

PSRIP
MANAGEMENT DOCUMENT
TERM 2 2021
GRADE 5

Contents

Introduction	3
Guidelines for Implementing the PSRIP	4
Orientation to the use of a Structured Learning Programme (SLP).....	6
Term 2 Learning Outcomes.....	11
Term 2 2021 ATP / PSRIP alignment	14
Term 2 Curriculum Tracker & Textbook Activities.....	17
Weeks 1-2 CAPS / ATP Reference	17
Week 1: People who changed history	18
Week 2: People who changed history	20
Theme Reflection: People who changed history	22
Weeks 3-4 CAPS / ATP Reference	23
Week 3: Spiders	24
Week 4: Spiders	26
Theme Reflection: Spiders	28
Weeks 5-6 CAPS / ATP Reference	29
Week 5: Leadership.....	30
Week 6: Leadership.....	32
Theme Reflection: Leadership	34
Weeks 7-8 CAPS / ATP Reference	35
Week 7: Breaking things down	36
Week 8: Breaking things down	38
Theme Reflection: Breaking things down	40
Term 2 2021 Programme of Formal Assessment.....	41
Term 2 Assessment Tasks, Tools & Memoranda	42
Term 1 Reading Worksheet Memoranda	55

Introduction

Welcome colleagues,

We hope that Term 1 proceeded safely and smoothly for you, despite pandemic restrictions, and that your learners have made good progress. We also hope that the routine and core methodologies are feeling more familiar to you at this stage.

Please ensure that, should social distancing protocols continue, you continue to follow the guidelines that follow.

Wishing you a healthy, safe and productive term.

The NECT PSRIP team

Guidelines for Implementing the PSRIP

Continue to focus on technical reading skills

- Please continue to focus on developing your learners' phonic decoding skills, recognition of sight and high frequency words, and oral reading fluency.
- Use Group Guided Reading times to listen to each learner read individually, and to build his or her decoding and comprehension skills.
- Also remember the importance of building learners' extended English vocabulary – a critical aspect of technical reading and comprehension.

Ensure that every learner has access to the Term 2 'PSRIP Reading Worksheet Pack' and a DBE Workbook.

- Wherever possible, schools should try to duplicate the 'Worksheet Pack' to ensure that every learner can take home a pack of Term 2 reading worksheets.
- This, together with the DBE Workbook, will give learners the opportunity to develop their reading skills should rotational teaching continue .

Adjust core methodologies for social distancing

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

1. **Song/Rhyme** – either ask learners to remain seated at their desks, or ensure that they do not touch each other whilst standing to sing.
2. **Question of the Day** – rather than calling learners to line up at the board to write their answers, tell them to answer from their desks, whilst you document their answers.
3. **Small Group Discussions** – this involves 3-4 learners holding a discussion. Either ensure that learners can sit in socially distanced groups, preferably outside, or else change the activity to have learners working in pairs. This should not involve them moving from their places in class.
4. **Post-Read: Dramatise the story:** This methodology is used infrequently in the intermediate phase. If it does occur, replace it with a different post-read activity, such as a written comprehension.

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

Please continue to follow the PSRIP approach of working through all themes systematically.

- Teachers must please track the curriculum coverage of the class, or of every rotational group, using the tracker in this document.
- All groups must work through the PSRIP themes systematically.
- The PSRIP has provided sample Term 2 Assessment Tasks and Tools in this document.
- These should be adjusted to ensure that learners are only assessed on work that has been taught.

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

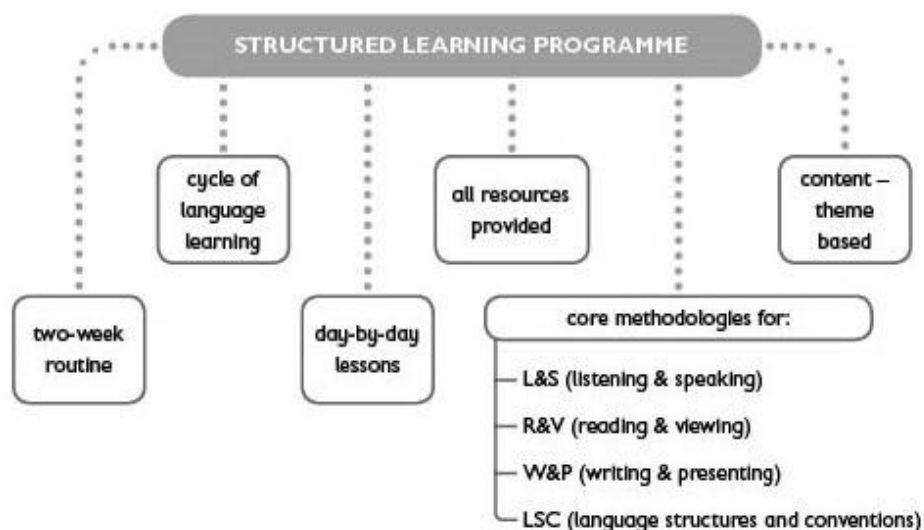
This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

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

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

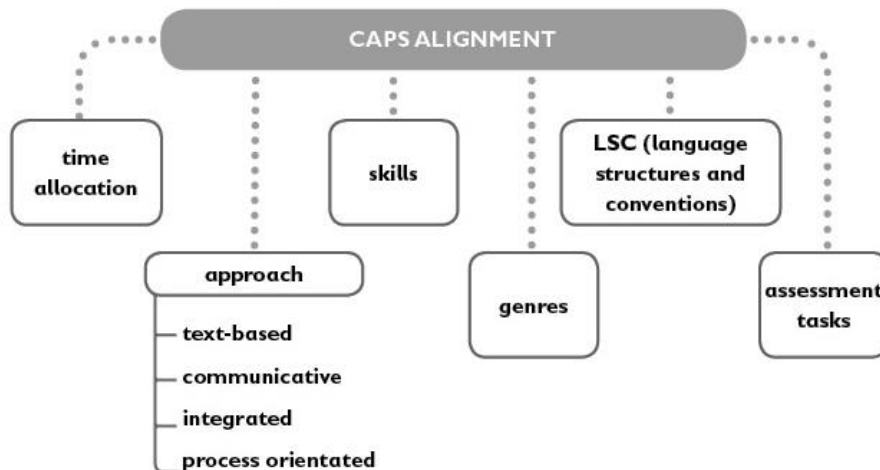
Structured learning programme

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



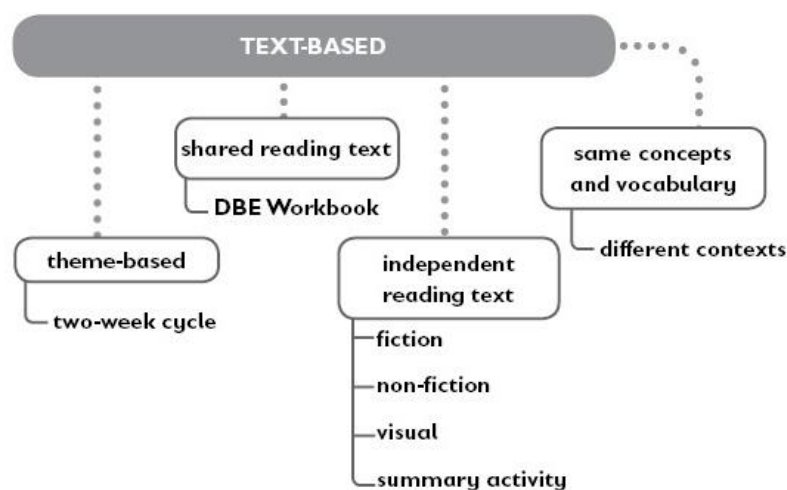
CAPS (Curriculum Assessment Policy Statement) aligned

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



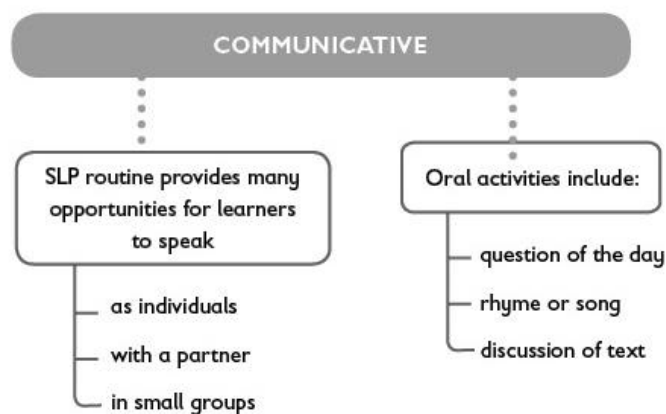
Text-based

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



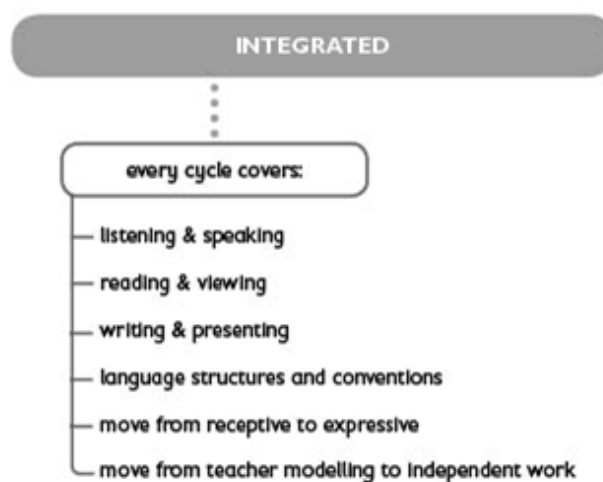
Communicative

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



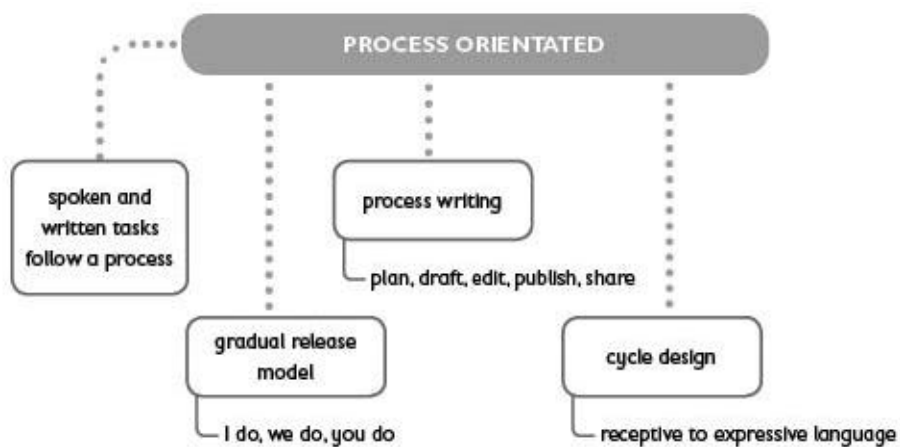
Integrated

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



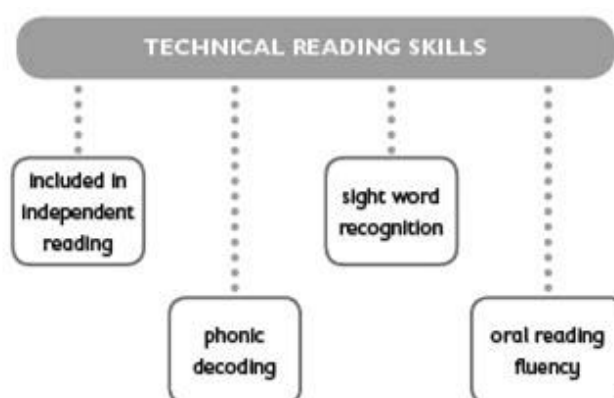
Process orientated

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



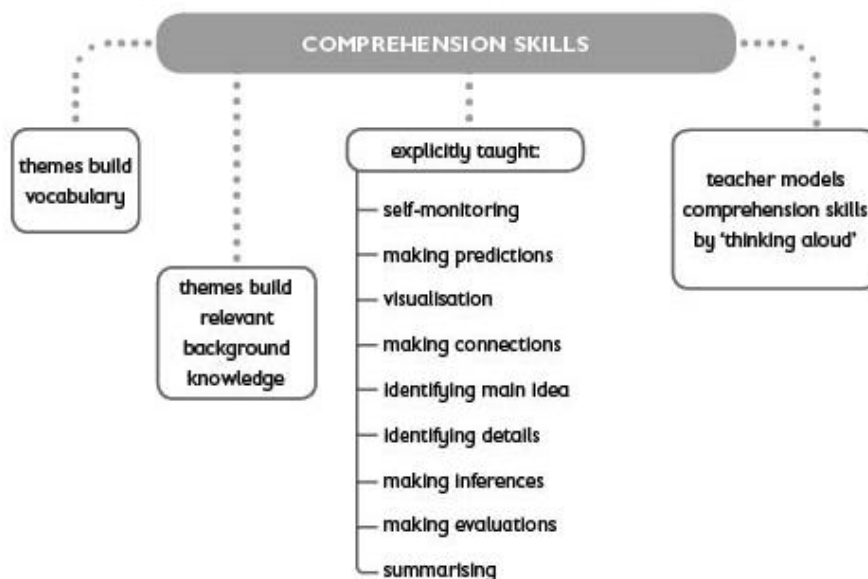
Support technical reading skills

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



Support reading comprehension skills

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



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

Term 2 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Say or sing 4 new rhymes or songs					
2. Discuss the listening text using a conversation frame					
3. Orally summarise a text that has been read					
4. Talk about their writing					
VOCABULARY					
Learners should be able to understand and use some of the following theme vocabulary:					
blog	solar power	inspired	suffered	infuriate	humiliation
famous	prevent	humiliate	disease	defeat	infection
opponent	starvation	generation	jewish	suffer	ally/allies
climate change	banned	deadly	rare	cramp	common
rushed	sore	survive	liquid	poisonous	thread
prey	pounce	capture	self-defence	spit	defend
web	attack	symptom	itchy	responsibility	obligation
tackle	qualities	captain	honesty	announce	strength
competitive	encourage	badge	admit	nominate	jealousy
elect	bravery	vote	successful	distribute	duty
robot	contrast	clear	reason	specific	turn
pepper	straight	step-by-step	recipe	intersection	spicy
corner	soak	directions	concentrate	as a result	chilli
block	computer programmer				

READING & VIEWING: Phonic Decoding					
Learners should be able to decode the following words, as well as other phonic words:					
challenge	chop	chain	jail	maid	pail
trap	trick	tree	dirt	third	birthday
thief	theft	Thursday	stay	way	may
break	breakfast	bring	thing	cooking	trying
Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
took	didn't	called	would	took	didn't
vaccine	inject	cause	island	Again	girl
again	girl	eat	bear	injection	hide
bite	many	safe	night	away	before
things	everyone	school	think	leader	sure
solve	problem	clever	find	food	because
cupboard	again	build	follow		
COMPREHENSION					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Make predictions about a text by skimming and scanning a text and identifying key words 2. Monitor their own understanding of a text 3. Recall details from a text 4. Identify the main idea in a text 5. Sequence events from a story 6. Visualise, make connections, make inferences, make evaluations, and wonder about the text 7. Summarise and retell the text 8. Use sentence starters to answer comprehension questions in writing 9. Engage with and understand visual texts including a map, diagram, bar graph, cartoon 					
LANGUAGE STRUCTURES AND CONVENTIONS					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Recall and use new vocabulary in the correct context 2. Understand and be able to use conditionals, prepositions indicating direction, 'must', 'have' and 'should to show obligation and connecting words. 3. Practice the identification and use of theme vocabulary, conditionals, idioms, connectors, prepositions of direction, alliteration, verbs of obligation, verb forms, prefixes, adjectives, synonyms, present continuous tense and homonyms. 					

WRITING

Learners should be able to:

1. Record new vocabulary together with own definitions in their personal dictionaries
2. Plan, draft, edit, publish and present their writing
3. Use their plans to complete 3 paragraphs
4. Know the format, register and style to write:
 - Review
 - Descriptive paragraph
 - Narrative essay
 - Procedural text (instructions)
 - Mind-map summaries

Term 2 2021 ATP / PSRIP alignment

The table below shows the Revised 2021 DBE ATP on the left and the PSRIP programme on the right.

Please note that for Grade 5 Term 2:

- the ATP for Weeks 5-6 is implemented in PSRIP Weeks 7-8
- the ATP for Weeks 7-8 is implemented in PSRIP Weeks 5-6

Please also note that whilst the PSRIP is compliant in terms of all Listening & Speaking, Reading & Viewing, and Writing & Presenting activities, not all ATP listed Language Structures & Conventions are explicitly taught in the PSRIP. This would require more time than the one hour per cycle allocated to LSC. Only one LSC is explicitly taught per cycle, but in independent reading cycles, learners are required to identify and use additional LSC in context. Finally, teachers are encouraged to incidentally revise and teach LSC in context as they teach reading and writing lessons.

	DBE ATP WEEK 1-2	PSRIP WEEK 1-2: PEOPLE WHO CHANGED HISTORY
L&S	<ul style="list-style-type: none"> • Listens to story • Takes part in a class discussion • Answers questions and expresses feelings 	<ul style="list-style-type: none"> • Week 1 Listening: The story of a brave young woman • Week 1 Speaking: The story of a brave young woman • Weeks 1-2 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads a story • Does comprehension activity on the text (oral or written) • Reflects on text 	<ul style="list-style-type: none"> • Week 1 Shared Reading: Nelson Mandela • Week 1 Teach the Comprehension Strategy: Nelson Mandela • Week 1-2 Worksheet: Florence Nightingale
W&P	<ul style="list-style-type: none"> • Writes a simple book/story review with a frame • Record words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 2 Process Writing: Write a review of the non-fiction text 'Nelson Mandela' • Week 1-2 Oral: Use personal dictionaries •
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Plural nouns • Articles and uncountable nouns • Adjective use • Comparatives and superlatives • Question forms • Connecting words • Vocabulary in context 	<ul style="list-style-type: none"> • Week 1: Theme vocabulary • Week 2: Theme vocabulary • Week 1-2 Worksheets: conditionals

	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: SPIDERS
L&S	<ul style="list-style-type: none"> • Listens to an information text • Classifies items according to criteria • Practices one Daily Listening and Speaking practice activity 	<ul style="list-style-type: none"> • Week 3 Listening: Woman survives after bite from deadly spider! • Week 3 Speaking: Woman survives after bite from deadly spider! • Weeks 3-4 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads informational text with visuals • Reading comprehension activity • Retells a story read 	<ul style="list-style-type: none"> • Week 3 Shared Reading: Spinning a web • Week 3-4 Worksheet: Diagram of a Spider
W&P	<ul style="list-style-type: none"> • Writes a short description using a frame • Summarises information text using a mind map • Records words and definitions in a personal dictionary 	<ul style="list-style-type: none"> • Week 4 Process Writing: Descriptive paragraph • Week 4 Conclusion: Summarise using the K-W-L chart • Week 3-4 Oral: Use personal dictionaries
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Proper nouns • Future tense • Simple present to describe universal truths • Direction prepositions • Vocabulary in context 	<ul style="list-style-type: none"> • Week 3: Theme vocabulary • Week 4: Theme vocabulary • Week 4 LSC: Prepositions indicating direction • Week 3-4 Worksheet: Prepositions indicating direction
	DBE ATP WEEKS 5-6	PSRIP WEEKS 7-8: BREAKING THINGS DOWN
L&S	<ul style="list-style-type: none"> • Listens and responds to oral instructions • Practices one daily Listening and Speaking activity 	<ul style="list-style-type: none"> • Week 7 Listening: Programming a robot • Week 7 Speaking: Programming a robot • Weeks 7-8 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads procedural text • Reading comprehension • Reads aloud 	<ul style="list-style-type: none"> • Week 7 Shared Reading: Following instructions
W&P	<ul style="list-style-type: none"> • Writes a recipe or instructions using a frame 	<ul style="list-style-type: none"> • Week 8 Process Writing: Procedural text (instructions)
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Adverbs of place • Adverbs of degree • Simple present tense • Connecting words which show contrast • Vocabulary in context 	<ul style="list-style-type: none"> • Week 7: Theme vocabulary • Week 8: Theme vocabulary • Week 8 LSC: Connecting words which show contrast • Weeks 7-8 Worksheets: connecting words

	DBE ATP WEEKS 7-8	PSRIP WEEKS 5-6: LEADERSHIP
L&S	<ul style="list-style-type: none"> • Listens to and retells stories • Answers questions and expresses feelings and opinions on text • Practices one daily Listening and Speaking activity 	<ul style="list-style-type: none"> • Week 5 Listening: Choosing a soccer captain • Week 5 Speaking: Choosing a soccer captain • Week 5 Teach the genre: Painting the Grade 5 classroom • Weeks 5-6 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads stories • Reading comprehension • Reads aloud 	<ul style="list-style-type: none"> • Week 5 Shared Reading: Choosing a leader • Week 5-6 Worksheets: Stopping the Bullies
W&P	<ul style="list-style-type: none"> • Writes a narrative/descriptive story using a frame • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 6 Process Writing: Narrative essay • Weeks 5-6 Oral: Use personal dictionaries
LSC	<ul style="list-style-type: none"> • Spelling • Adjectives • Verbs • 'Must', 'should', or 'have' to show obligation 	<ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary • Week 6 LSC: 'Must', 'should', or 'have' to show obligation • Week 5-6 Worksheet: Verbs

Term 2 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 1–2	<p>Listens to a story and takes part in a class discussion on a familiar topic, code-switching if necessary</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Answers literal questions Answers questions about what came first, second, third, etc. Answers more complex questions, e.g. Why don’t they...? What would you do...? Expresses feelings and opinions, e.g. Why couldn’t ...? Asks questions Respects other learners by listening to them <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows instructions /directions Tells own news Tells of own related experiences 	<p>Reads a story</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: reads and discusses title and looks at pictures Uses reading strategies, e.g. making predictions, using contextual clues Discusses new vocabulary Identifies sequence of events, setting Makes up questions about the story Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Reads a simple book/story review</p> <ul style="list-style-type: none"> Identifies key features, e.g. title, list of characters, brief summary and rating Gives opinion of the review <p>Reflects on texts read during independent /pair reading</p> <ul style="list-style-type: none"> Does a short oral book review using an appropriate frame 	<p>Writes a simple book/story review with a frame</p> <ul style="list-style-type: none"> Selects appropriate content Uses frame correctly Includes title, character, settings and summary of story Gives personal opinion of text <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses nouns that have only plurals, e.g. scissors and trousers Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of adjectives (before nouns), e.g. The small dog Uses some adjectives as comparatives Develops the use of question forms e.g. who, what, when, which, why, how Uses connecting words to show addition e.g. and contrast e.g. but <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Collocations, e.g. Happy birthday, fish and chips

Week 1: People who changed history		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 1: Listening Activity <ul style="list-style-type: none"> • Listening Text: The story of a brave young woman • Genre: Story • Three read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: The story of a brave young woman • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /ch/ and /ai/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension • Introduce the LSC in context 	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Activity <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Teach: Making inferences 	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Oral recount • Making inferences / summarise 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Review e.g.story, book or film review • Sample text: Book Review: The Life and Times of Bob Dylan 	

WEEK 1 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Trouble in the supermarket, 68	
STUDY & MASTER Cambridge	Feeling small, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Singing in the New Year, 63	
VIA AFRICA Via Africa	Read a story, 57	
HEAD START Oxford	All you need is a friend, 48	
SOLUTIONS FOR ALL Macmillan Education	The girl who tore her books, 63	
PLATINUM Pearson	Danger at the dump, 48	
TOP CLASS Shuter & Shooter	The ungrateful puff adder, 40	

Week 2: People who changed history

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Review • Topic: Write a review of the non-fiction text 'Nelson Mandela' • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Conditional • Use plan to draft review 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit review using checklist • Publish and share review 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	Supplementary LSC Activity: Begins to use the conditional, e.g.: If..., then...	Date Completed
SUCCESSFUL OXFORD Oxford	Language: 'if' and 'then', 97	
STUDY & MASTER Cambridge	Conjunctions, 153	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'if' and 'then', 89	
VIA AFRICA Via Africa	Begin to use conditional 'if...' then', 84	
HEAD START Oxford	Connecting words, 71	
SOLUTIONS FOR ALL Macmillan Education	Language: 'if' and 'then', 91	
PLATINUM Pearson	Sentences with 'if', 71	
TOP CLASS Shuter & Shooter	Using 'if' and 'then', 60	

WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Supplementary Writing Activity: Writes a review with a frame	Date Completed
SUCCESSFUL OXFORD Oxford	Book review, 73	
STUDY & MASTER Cambridge	Write a book review of a book you have read, 73	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a book review of, 'Totsi', 70	
VIA AFRICA Via Africa	Write a book review of a book you have read, 62	
HEAD START Oxford	Write a book review, 54	
SOLUTIONS FOR ALL Macmillan Education	Write a book review , 68	
PLATINUM Pearson	Write a book review of, 'The eagle calls', 53	
TOP CLASS Shuter & Shooter	Write a book review, 44	

Theme Reflection: People who changed history

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 3-4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Listens to information text, e.g. oral description/s of object /s/plants/animals /places</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <p>Classifies items according to criteria such as their purpose or capability</p> <ul style="list-style-type: none"> • Sorts things into groups • Explains why things go together • Completes a table under appropriate headings <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a short poem or rhyme • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Tells of own related experiences 	<p>Reads information text with visuals, e.g. charts/tables/ diagrams/mind maps/ maps/pictures/graphs</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies, e.g. skimming and scanning • Answers questions on text and visuals <p>Does comprehension activity on the text (oral or written)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells a story read 	<p>Writes a short description of objects/plants/animals /places using a frame</p> <ul style="list-style-type: none"> • Uses the frame correctly • Includes specific details • Uses correct determiners • Uses relevant vocabulary • Punctuation is correct <p>Summarises the information text using a mind map</p> <ul style="list-style-type: none"> • Identifies at least three main points • Uses key words • Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mind maps/maps/ pictures • Includes specific details • Uses appropriate vocabulary <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Builds on use of proper nouns, e.g. with capital letter • Builds on understanding and use of future tense • Simple present to describe universal truths, e.g. ‘The sun sets in the west.’ • Uses prepositions that show direction (towards), time (on, during), possession (with) <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Antonyms (words that are opposite in meaning e.g. sad/happy) • Joining prefixes or suffixes to a base word

Week 3: Spiders

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 1: Listening Activity <ul style="list-style-type: none"> • Listening Text: Woman survives after bite from deadly spider! • Genre: Information article • Three read • Model comprehension skill: I wonder / Search the text • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Woman survives after bite from deadly spider! • Genre: Newspaper Article • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /tr/ and /ir/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Introduce theme: Spiders • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Model comprehension skill: I wonder / Search the text • Oral comprehension • Introduce LSC in context 	

Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Model comprehension skill: I wonder / Search the text • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Teach: I wonder / Search the text 	
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Written Comprehension • Comprehension strategy: I wonder / Search the text 	
Friday	Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> • Descriptive essay • Sample text: Spider! 	

WEEK 3 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads information text with visuals	Date Completed
SUCCESSFUL OXFORD Oxford	Read a view a graph, 'Foods bought most often by Grade 5A', 79	
STUDY & MASTER Cambridge	Learning about rhinos, 76	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a TV schedule, 74	
VIA AFRICA Via Africa	Sports safety week, 68	
HEAD START Oxford	Birds and butterflies in your garden, 56	
SOLUTIONS FOR ALL Macmillan Education	The recovery position, 82	
PLATINUM Pearson	Read about games, 58	
TOP CLASS Shuter & Shooter	Read a TV guide, 47	

Week 4: Spiders

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Descriptive paragraph • Topic: Write a descriptive paragraph about seeing a spider! Describe the experience. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Preposition indicating direction • Use plan to draft descriptive paragraph 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit descriptive paragraph using checklist • Publish and share descriptive paragraph 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 4 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Supplementary LSC Activity: Uses prepositions that show direction (towards)	Date Completed
SUCCESSFUL OXFORD Oxford	Language: prepositions, 82	
STUDY & MASTER Cambridge	Fill in the missing words in the paragraph, 82	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prepositions, 78	
VIA AFRICA Via Africa	Use prepositions, 76	
HEAD START Oxford	Prepositions, 61	
SOLUTIONS FOR ALL Macmillan Education	Prepositions of direction, 83	
PLATINUM Pearson	Work with words and sentences: prepositions, 60	
TOP CLASS Shuter & Shooter	Using prepositions, 51	

WEEK 4 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Writing Activity: Writes a short description using a frame / Makes a mind map summary of a short information text	Date Completed
SUCCESSFUL OXFORD Oxford	Write a description of your favourite meal, 81	
STUDY & MASTER Cambridge	Write a short description of each animal you have chosen, 85	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a description of a microphone, 80 Create a mind map summary, 80	
VIA AFRICA Via Africa	Write short descriptions of objects, 74 Use key words to make a mind map, 74	
HEAD START Oxford	Write a description of a garden you would like to grow, 60	
SOLUTIONS FOR ALL Macmillan Education	Write a description of a first aid box, 75	
PLATINUM Pearson	Write descriptions for three objects you see every day, 62 Make a mind map and summary, 62	
TOP CLASS Shuter & Shooter	Write a description of a lost item, 48	

Theme Reflection: Spiders

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 5-6 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 5-6 is aligned to Weeks 7-8 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Listens to and responds to oral instructions</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Follows the instructions Shows understanding of command words Explains what should happen (if instructions cannot be carried out) <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Gives and follows simple instructions/directions 	<p>Reads procedural text, e.g. instructions for making or doing something</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies such as scanning for specific detail Discusses specific details of text Discusses sequence of instructions Answers questions on the text Follows the instructions correctly <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression 	<p>Writes a recipe or instructions for making or doing something using a frame</p> <ul style="list-style-type: none"> Uses the frame correctly Includes list of ingredients Includes method in correct sequence Uses appropriate vocabulary Uses present simple tense Spells familiar words correctly Uses dictionary to check spelling Presents work neatly using proper form, such as headings 	<p>Spelling</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses adverbs of place (here, there) Begins to use adverbs of degree, e.g. 'very, really, almost, too' Simple present tense Begins to use connecting words to show contrast (but), reason (because) and purpose (so that). <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

Week 5: Leadership		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: leadership • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Choosing a soccer captain • Genre: Story • Three read • Model comprehension skill: I wonder / Make evaluations • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Choosing a soccer captain • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /th/ and /ay/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader Model comprehension skill: Making inferences • Genre: Story • Oral comprehension • Introduce LSC in context 	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Model comprehension skill: I am wonder / Making evaluations • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Activity <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Teach: I am wonder / Making evaluations 	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Oral recount • Comprehension strategy: Summarise / Make evaluations 	
Friday	Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> • Story (narrative essay) • Sample text: Painting the Grade 5 classroom 	

WEEK 5 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Reads a procedural text	Date Completed
SUCCESSFUL OXFORD Oxford	How to mend a puncture, 100	
STUDY & MASTER Cambridge	Flying high, 100	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a recipe, 'Crumpets', 95	
VIA AFRICA Via Africa	Read a procedural text, 89	
HEAD START Oxford	A drawing game: Strange people, 74	
SOLUTIONS FOR ALL Macmillan Education	How to make a paper plate rainbow, 100	
PLATINUM Pearson	Read a recipe, 'A healthy salad', 78	
TOP CLASS Shuter & Shooter	Read a recipe for a paper mâche volcano, 63	

Week 6: Leadership

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Story (narrative essay) • Topic: Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness! • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: 'Must', 'should', 'have to', to show obligation • Use plan to draft story 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit story using checklist • Publish and share story 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Begins to use 'must', 'should' and 'have to' to show obligations	Date Completed
SUCCESSFUL OXFORD Oxford	Language: 'must', 'have to' and 'should', 96	
STUDY & MASTER Cambridge	Language: 'must', 'have to' and 'should', 98	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Language: 'must', 'have to', 'should', and 'will', 89	
VIA AFRICA Via Africa	Use modal verbs, 'must' and 'should', 86	
HEAD START Oxford	Language to show intention with 'will' or 'shall', 71	
SOLUTIONS FOR ALL Macmillan Education	Language: 'must', 'have to' and 'should', 94	
PLATINUM Pearson	Work with words and sentences, 68	
TOP CLASS Shuter & Shooter	Should / must / have to, 59	

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary Writing Activity: Writes a story using a frame	Date Completed
SUCCESSFUL OXFORD Oxford	Write a story about something you have lost, use the writing frame, 94	
STUDY & MASTER Cambridge	Write a story about something that has happened to you that taught you a lesson, use the writing frame, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story about something that has happened to you that taught you a lesson, use the writing frame, 90	
VIA AFRICA Via Africa	Write a story using a frame, 85	
HEAD START Oxford	Write a story to explain why an animal looks or acts the way it does, use the writing frame, 70	
SOLUTIONS FOR ALL Macmillan Education	Write a South African ghost story, use the writing frame, 96	
PLATINUM Pearson	Write a story about a child who chases away a monster, use the writing frame, 73	
TOP CLASS Shuter & Shooter	Write your own story with the title 'A day without water', use the writing frame, 57	

Theme Reflection: Leadership

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 7-8 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 7-8 is aligned to Weeks 5-6 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	Writing: & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens and retells stories (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> Answers literal questions Answers more complex questions, e.g. Why don't they...? What would you do...? Gives a personal response Expresses feelings and opinions, e.g. Why couldn't... <p>Retells the story</p> <ul style="list-style-type: none"> Describes events in sequence Refers to main characters Retelling of story line makes sense Suggests an alternative ending Uses tenses introduced in previous grades <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a short poem or rhyme Plays a simple language game Tells of own related experiences 	<p>Reads stories</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <p>Pre-reading: predicts from title and pictures Reads for detail and uses contextual clues to find meaning</p> <ul style="list-style-type: none"> Identifies and comments on the plot Gives reasons for action Understands the vocabulary Answers questions on the story <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression 	<p>Writes a story using a frame (Narrative/ Descriptive)</p> <ul style="list-style-type: none"> Writes at least four paragraphs Links paragraphs using connecting words Uses new vocabulary and punctuation learnt Uses techniques for creative writing, e.g. uses comparisons Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses different types of adjectives including those relating to age/ temperature/ what things are made of Understands and uses verbs to describe actions Begins to use 'must', 'should' and 'have to' to show obligation. Begins to use 'shall' and 'will' to show intention. Begins to use the conditional, e.g. If ..., then <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Synonyms (words that are similar in meaning e.g. soft/gentle)

Week 7: Breaking things down		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Breaking Things Down • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 1: Listening Activity <ul style="list-style-type: none"> • Listening Text: Programming a robot • Genre: Story • Three read • Model comprehension skill: Search the text / Making evaluations • Oral comprehension 	
Tuesday	Activity 1: SPEAKING <ul style="list-style-type: none"> • Re-read Text: Programming a robot • Genre: Story • Small group discussion to respond to text 	
Tuesday	Activity 2: Phonics Review Word find with /ck/ /o/ and /sh/	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Introduce theme: Breaking things down • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Model comprehension skill: Search the text / Making evaluations • Oral comprehension • Introduce LSC in context 	

Thursday	Activity 1: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Model comprehension skill: Search the text / Making evaluations • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Activity	
	<ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Teach: Search the text / Making evaluations 	
Friday	Activity 1: Shared Reading: Post-Read	
	<ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Written comprehension • Comprehension strategy: Search the text 	
Friday	Activity 2: Writing: Teach the genre	
	<ul style="list-style-type: none"> • Procedural Text • Sample text: How to make fried egg on toast 	

WEEK 7 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity: Reads stories	Date Completed
SUCCESSFUL OXFORD Oxford	Kudu's wonderful horns, 91	
STUDY & MASTER Cambridge	The trader and the farmer part 1 & 2, 91	
INTERACTIVE ENGLISH St Mary's Interactive Learning	How frogs lost their buttocks, 86	
VIA AFRICA Via Africa	The walk to the cave, 79	
HEAD START Oxford	Why willows weep, 66	
SOLUTIONS FOR ALL Macmillan Education	The flying Dutchman, 92	
PLATINUM Pearson	Theseus and the minotaur, 69	
TOP CLASS Shuter & Shooter	The water of life, 54	

Week 8: Breaking things down

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Procedural text (instructions) • 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. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Connecting words and phrases showing contrast and reason • Use plan to draft procedural text 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit procedural text using checklist • Publish and share procedural text 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	Supplementary LSC Activity:	Date Completed
	Begins to use connecting words to show contrast, reason and purpose	
SUCCESSFUL OXFORD Oxford	Connecting words, 162	
STUDY & MASTER Cambridge	Connecting words, 101	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'because', 'so that' and 'but', 99	
VIA AFRICA Via Africa	Connecting words, 39	
HEAD START Oxford	Practise connecting words, 80	
SOLUTIONS FOR ALL Macmillan Education	Joining words, 106	
PLATINUM Pearson	Work with words and sentences, 79	
TOP CLASS Shuter & Shooter	Connecting words, 45	

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a recipe or instructions for doing something using a frame / Writes a short account of a procedure followed	
SUCCESSFUL OXFORD Oxford	Write instructions for how to fix things, 101	
STUDY & MASTER Cambridge	Write instructions on how to make a puppet, 106	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a recipe, 101	
VIA AFRICA Via Africa	Write instructions on how to make something, 93	
HEAD START Oxford	Write a factual recount of instructions, 77	
SOLUTIONS FOR ALL Macmillan Education	Write a paragraph explaining how you made a rainbow plate, 102	
PLATINUM Pearson	Write a recipe, 81	
TOP CLASS Shuter & Shooter	Write instructions on how to make a paper mèche item, 65	

Theme Reflection: Breaking things down

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 2 2021 Programme of Formal Assessment

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

GRADE 5 TERM 2 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud <i>(see rubric below)</i>	20	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons.			
4	Write a transactional text <i>(see rubric below)</i>	10	2	Mon, Wed, Fri	Writing	
5	Controlled Test: Response to text <i>(see assessment task and memorandum below)</i>	40	9	Mon - Fri	Group Guided Reading	
Total		70				

Term 2 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
MARKS	Maximum total of 20			
OBJECTIVE	Demonstrates oral reading fluency			
IMPLEMENTATION	<ul style="list-style-type: none"> Listen to individual learners read aloud throughout Term 1 Do this during Group Guided Reading 			
ACTIVITY	<ol style="list-style-type: none"> During Group Guided Reading, settle the group to read a text silently. Next, listen to each learner read aloud from DBE Workbook 1, page 82, Fable: How night and day came about. Explain that the learner will have 1 minute to read. Instruct the learner to read this text out loud to you. Time the learner. Take note of the number and type of errors made. When 1 minute is up, instruct the learner to stop reading and assess using the rubric below. 			
	1-2	3-4	5-6	7-8
FLUENCY	The learner reads less than 80 words correctly in a minute.	The learner reads 80 - 100 words correctly in a minute.	The learner reads 100 - 120 words correctly in a minute.	The learner reads 120 words or more correctly in a minute.
	1	2	3	4
DECODING SKILLS	The learner struggles to decode phonetically regular words and common sight words independently.	The learner decodes some phonetically regular words and common sight words independently.	The learner comfortably decodes many phonetically regular words and common sight words independently.	The learner comfortably decodes most phonetically regular words and common sight words independently.
	1	2	3	4
VOLUME & EXPRESSION	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.

	1	2	3	4
PHRASING	The learner reads word-by-word in a monotone voice.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads with good phrasing; adhering to punctuation, stress and intonation.

TASK 4 TRANSACTIONAL WRITING: REVIEW			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a review about the non-fiction text 'Nelson Mandela'		
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 2 the process writing task requires learners to write a review with their opinion about a text they read 		
ACTIVITY	<ol style="list-style-type: none"> Write a review about the non-fiction text 'Nelson Mandela'. Work through the process writing lessons as per the lesson plan. Collect learners' reviews at the end of the week for formal assessment. 		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting. The learner has attempted to give an opinion and recommendation about the text.	The learner's response is interesting and exceeds expectations. It includes a quotation from the text and the learner's opinion and recommendation about the text.
STRUCTURE	0	1	2
	The learner's review has no logical structure or flow. Paragraphs have not been used.	The learner has attempted to structure the review into logical paragraphs.	The learner has used the paragraphs to review all the different aspects of the text.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not included the necessary information about the text. The style of the language is not correct and there is no conditional sentence. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.	The learner has included most of the necessary information about the text. There is an attempt at descriptive and emotive language and a conditional sentence. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has included all the necessary information about the text. The language is emotive and descriptive. There is a conditional sentence. The learner successfully edits their own work to correct grammar, spelling and punctuation.

TASK 5 RESPONDS TO TEXT	
MARKS	Maximum total of 40
OBJECTIVE	<ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Summary (5) • Language Structures and Conventions (10 marks)
IMPLEMENTATION	<ul style="list-style-type: none"> • These assessments do not have to be written in one session. • The assessments can be administered during group guided reading time in Week 9.
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out the assessment tasks to learners. 2. Read through the texts and papers once, and explain what is required of learners. 3. Collect the assessments after each session and mark them using the memorandum provided.

TERM 2 TASK 5 CONTROLLED TEST: RESPONDS TO TEXTS

QUESTION 1: READING COMPREHENSION

NAME: _____

Instructions:

- *Read the story below twice.*
- *Answer the questions that follow.*



The Misunderstanding

Since the beginning of the year, there had been tension in the Grade 5 class. Because there were many learners who spoke different languages, there were often arguments and misunderstandings.

One Thursday afternoon, the class was tired and irritated. Tendai walked past Lethu's desk and he whispered something to Unathi. Tendai heard the whisper and turned around speedily!

She started screaming at Lethu. 'I'm sick of you calling me names! If you have something to say, say it to my face – don't whisper behind my back!' Ms Ndebele came over to see what the shouting was about. Tendai was furious and Lethu's face was going red.

'Students, what's going on? Please can we sort this out? I've spoken before about treating everyone with respect. Lethu, what did you say?' Lethu's face was growing redder and he was sweating. He looked down at the floor. 'Lethu,' said Ms Ndebele insistently, 'what did you say? I can't have these rude comments in my class.'

Lethu's voice was so quiet it was hard to hear his words. 'I was just saying to Nathi that I think Tendai is so clever and so funny I would really like to spend more time with her,' he whispered.

Now it was Tendai's turn to go red!

QUESTIONS:

- 1. Why were there lots of misunderstandings in the Grade 5 class? (1)**

There were lots of misunderstandings because _____

- 2. What happened when Tendai walked past Lethu's desk? (1)**

When Tendai walked past Lethu's desk _____

- 3. What did she think he said? (1)**

She thought he said _____

- 4. Do you think Tendai was right to scream at Lethu? Why or why not? (2)**

I think Tendai was _____, because _____

5. How would you react if you thought someone said something bad about you? (2)

I would _____

6. What did Lethu really say? (1)

Lethu actually said _____

7. What does it mean you are feeling if your face goes red? (2)

If your face goes red, you are feeling _____

8. Choose the best adverb to complete the sentence: (1)

Ms Ndebele spoke firmly / nervously / angrily. _____

9. Do you think Ms Ndebele handled the situation well? Why or why not? (2)

I think Ms Ndebele _____ because _____

10. Do you think Tendai and Lethu will be friends after this or not? What do you think will happen? (2)

I think _____

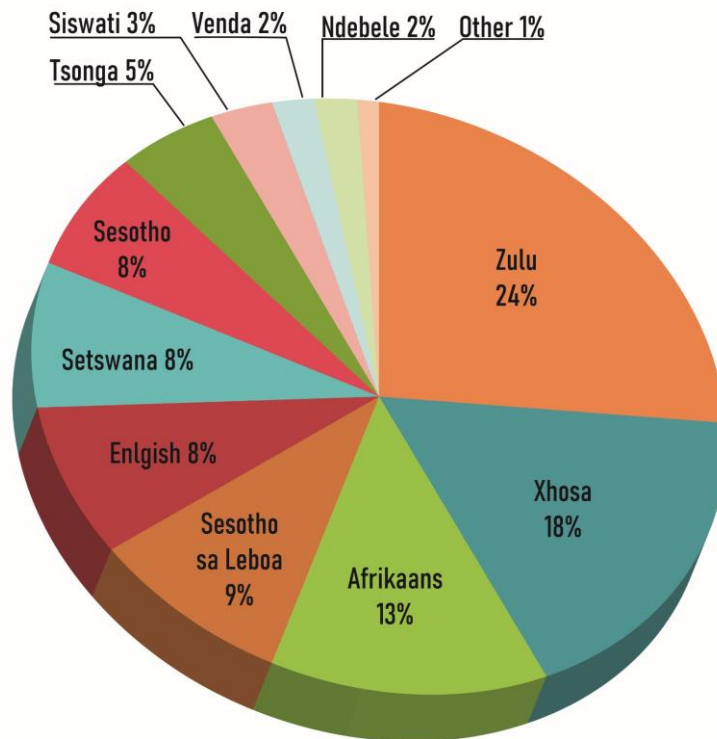
15 MARKS

TERM 2 TASK 5 CONTROLLED TEST: RESPONDS TO TEXTS

QUESTION 2: VISUAL COMPREHENSION

NAME: _____

No. of languages spoken in South Africa



1. Which language is the most used language in South Africa? (1)

The most used language is _____

2. Which official language has the fewest users? (1)

The language with the fewest users is _____

3. There is 1% of other languages spoken. What do you think those languages might be and why? (1)

I think those languages might be _____

because _____.

4. **Sign Language is a language made with hand signals used by deaf people. Should sign language be included as one of our official languages? Why or why not?** (2)

I think sign language should _____
because _____

5. **Choose the words that you would only hear in South Africa from the list:** (2)

parent / takkies / computer / chips / eish friend / party / lunch

6. **How many languages do you speak? Which is your favourite? Why?** (2)

I speak _____ languages. My favourite is _____ because

7. **Choose the correct word:** (1)

A person who speaks more than one language is a:

language-plus / tongue-twister / multi-linguist.

10 MARKS

TERM 2 TASK 5 RESPONDS TO TEXTS

QUESTION 3: SUMMARY

NAME: _____

Read the text *The Misunderstanding* again.

Complete the summary:

1. As Tendai walked past, Lethu _____
2. Tendai started _____ because _____
3. Ms Ndebele _____
4. Lethu said _____
5. Tendai realised _____

5 MARKS

TERM 2 TASK 5 RESPONDS TO TEXTS

QUESTION 4: LANGUAGE STRUCTURE AND CONVENTIONS

NAME: _____

Instructions:

- Read the story 'The Misunderstanding' once again.
- Complete the following:

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

- a. one proper noun (paragraph 4) _____ (1)
- b. one connector (paragraph 8) _____ (1)
- c. one adjective (paragraph 2) _____ (1)
- d. one adverb (paragraph 2) _____ (1)

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

In our class most learners speak zulu, Sesotho and english.

3. Underline the prepositions showing direction in the sentence below. (1)

Tendai always walked past Lethu's desk without stopping.

4. Complete this sentence using the 1st Conditional. (2)

If you don't understand what someone says, then _____

5. Join the sentences below with a connecting word that shows reason, e.g.:

therefore; because. (1)

People often have misunderstandings. They speak different languages.

10 MARKS

GRADE 5 TERM 2: CONTROLLED TEST RESPONDS TO TEXT MEMORANDUM

QUESTION 1: READING COMPREHENSION MEMORANDUM

1. There were lots of misunderstandings because many learners spoke different languages and sometimes, they didn't know what was being said.(1)
2. Lethu whispered something to Unathi.(1)
3. Tendai thought he said something rude or nasty about her.(1)
4. I think she was right because she thought he was being rude / it had happened before. Or, I think she was wrong as you should never shout at people, but if there is a problem you should rather talk and try resolve it respectfully. Own suitable response with reason.(1)
5. I would ask them why they said that / I would shout at them / I would say something bad back to them / Learners' own response (2)
6. Lethu said he thought Tendai was clever and he wanted to spend more time with her. (1)
7. If you face goes red, you are feeling embarrassed / ashamed.(2)
8. Ms Ndebele spoke firmly.(1)
9. Yes, she handled it well because she went over and asked the learners what was going on / she tried to help sort out the problem / she didn't want disrespect in her class.
No, she didn't handle it well, because it was none of her business.
10. Learners' own ideas with reason
They will start to spend time together and enjoy hanging out. Or, after this incident they are both so embarrassed, neither of them wants to be friends. Learners' own ideas. (2)

15 MARKS

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

1. The most used language is Zulu (1)
2. Venda and Ndebele both have the fewest with only 2%. (1)
3. It might be Shona from Zimbabwe, or Yoruba from Nigeria or French or any of the other languages spoken in other countries by those people living in SA. (1)
4. Yes, because it's important that all South Africans feel respected and can communicate. No, it's different from the other languages and would be too difficult to implement as an official language. Learner's own response with reasons. (2)
5. takkies; eish (2)
6. Learners' own answers with reason. (2)
7. multi-linguist (1)

10 MARKS

QUESTION 3: SUMMARY MEMORANDUM

1. **As Tendai walked past, Lethu** whispered something to Unathi.
2. **Tendai started** screaming at Lethu **because** she thought he was being rude to her or saying something bad about her.
3. **Ms Ndebele** came over and tried to sort out the problem by asking Lethu what he had said.
4. **Lethu said** he thought Tendai was clever and he wanted to spend time with her.

Tendai realised he wasn't being rude or mean, he liked her!

5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT MEMORANDUM

1. Find an example of the following parts of speech:
 - a) one proper noun (paragraph 4) Ms Ndebele / Tendai / Lethu (1)
 - b) one connector (paragraph 8) and (1)
 - c) one adjective (paragraph 2) tired / irritated (1)
 - d) one adverb (paragraph 7) insistently (1)
2. In our class most learners speak **Zulu, Sesotho and English**. (2)
3. Tendai always walked past Lethu's desk without stopping. (1)
4. If you don't understand what someone says, then you can ask what they mean / you could ask for an explanation / any suitable response with the correct grammatical form.(2)
5. People often have misunderstandings, because they speak different languages.(1)

10 MARKS

Term 1 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: A MAN WHO SUFFERED

1. Who was in the island jail?
Nelson Mandela was in the island jail.
2. What did he have to do all day in that jail?
He had to chop and chip rocks all day and put them in a pail.
3. Describe where the jail was?
The jail was on a rocky island over the water.

GROUP GUIDED REDAING TEXT: HOW STEPHEN GOT HIS NAME

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to find out why their parents had decided to give them the names that they did.
2. Who was Stephen named after?
Stephen was named after Stephen Bantu Biko/Steve Biko.
3. What can you infer about how the old South African Apartheid government treated black South Africans?
I can infer that... (See learners' answers).
4. If Steve Biko were alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/ say... (See learners' answers).
5. Use the conditional to complete the sentence below:
If you believe in yourself then you...

NON-FICTION TEXT: FLORENCE NIGHTINGALE

1. Why did nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because she went to Crimea and she stood up to men even though they oversaw everything.
2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi... (See learners' answers).
3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
Nurses were very important, and their work saved lives.
4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the weather.

NON-FICTION TEXT: BAD TIMES IN HISTORY

1. What party was Hitler the leader of?
Hitler was the leader of the Nazi Party in Germany.
2. Did you know South African soldiers fought against Hitler? How do you feel about this?
*I know/did not know that South Africans fought against Hitler. This makes me feel ... because...
(See learners' answers).*
3. Choose one of these connectors to join the two sentences below into one sentence: therefore/ however/ then
Hitler had great power therefore he had a huge influence on his country.
4. WW2 is an abbreviation for World War 2. What does WW1 stand for?
WW1 is an abbreviation for World War 1.

VISUAL TEXT: MAP OF THE WORLD

1. Look at the journey Florence Nightingale took from Britain to Crimea. Which ocean and/or sea did she have to cross?
Florence Nightingale had to cross the Black Sea and the Mediterranean Sea to get to Crimea.
2. The Allies were the USA, France and Britain. Look at where they are situated on the map. They fought against Germany, in France and Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was the USA.
3. Would you rather have been Florence Nightingale or an Allied soldier? Give a reason for your answer.
*I would rather have been Florence Nightingale because...
Or
I would rather have been an Allied soldier because... (See learners' answers).*
4. Choose the correct word to make the sentence below true:
Long ago people used a compass to find their way; today we use GPS.

SUMMARY: BAD TIMES IN HISTORY

1. *Adolf Hitler was the leader of the Nazi Party.*
2. *He told the German people that all of their problems were because of Jewish people.*
3. *The Nazi Party kidnapped and killed over 6 million Jewish people.*
4. *The Nazi Party was stopped by the Allies.*
5. *South Africa also sent soldiers to fight with the Allies.*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: A SPIDER IN OUR HOUSE

1. Where is the spider?
The spider is in the dirt in the house.
2. How can the little spider help us?
The spider can trap many insects in its web.
3. What does the spider eat?
The spider eats many insects.

GROUP GUIDED REDAINING TEXT: SPIDER BITES

1. If you are bitten by a spider, what may happen to your skin?
If you are bitten by a spider, your skin may feel itchy and sore.
2. If you are bitten by a poisonous spider, what should you do?
If you are bitten by a poisonous spider, you should go to the hospital immediately.
3. Why do spiders bite humans?
Spiders only bite humans in self-defence.
4. Why do you think you should stay calm if you are bitten by a spider?
I think you should stay calm if you are bitten by a spider because... (See learners' answers).
5. Underline the three prepositions of direction in the sentence below:
The spider crawled around the corner, along the wall and through the window.
6. Use one of these prepositions of direction to complete the sentence below: **down / up / above**
My cousin is scared of spiders and when he saw one near him, he jumped up in the air.

NON-FICTION TEXT: DAD'S FEAR OF SPIDERS

1. What was Themba's father scared of?
Themba's father was scared of spiders.
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that boys are allowed to feel lots of feelings.
3. What are you scared of and why?
I am scared of... because... (See learners' answers).
4. Complete sentence below with a preposition of direction:
Themba's father walked through the door with a smile.

NON-FICTION TEXT: INTERESTING FACTS ABOUT SPIDERS

1. What do many spiders use to catch their prey?
Many spiders use webs to catch their prey.
2. Why do you think some humans are afraid of spiders when most are not dangerous?
I think some humans are afraid of spiders because... (See learners' answers).

3. Alliteration is when words that are close together in a sentence start with the same sound. Look at these examples: ‘...pounce on their prey...’ and ‘The careful cat catches cockroaches.’ Write a sentence about spiders or snakes using alliteration. (It can be a silly sentence and it doesn’t have to make sense.)

Snakes slither slowly.

4. What do you think it means if someone has spidery handwriting? Choose the best meaning from these below:

The handwriting is messy and difficult to read.

VISUAL TEXT: DIAGRAM OF A SPIDER

1. To which part of the body are the spider’s legs attached?

The spider’s legs are attached to the head/cephalothorax.

2. Fill the missing words into the sentence below to make it true:

A spider is different to an insect because a spider has eight legs and an insect has six legs.

3. What does the spider use to make silk?

The spider uses its spinnarets/silk glands to make silk.

4. A spider has fangs. Name another creature that has fangs.

Another creature that has fangs is a snake.

SUMMARY: INTERESTING FACTS ABOUT SPIDERS

1. *Spiders make webs to catch their prey.*
2. *Spiders use a thread they make to their web.*
3. *Most spiders are not poisonous.*
4. *Most homes have 30 spiders in them.*
5. *Spiders have short hairs on the bottom of their feet to help them walk on walls and ceilings.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: WE ELECT OUR CAPTAIN

1. On which day of the week must we choose a captain?

We must choose a captain on Thursday.

2. What must a good captain be? List three things.

A good captain must be honest, responsible and brave.

3. When must we think about the captain?

We must think about the captain at night etc.

GROUP GUIDED REDAING TEXT: WHAT MAKES A GOOD LEADER

1. Which of the above points do you think is the most important? Give a reason for your answer.
I think the most important point is...because... (See learners' answers)
2. Do you want to be a leader? Give a reason for your answer.
Yes, I want to be a leader because...
or
No, I don't want to be a leader because... (See learners' answers)
3. Which of the above points do you think is your strongest?
I think my strongest point is... (See learners' answers)
4. Which of the above points do you think you need to work on to become a good leader?
I think the point I need to work on is...
5. Some verbs show that something must happen. We call these verbs of obligation. Rewrite the sentences below and underline the verbs of obligation:
 - a. A good leader must think of everyone and not only of herself.
 - b. A good leader should be honest and trustworthy.
6. Put the words below into the correct order to form a proper sentence:
leader, hard, a, has, good, to, work
A leader has to do good work.

NON-FICTION TEXT: STOPPING THE BULLIES

1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because was smart and a good netball player.
2. Who decided that it was time to stand up to the bullies?
Sindiswa decided that it was time to stand up to the bullies.
3. Why do you think the principal told Sindiswa that she was a good leader?
I think the principal told Sindiswa that she was a good leader because...(See learners' answers)
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...(See learners' answers)

NON-FICTION TEXT: SOUTH AFRICA'S 5th PRESIDENT

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa is President Cyril Ramaphosa.
2. Why do you think it is important for the leader of our country to be able to speak many languages?
I think it's important for the leader of our country to speak many languages because South Africa has many different languages.
3. Choose the correct form of the verb to complete the sentence below.
Choose from have / had / has
Every day, the president has to make difficult decisions to help the people.

4. The prefixes 'poly' and 'multi' both mean many. What do you think the word multicoloured means?

I think multicoloured means...(See learners' answers)

5. What do you think it means to be 'democratically elected'?

I think it means that the president was elected fairly. (See learners' answers).

VISUAL TEXT: NUMBER OF FEMALE LEADERS IN THE WORLD BY CONTINENT

1. Which continent has the highest number of female leaders?

The continent with the highest number of female leaders is Europe.

2. Which continent has the lowest number of female leaders?

The continent with the lowest number of female leaders is North America

3. How many female leaders are there on the African continent?

There are 2 leaders on the African continent.

4. There are many different kinds of leadership positions. Match the different names of different leaders to their job:

<i>Principal</i>	<i>head of a school</i>
<i>Boss/CEO</i>	<i>head of a company</i>
<i>Captain</i>	<i>head of a ship</i>
<i>President</i>	<i>head of a country</i>
<i>Employer</i>	<i>has people working for them</i>
<i>Commander</i>	<i>head of a military unit</i>

SUMMARY: SOUTH AFRICA'S 5th PRESIDENT

1. *The 5th president of South Africa is Cyril Ramaphosa.*
2. *He was born on the 17th of November in 1952/in Soweto.*
3. *During Apartheid, he fought against Apartheid.*
4. *He is married to Dr Tsepho Mtsepe and they have four children.*
5. *He is a successful businessman.*
6. *He is also a polyglot.*

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: BUILDING A ROBOT

1. What is this person's job?
This person's job is a computer programmer.
2. What problem does this person want to solve?
This person wants to build a robot.
3. What must the robot do? (List 3 things)
The robot must sing, bring things and follow directions.

GROUP GUIDED REDAINING TEXT: NOT CONCENTRATING

1. Why did Mrs Bunu think it was a good idea to make soup?
She thought it was a good idea to make soup because the weather was cold outside.
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because she put red chillies in the soup.
3. How do you think Mrs Bunu felt when she saw she had made a mistake?
I think Mrs Bunu felt
I can make this connection because...(See learners' answers)
4. What can you learn from this story?
I can learn that it is always important to follow directions carefully.
5. Connectors join ideas and sentences. Rewrite the sentences below and underline the connectors:
 - a. *The weather was cold outside, so she thought hot soup was a good idea.*
 - b. *Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup.*
 - c. *Because she was concentrating, Mrs Bunu ruined the soup.*
6. Adjectives tell us more about nouns. Rewrite the sentences below using the adjective that you think matches the information in the story:
 - a. *The weather was freezing.*
 - b. *Mrs Bunu was a devoted mother.*
 - c. *The twins were energetic that afternoon.*
 - d. *The soup was too spicy for Mrs Bunu.*

NON-FICTION TEXT: GETTING READY FOR THE PARTY

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a birthday party, because she couldn't wait for the big day.
2. Do you think Yamkela made a good decision about her party? Give a reason for your answer.
I think she made a decision.... because ... (See learners' answers)
3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is that you must think about your guests when you are catering.

4. Look at the underlined connectors in the sentences below. Rewrite the sentences using one of these connectors: however / so / because. The meaning of the sentences must NOT change.
- She was very excited, however her mother said there was lots of planning to be done first.*
 - They loved singing and dancing, so she decided to have a 'Talent Show' party.*

NON-FICTION TEXT: PREPARING FOR EXAMS

- Why must you be prepared for exams?
You must be prepared for exams so that you can be successful.
- There are 5 points listed to help you prepare for exams. Which point do you think is the most important in preparing for exams? Give a reason for your answer.
I think the most important point is...because....(See learners' answers)
- Choose from the following connectors to join the sentences below:
but/ although/ so/ and/ because. (You may only use each connector once.)
 - I wanted to study but I was too lazy.*
 - She was really upset because she failed the exam.*
 - He didn't do very well although he thought he had done enough work.*
 - Learners must make sure they have a good place to study and they must eat, rest and look after themselves.*
- Find synonyms in the text for the words listed below:
 - *worrying-stressful*
 - *schedule-timetable*
 - *peaceful-quiet*
 - *unfocused-distracted*
 - *nourishing-healthy*

VISUAL TEXT: WHAT IS RECYCLING?

- What is recycling?
Recycling is taking the material from products you have already used and using them to make new products.
- Do you think that recycling can really make a difference and help the environment? Give a reason for your answer.
I think that recycling can make a difference because...
or
I don't think that recycling can make a difference because...(See learners' answers)
- At the end of the poster, there is a question: 'Are you making a difference?' Answer this question truthfully in the present continuous tense.
I am...
or
I am not... (See learners' answers)
- 'Refuse' is a homonym because it has two meanings. One is a verb and one is a noun. Write sentences to show that you understand both meanings.
As a verb: I refuse to take the test.
As a noun: Let's take this refuse to the garbage bin.

SUMMARY: NOT CONCENTRATING

1. *Mrs Bunu decided to make some soup.*
2. *She got all the ingredients and followed the recipe.*
3. *But then she watched her children play.*
4. *When she tasted the soup, it was very spicy.*
5. *She used red chillies instead of red peppers.*
6. *Mrs Bunu learnt that it is important to follow directions.*