently or in pairs.


WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING


<p>EDITING CHECKLIST</p> <p><i>(Write this on the board before class begins)</i></p>	<ol style="list-style-type: none"> 1. Did I use determiners, like: first, next, then, last? 2. Do I list the things someone needs to complete this task? 3. Did I break the instructions into small, clear and specific steps? 4. Are the steps in chronological order (in order of how someone must do them)? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every sentence end with proper punctuation?
EDIT	<ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their instructions to be more clear. 7. Instruct learners to move sentences around if needed, so that the steps are in the correct order. 8. Explain that learners may begin to publish when they are finished editing.
PUBLISH	<ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their instructions, correcting any mistakes. 3. Instruct learners to rewrite the instructions correctly, under the heading: How to... 4. Tell learners that they may illustrate their instructions by drawing a picture for each step or some steps, but it is not a requirement.
SHARE	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing

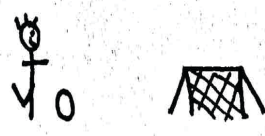
- o Theme content
- o Tasks or activities
- o Behaviour in the class
- o Relationships with other learners
- o Attitude to EFAL
- o Or any other aspect of classroom life
- Do something small to celebrate any remarkable achievements or improvements that you have noticed.


How to play soccer

1. First, you must get your soccer boots and soccer kit. 

2. Second, you must put on your soccer boots and kit 

3. Next, you must go to the soccer field and stretch and warm up. 

4. Then you must run on the field to your position. You must kick the ball and try to score a goal. 

5. Last, you must take off your soccer boots and kit and have a shower. 

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

WEEK 8: CONCLUSION	
Find 10-15 minutes at the end of the week to do the following:	
UPDATE THE K-W-L CHART	<ul style="list-style-type: none"> • Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
SUMMARISE	<ul style="list-style-type: none"> • Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: <ul style="list-style-type: none"> o Theme vocabulary o LSC o The different texts that were read o The small group discussion o The comprehension strategy o The writing genre and task o All content from the theme
SHARE WITH FAMILIES	<ul style="list-style-type: none"> • Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.
ACKNOWLEDGE AND CELEBRATE	<ul style="list-style-type: none"> • Acknowledge the improvements and achievements of a few learners each week. • These improvements and achievements can be related to: <ul style="list-style-type: none"> o EFAL skills like reading or writing o Theme content o Tasks or activities o Behaviour in the class o Relationships with other learners o Attitude to EFAL o Or any other aspect of classroom life • Do something small to celebrate any remarkable achievements or improvements that you have noticed.

GRADE 5 - TERM 2

WEEKS
9 AND
10

THEME:
ASSESSMENT WEEKS