

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

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Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

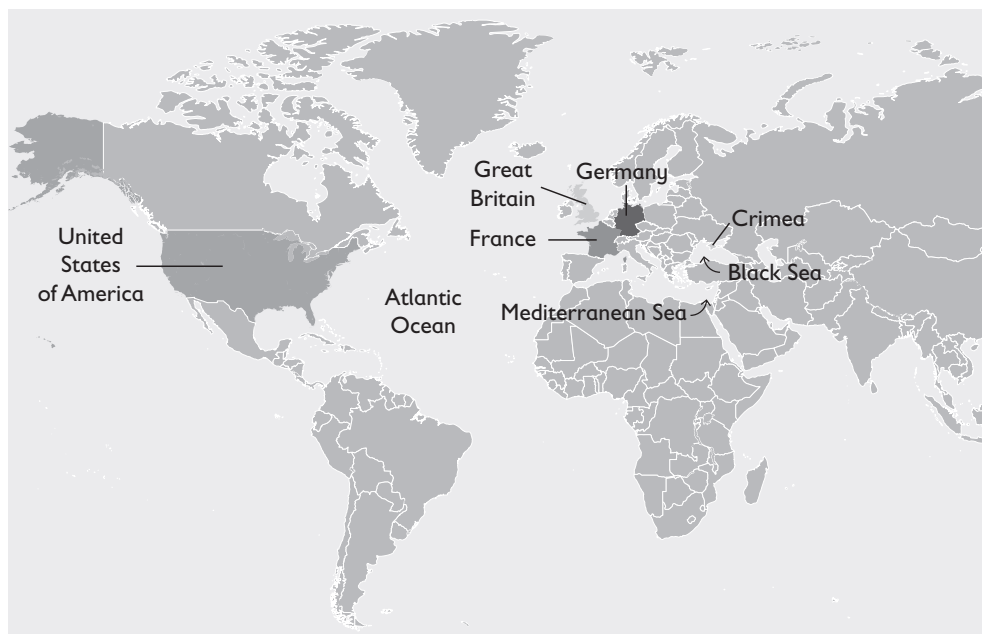
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



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Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

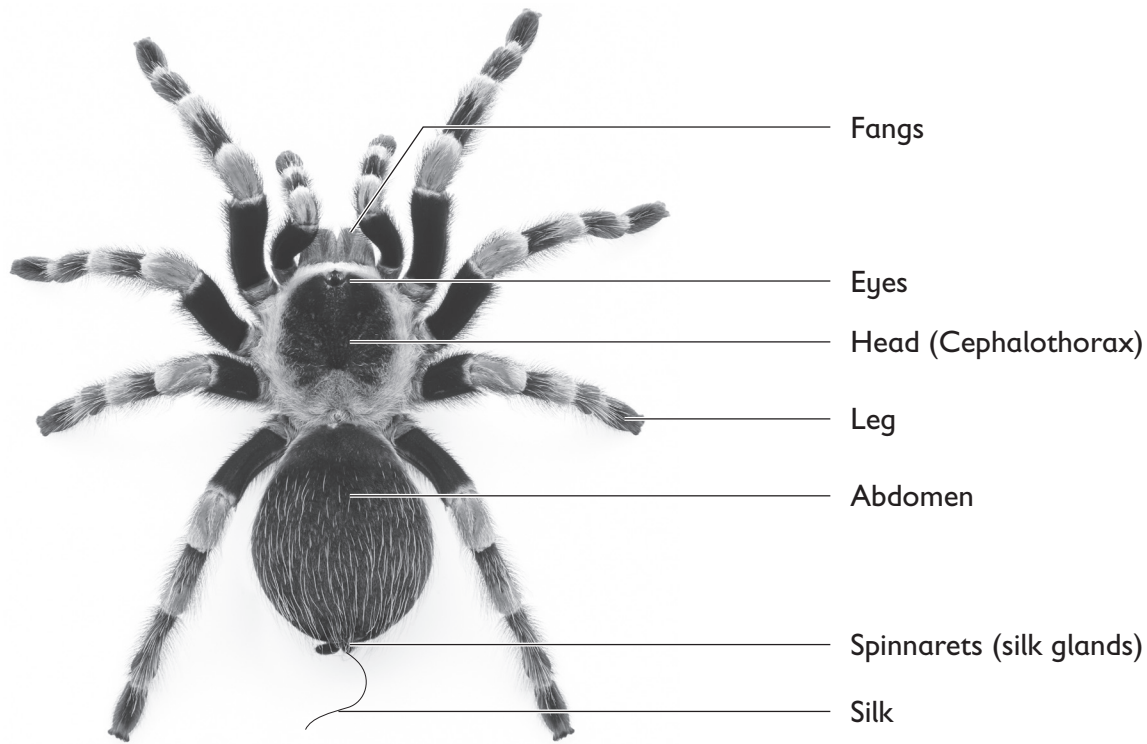
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

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Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

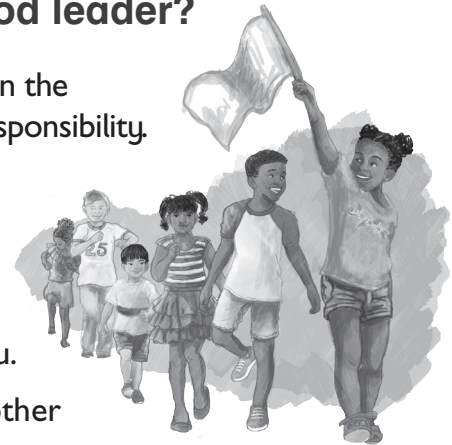
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



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Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

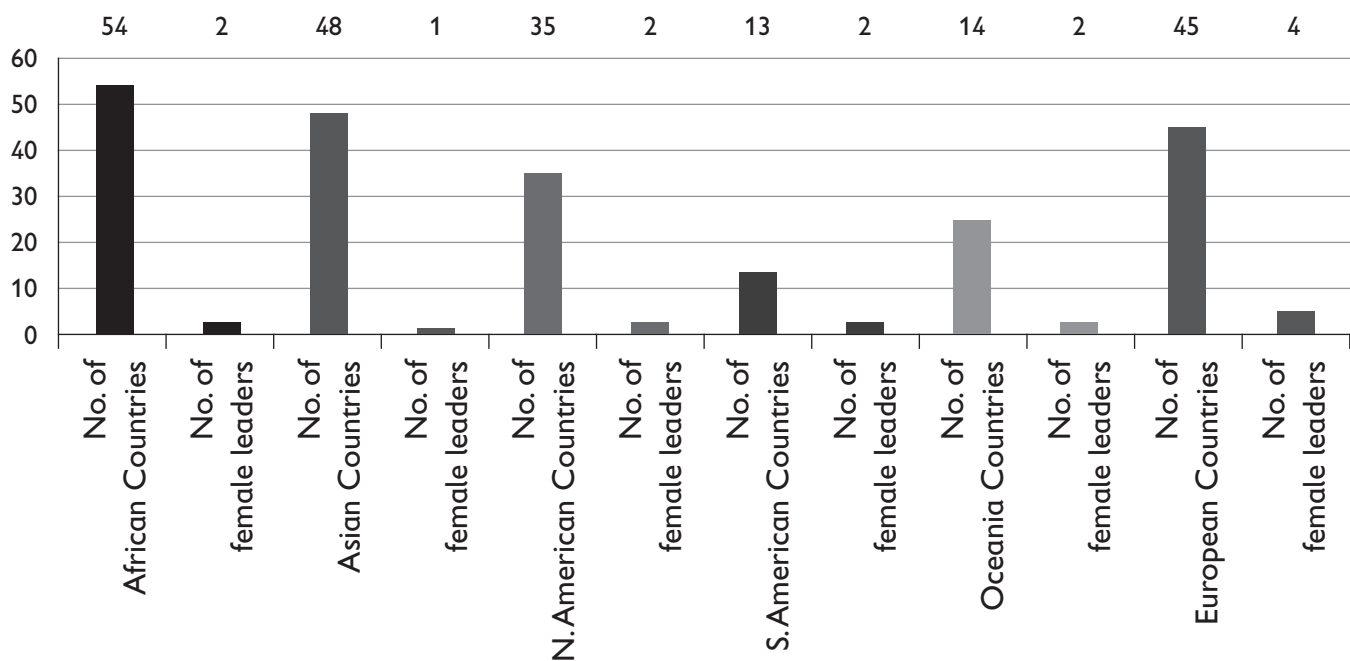
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

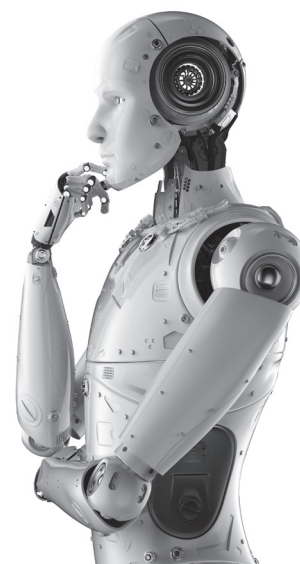
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

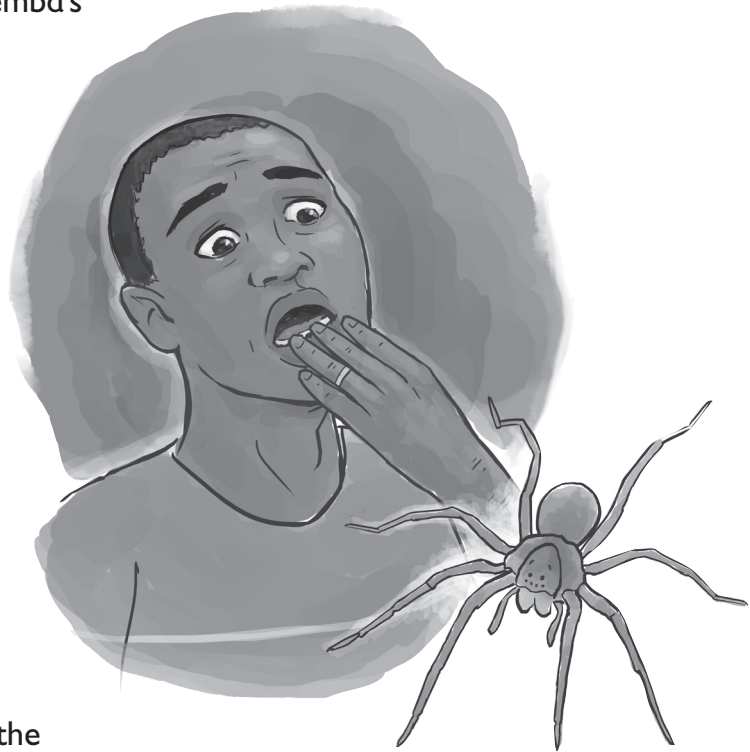
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

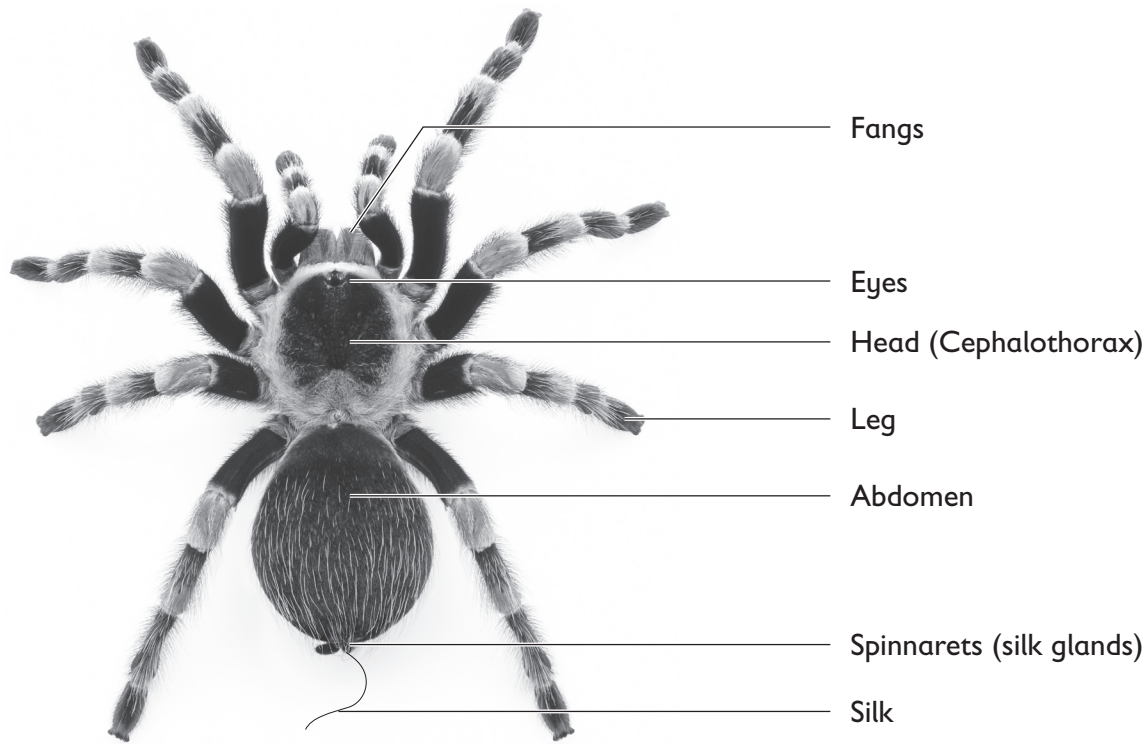
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

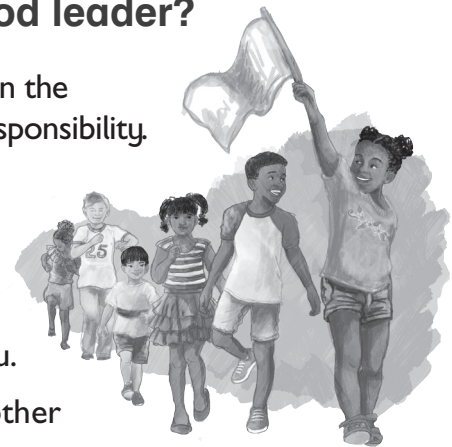
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

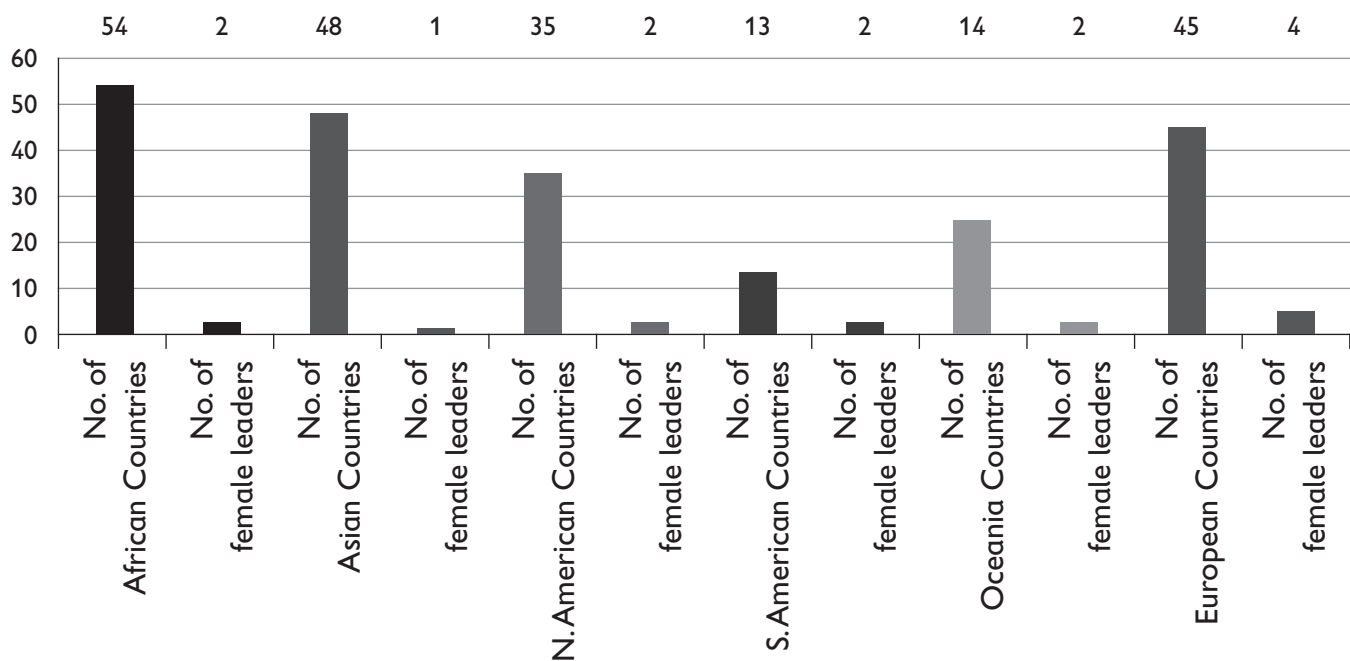
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

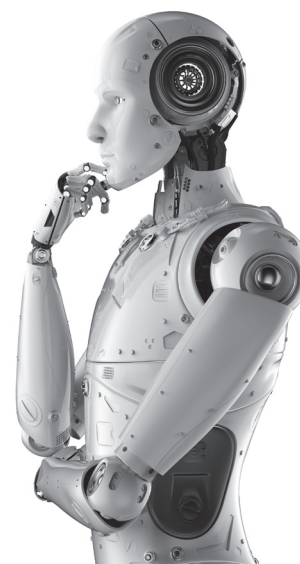
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?
Recycling is....
2. 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...
3. 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...
4. Write sentences to show that you understand both meanings of the word 'refuse'.
 - a. As a verb:
 - b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

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Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

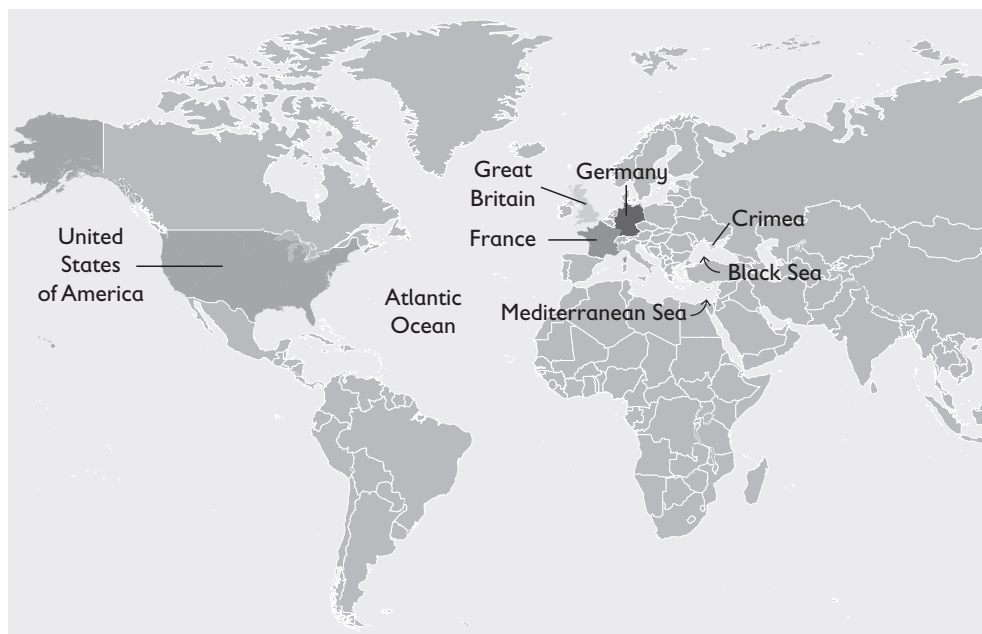
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

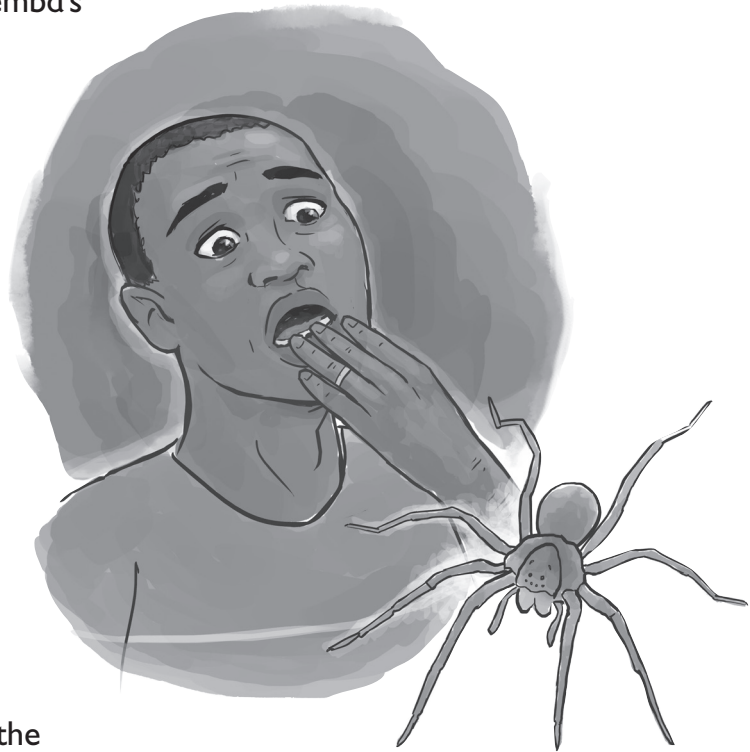
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

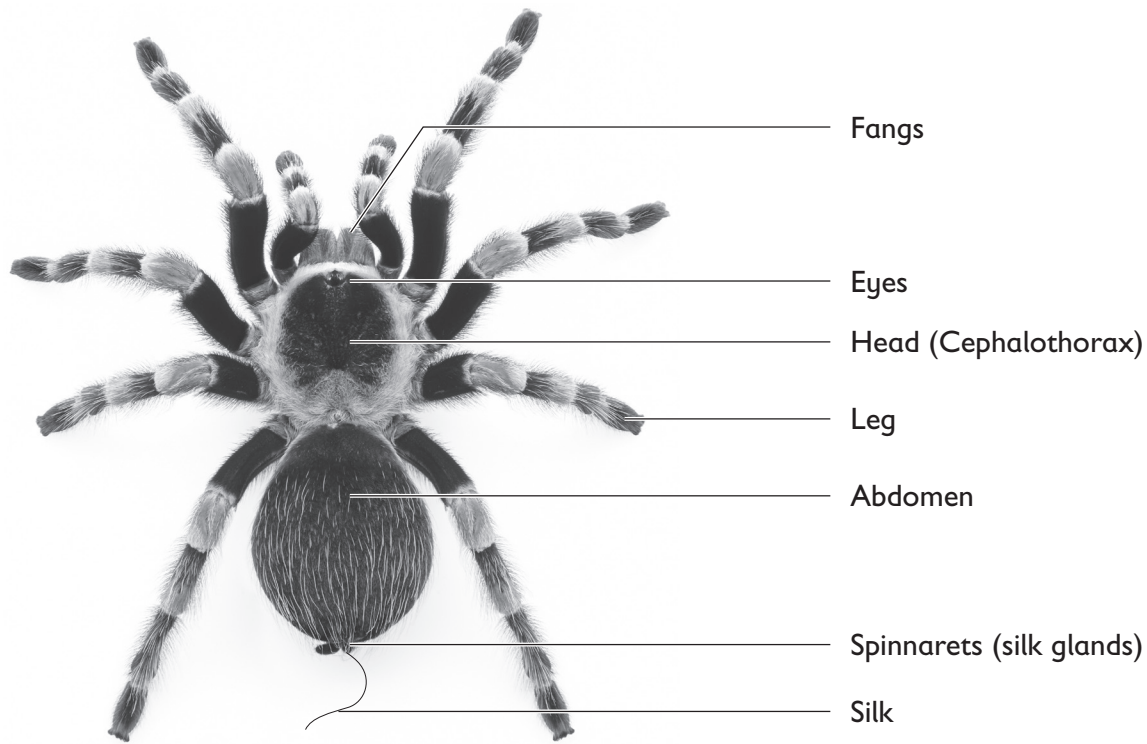
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

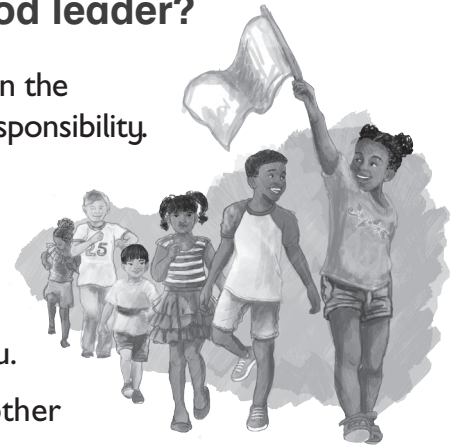
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



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Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

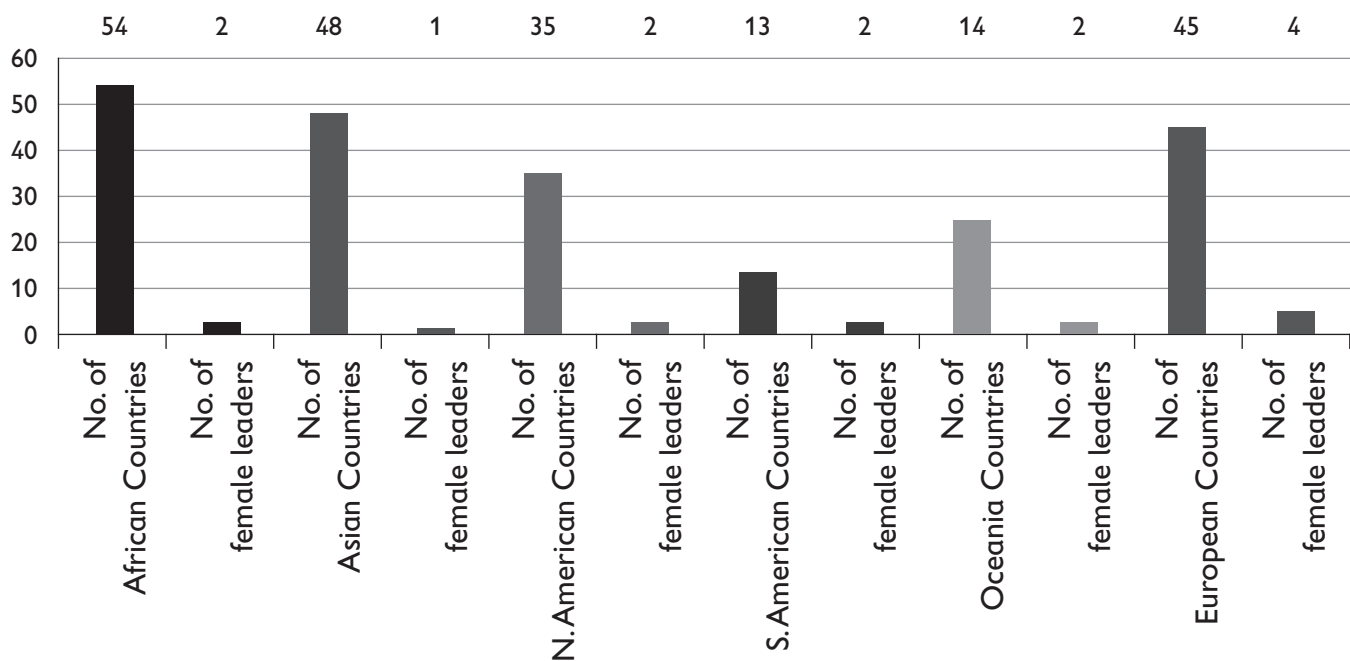
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

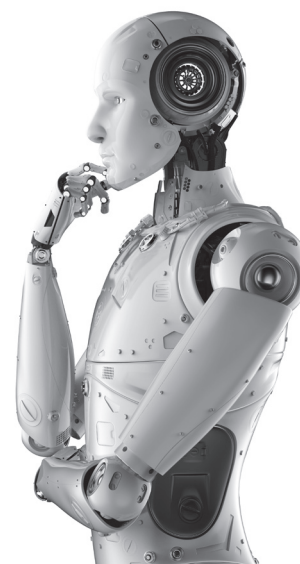
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

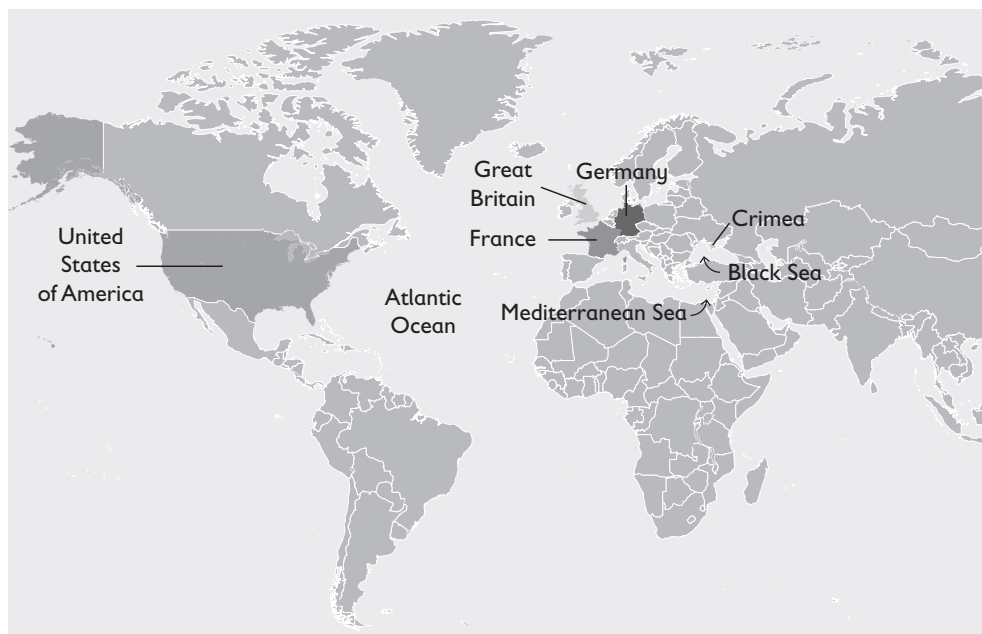
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

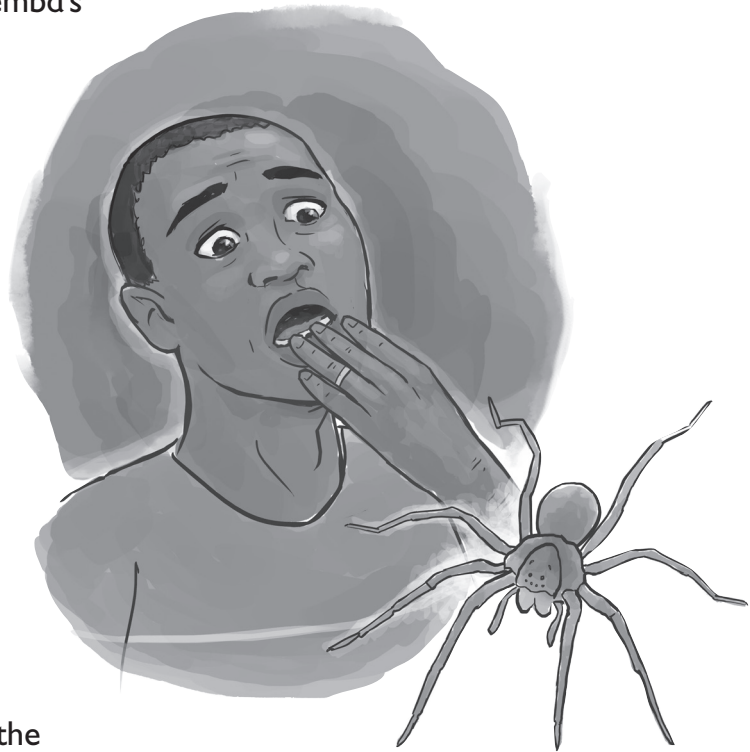
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

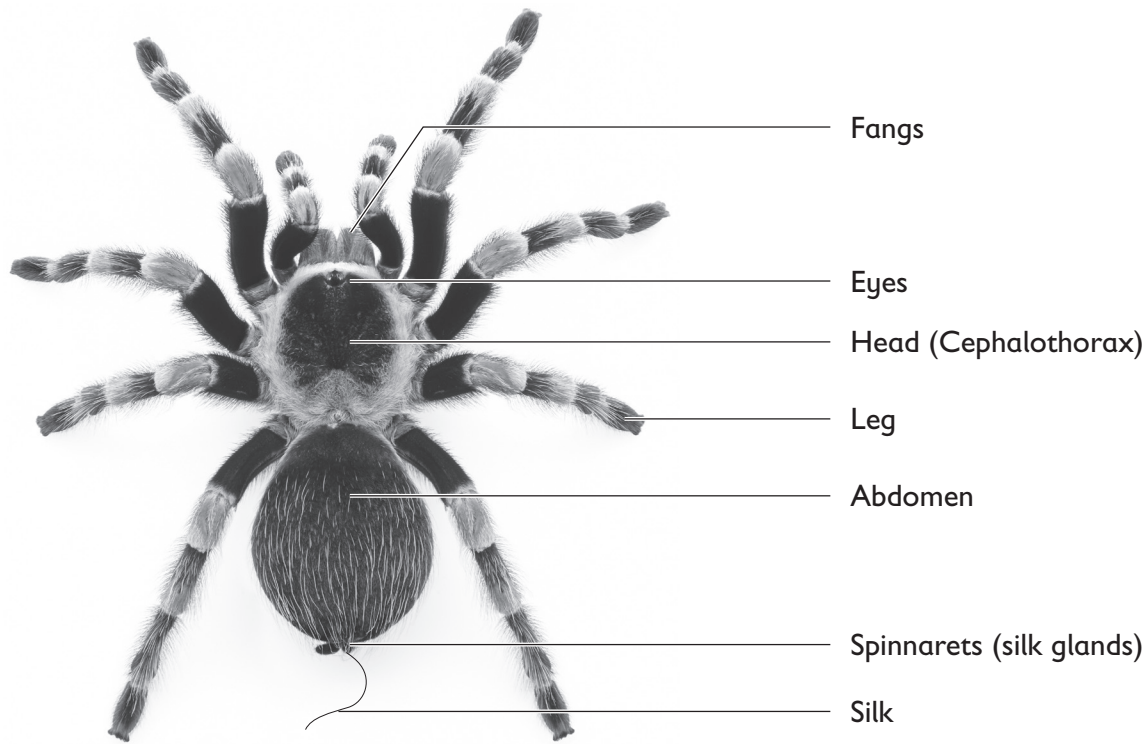
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

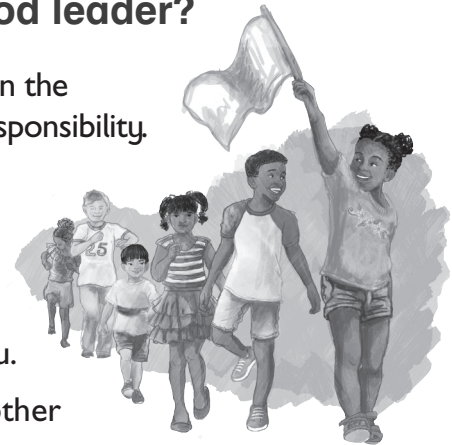
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

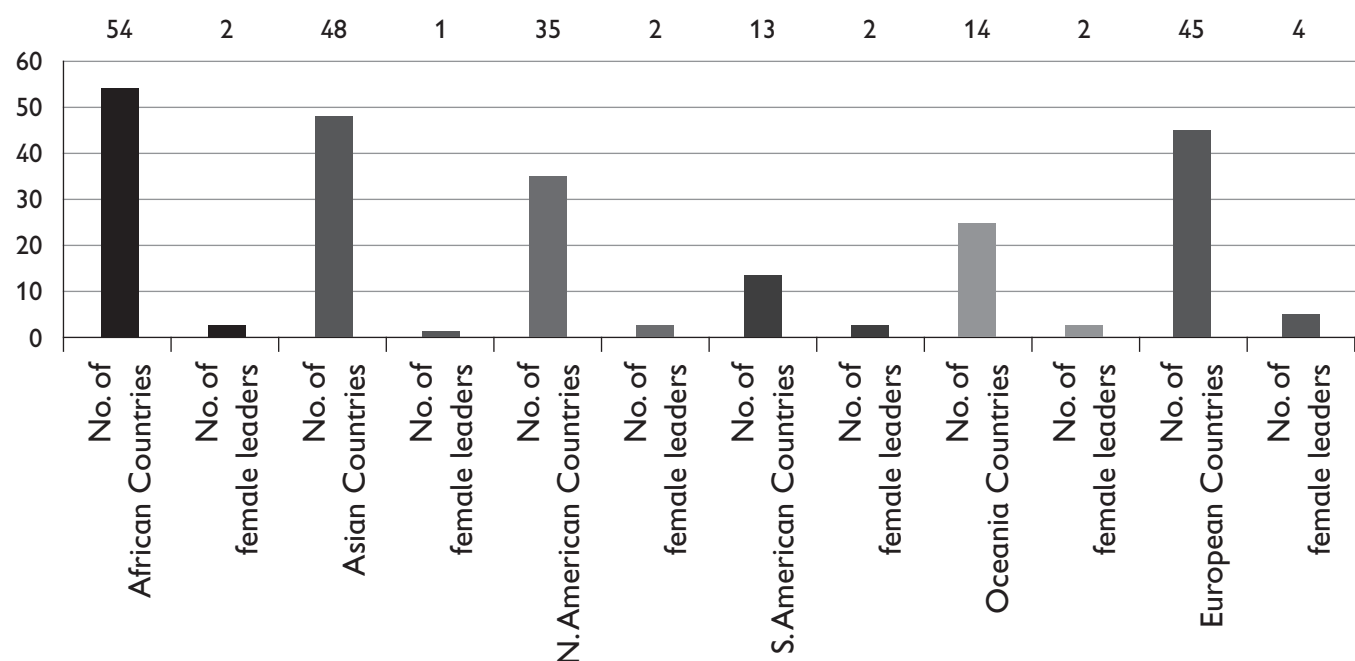
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

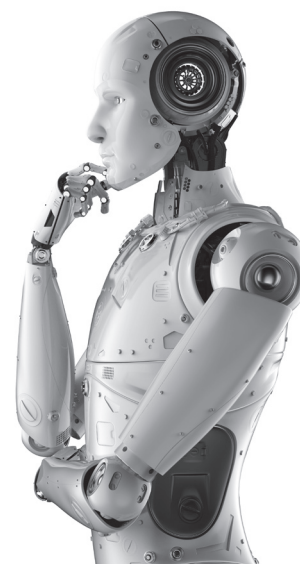
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

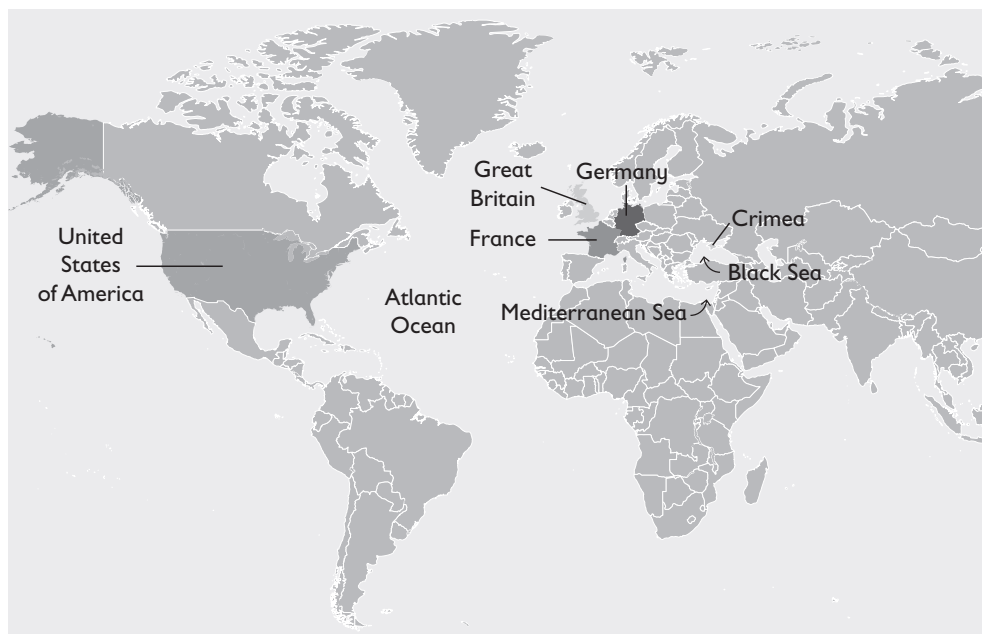
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

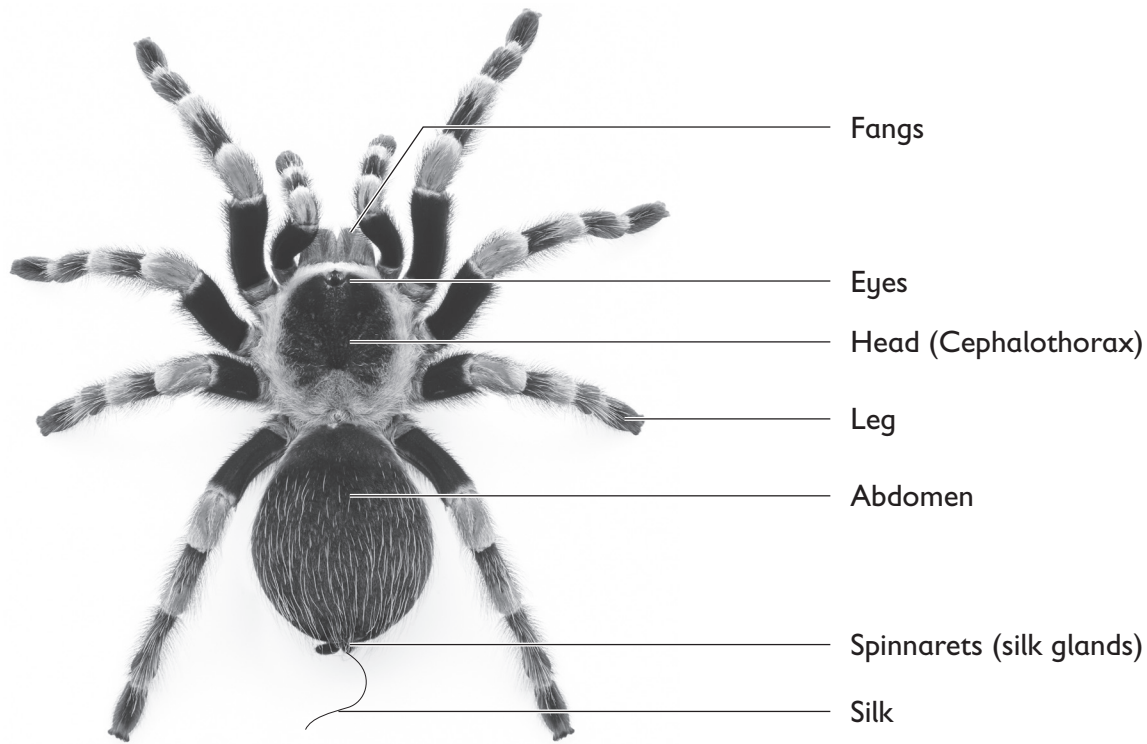
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

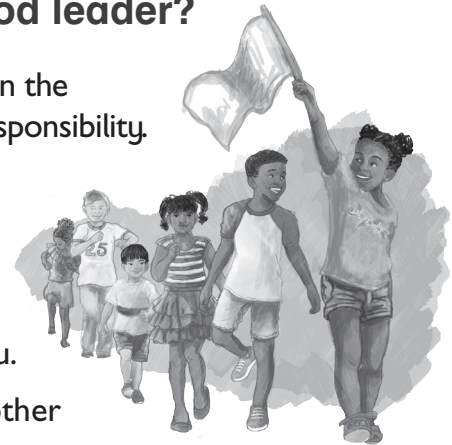
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

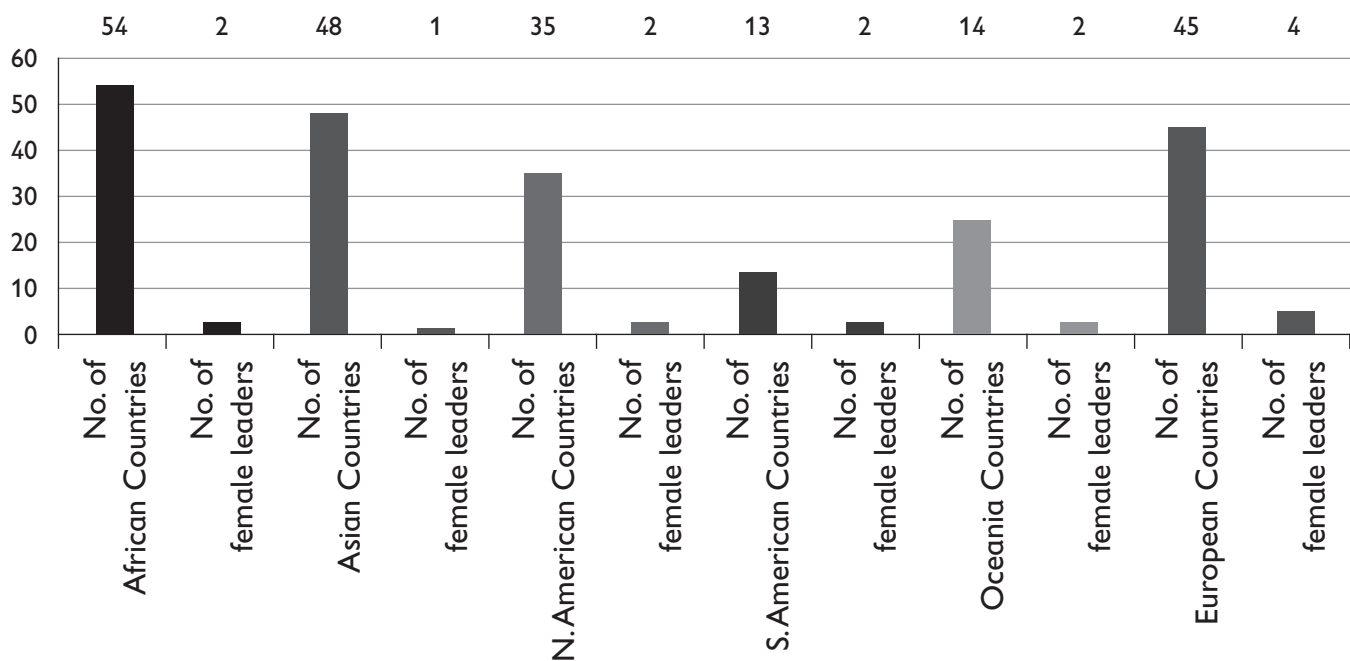
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

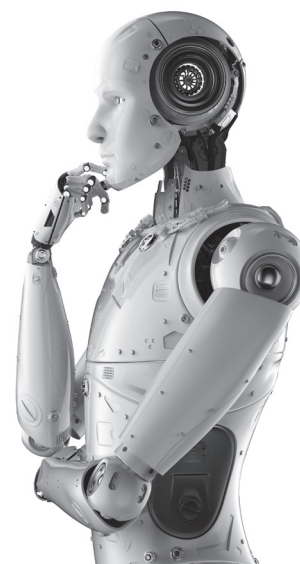
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

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Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

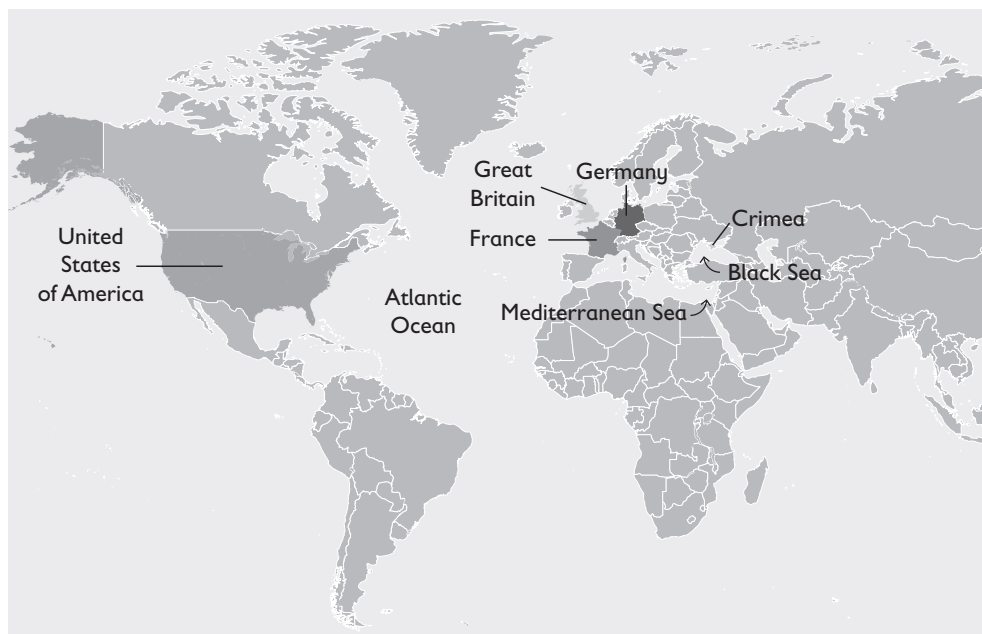
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. *Adolf Hitler was the leader of the ...*
2. *He told the German people that all of their problems were because of ...*
3. *The Nazi Party kidnapped and killed over... Jewish people.*
4. *The Nazi Party was stopped by the...*
5. *South Africa...*

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

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Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

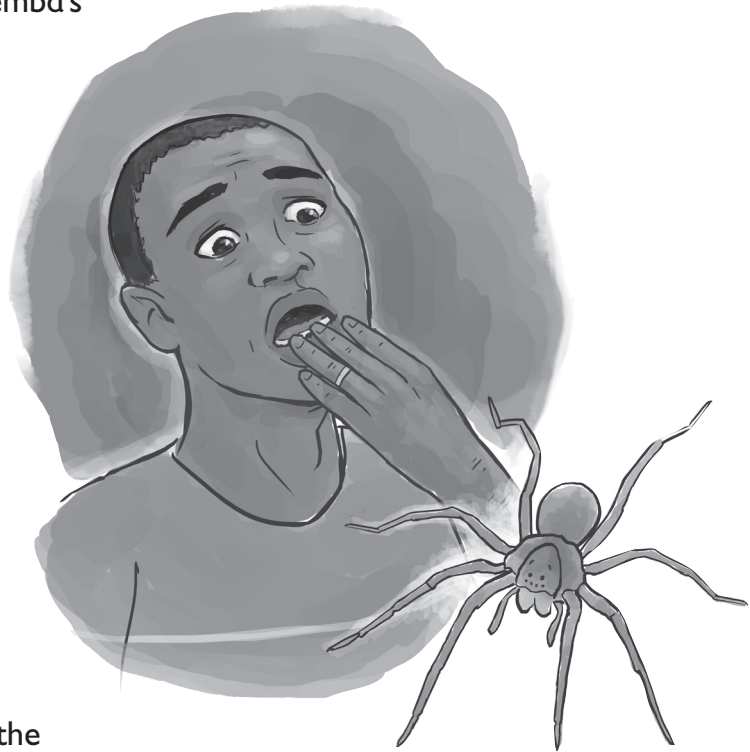
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

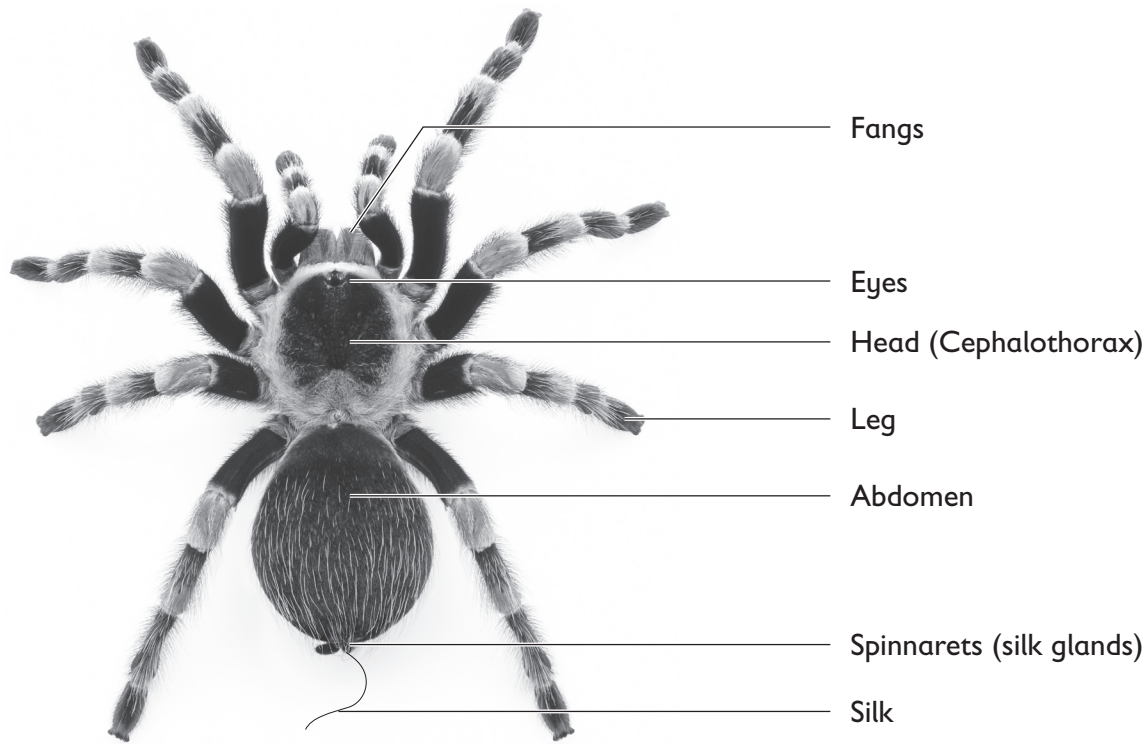
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

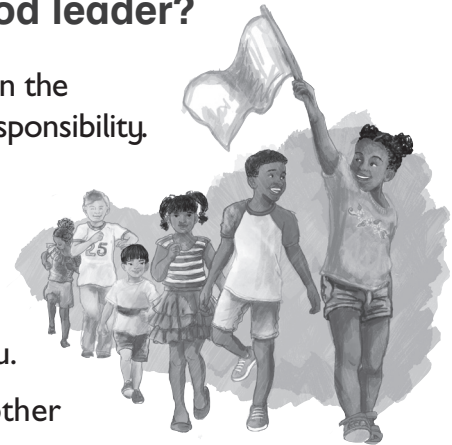
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



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Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

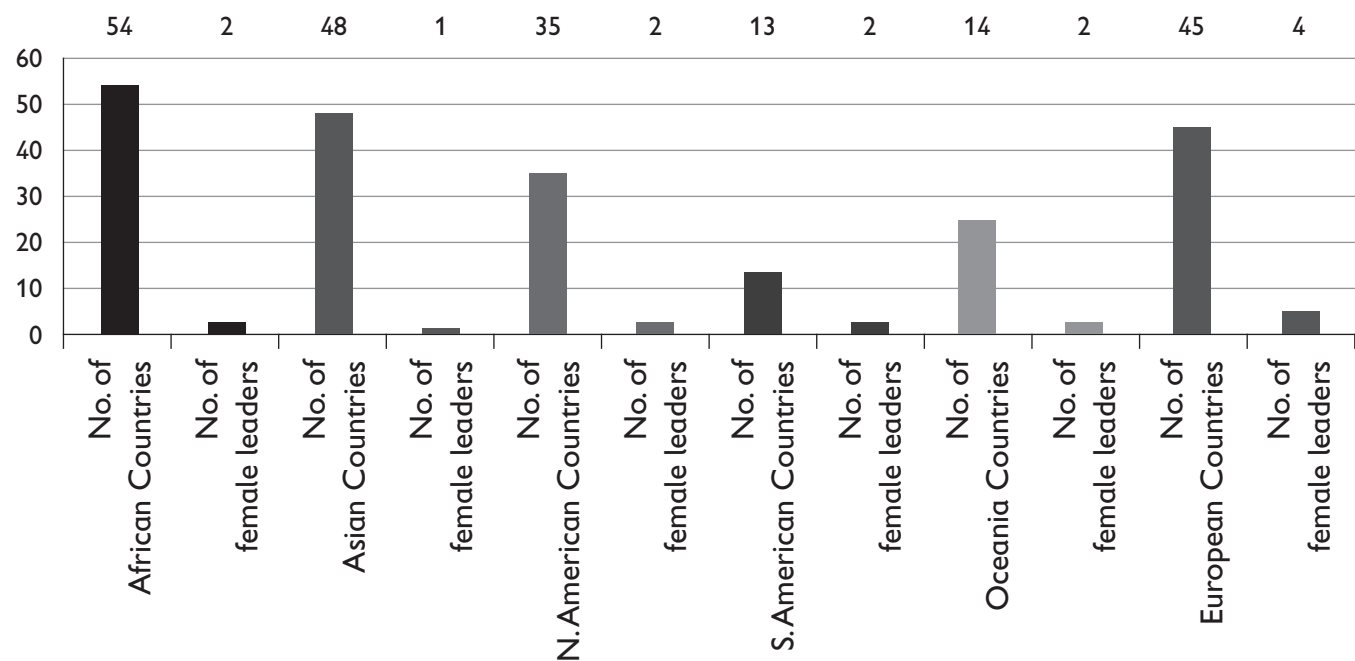
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

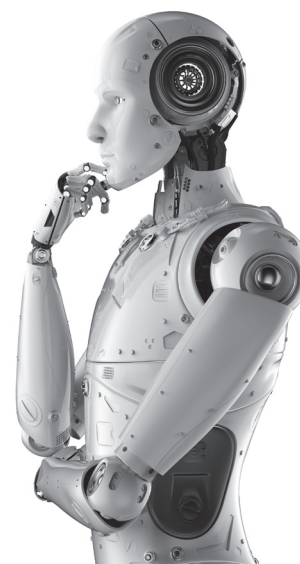
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade **5**

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

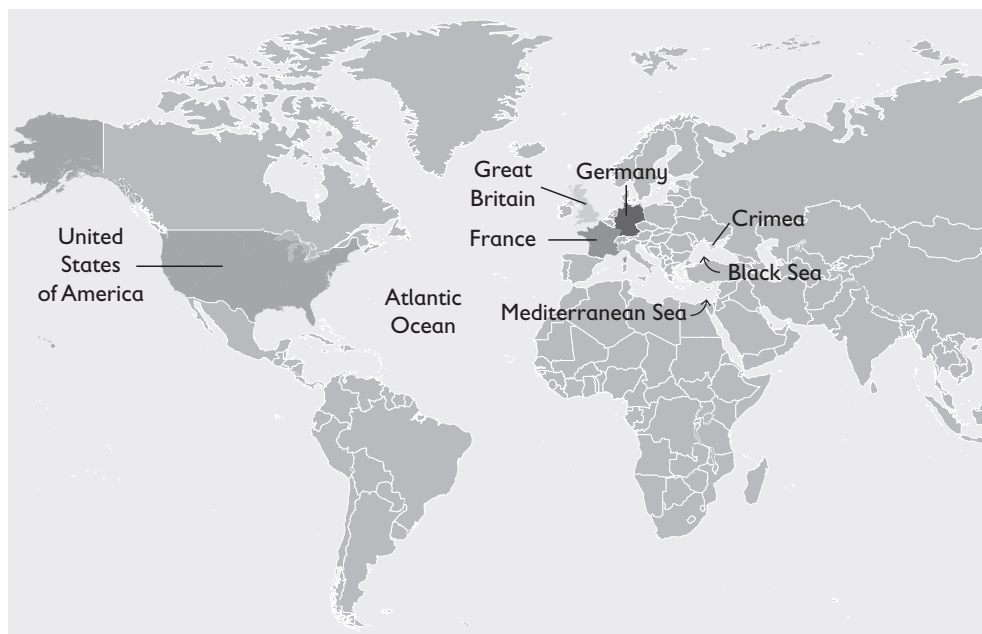
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

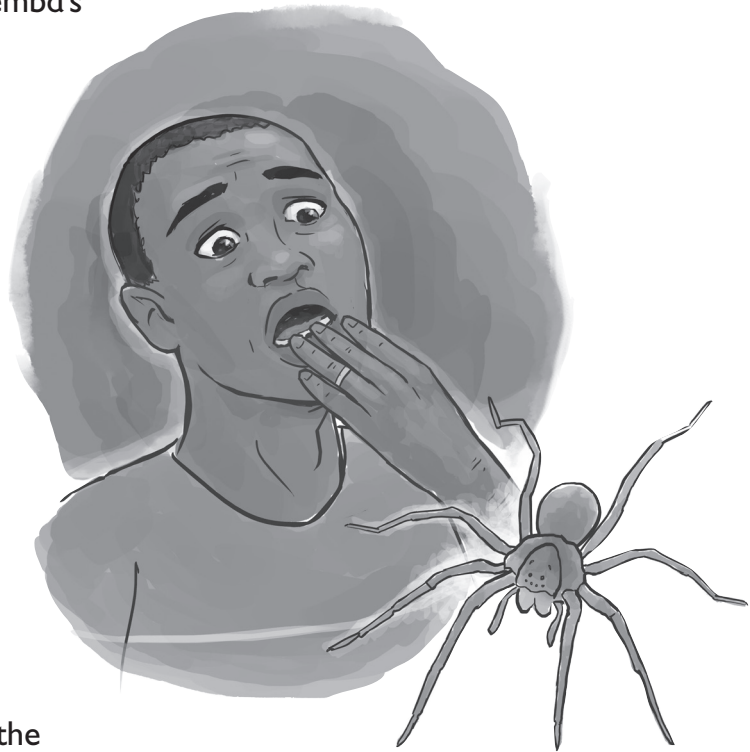
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

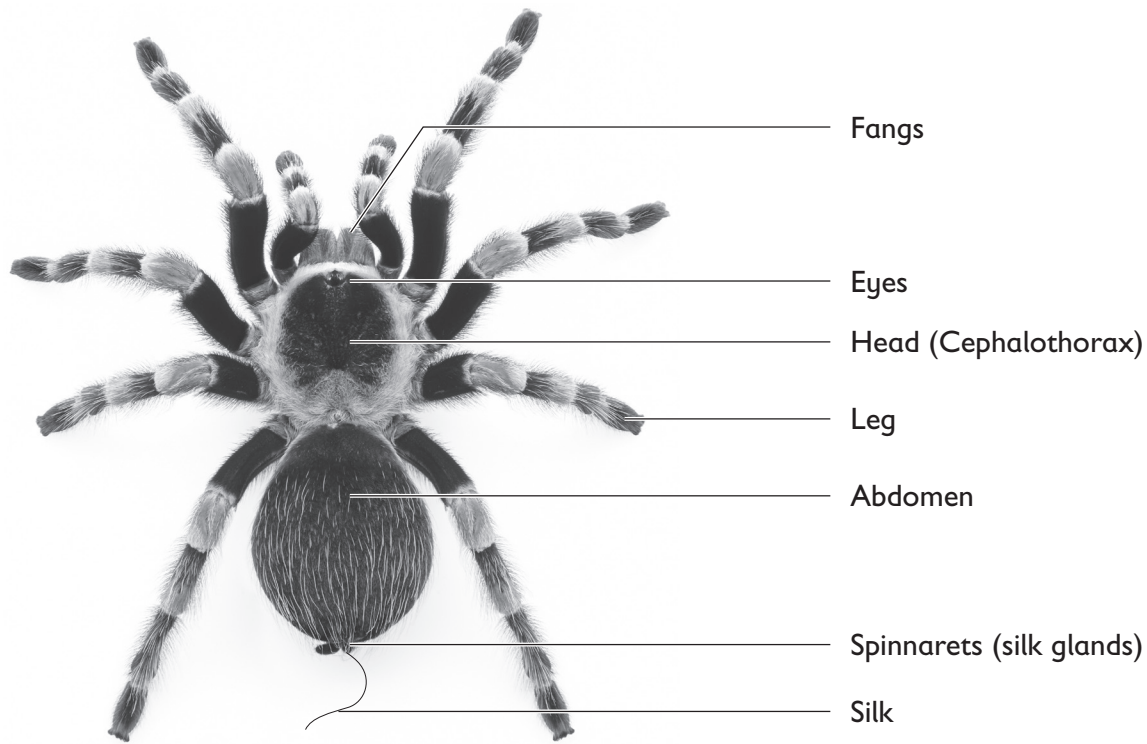
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

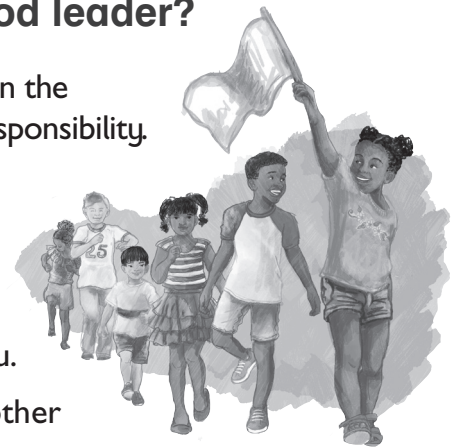
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

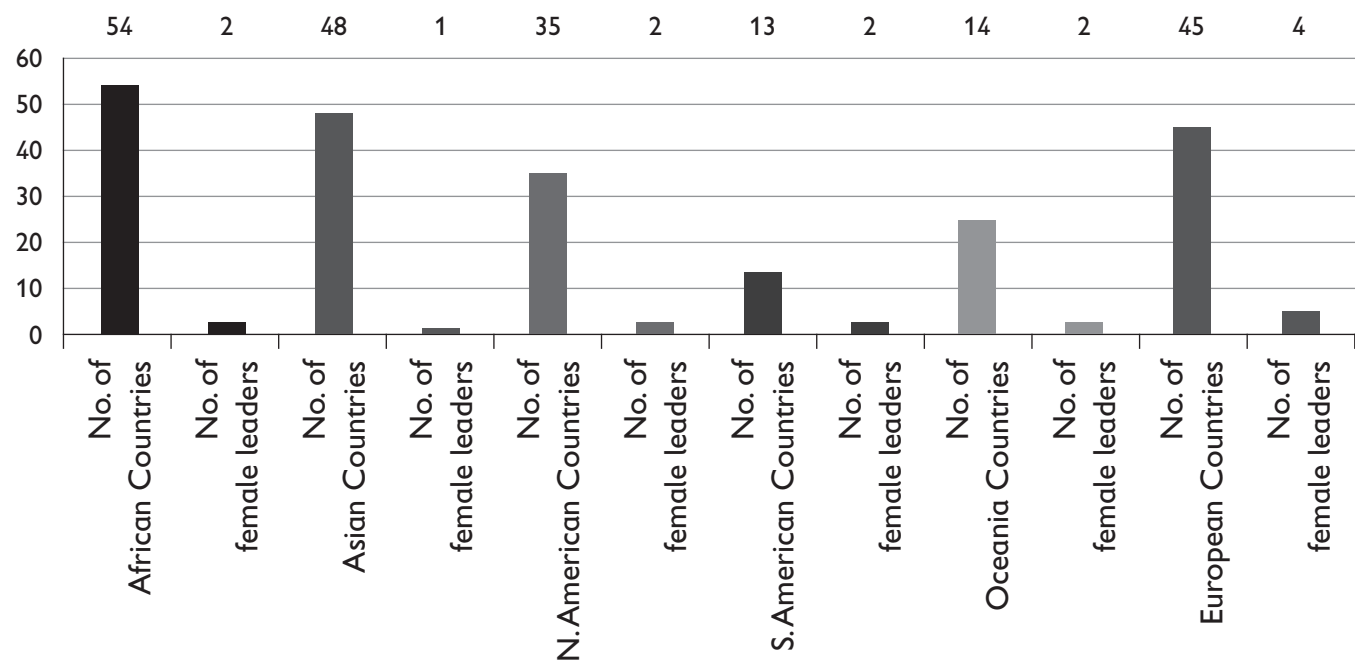
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

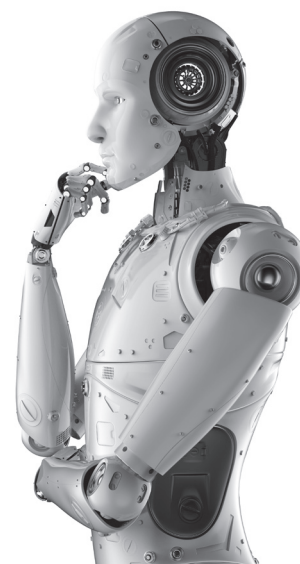
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?
Recycling is....
2. 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...
3. 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...
4. Write sentences to show that you understand both meanings of the word 'refuse'.
 - a. As a verb:
 - b. As a noun:



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

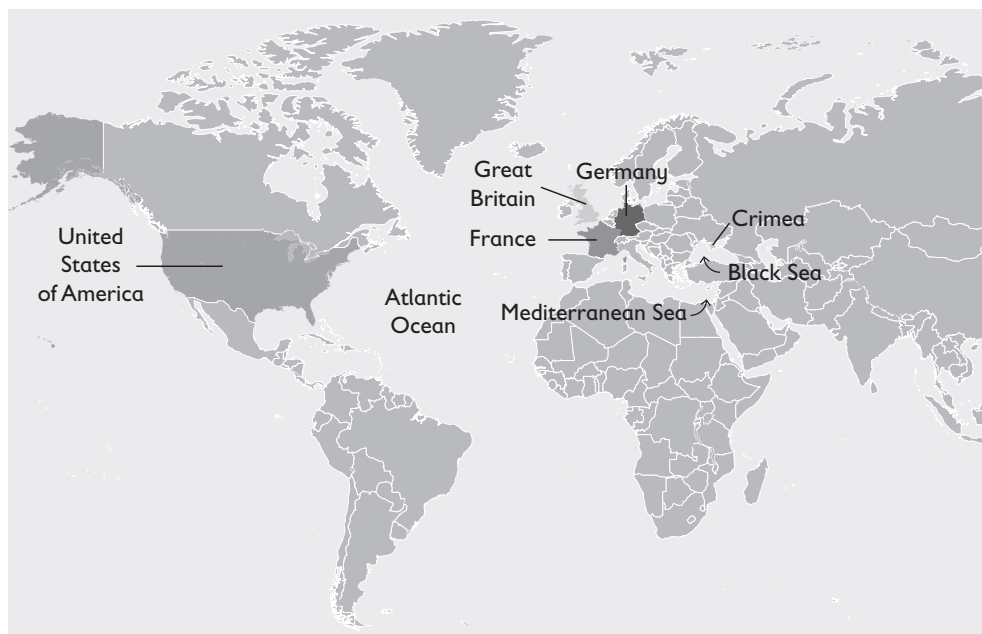
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

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Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

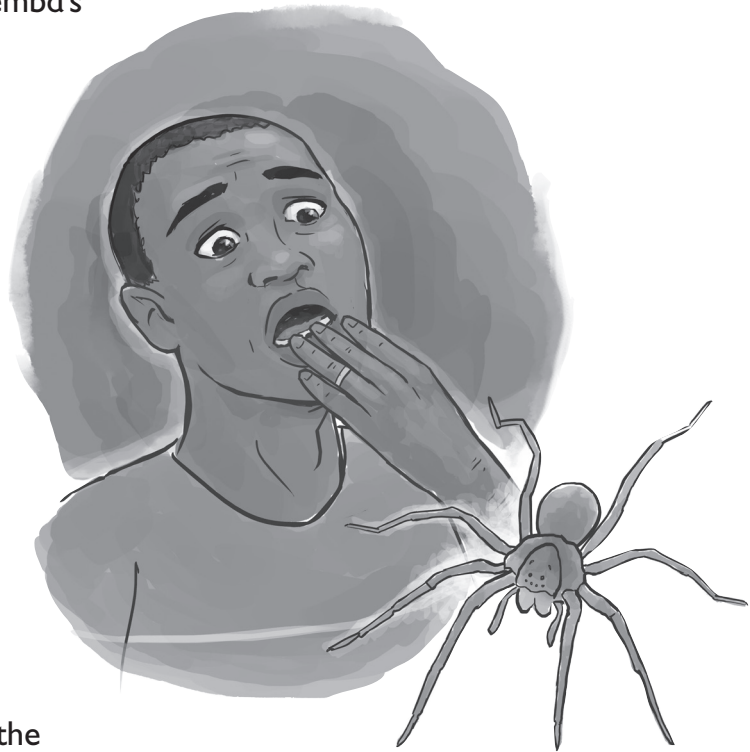
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

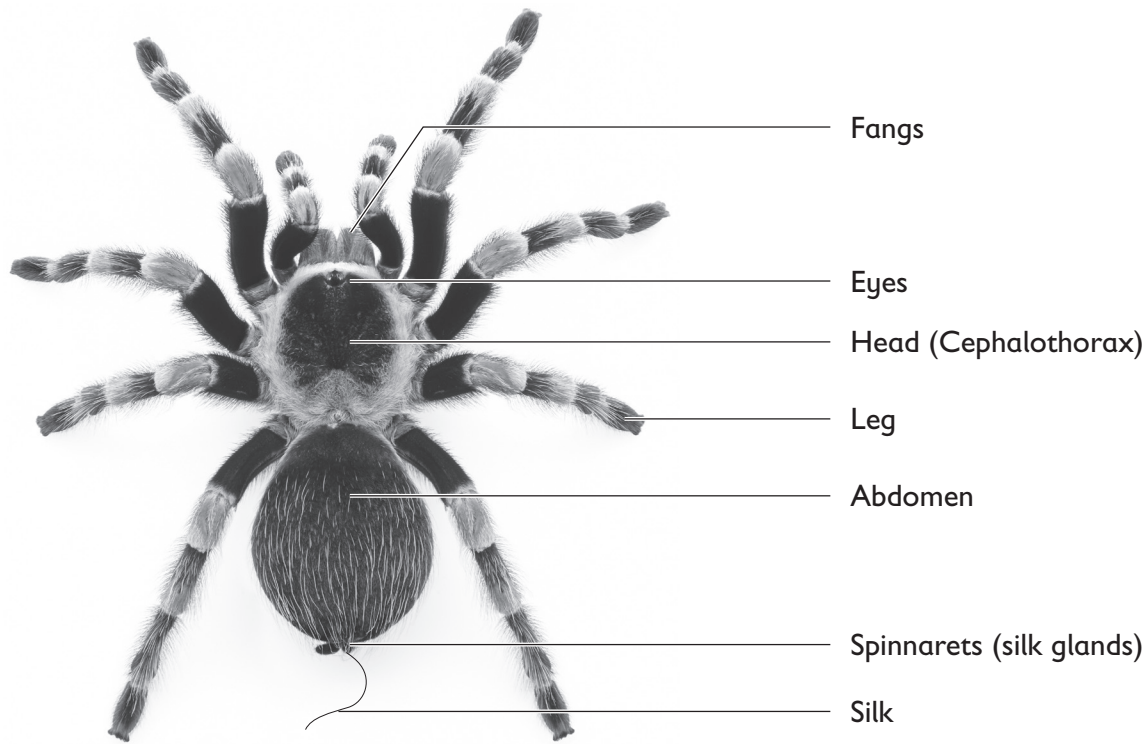
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

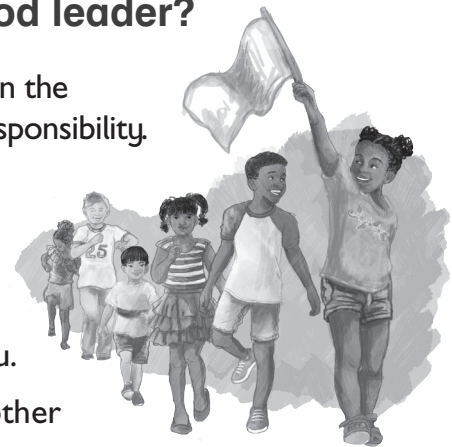
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

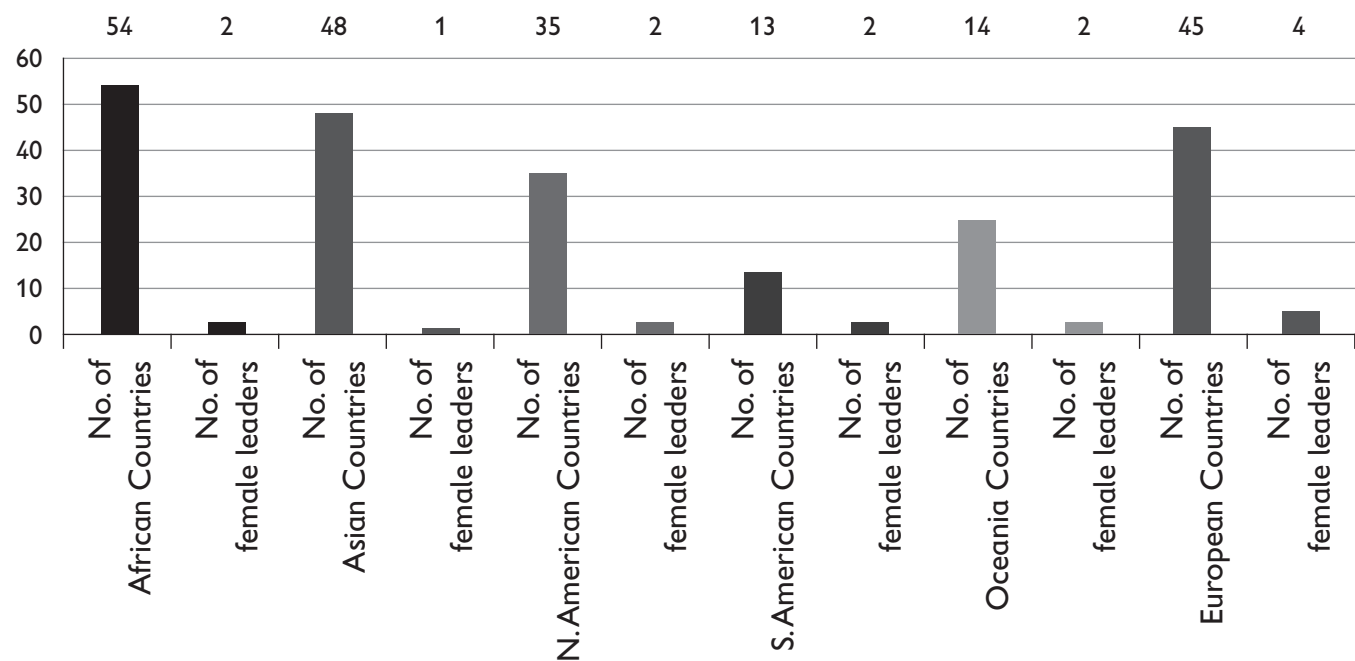
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

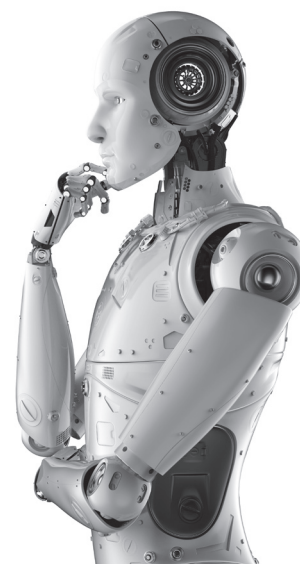
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

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Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

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Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

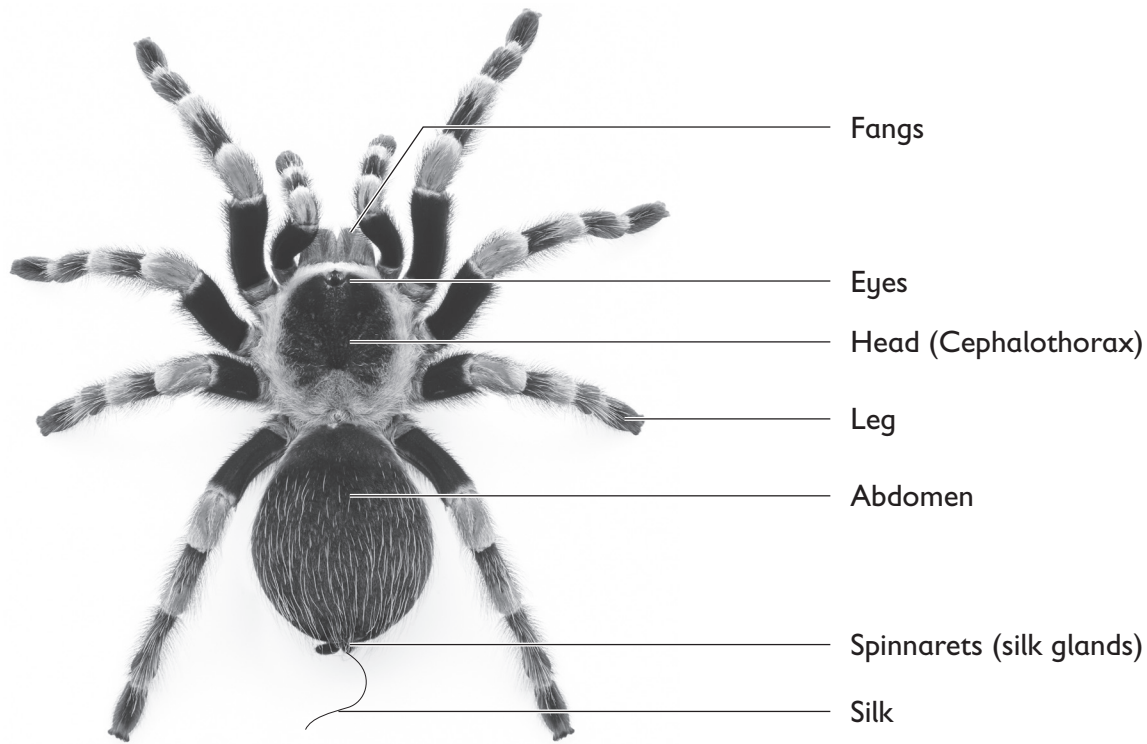
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

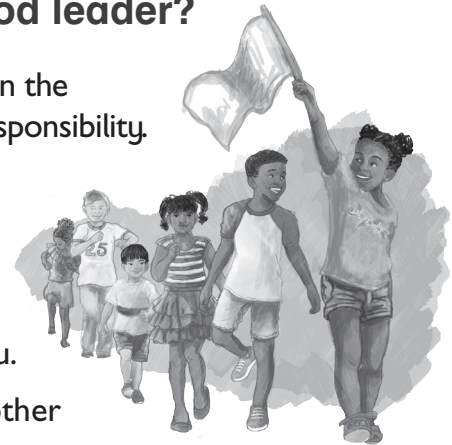
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

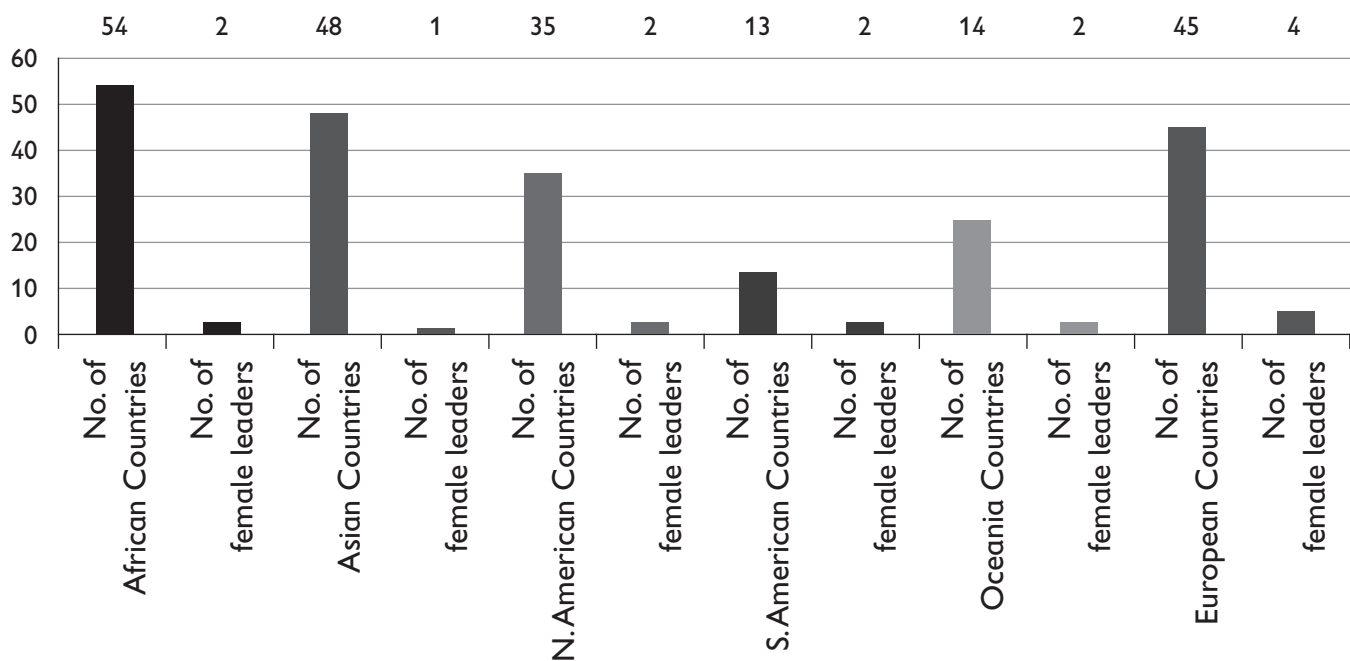
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

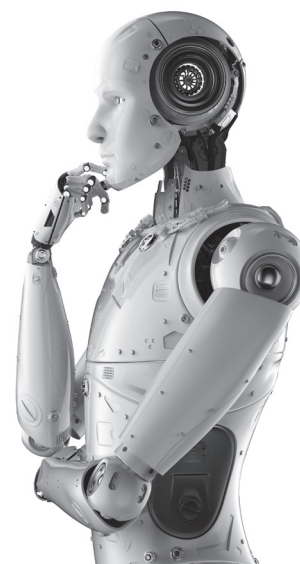
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
 4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*
-

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
 2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
 3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
 4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
 5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.
-

1. Why must you be prepared for exams?
You must be prepared for exams so that...
2. 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...
3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

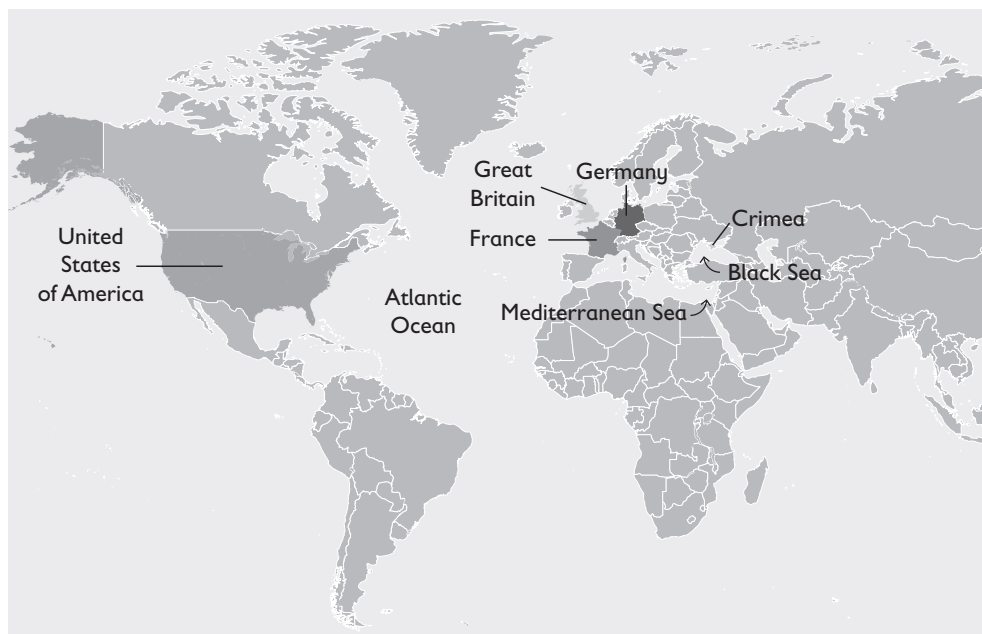
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

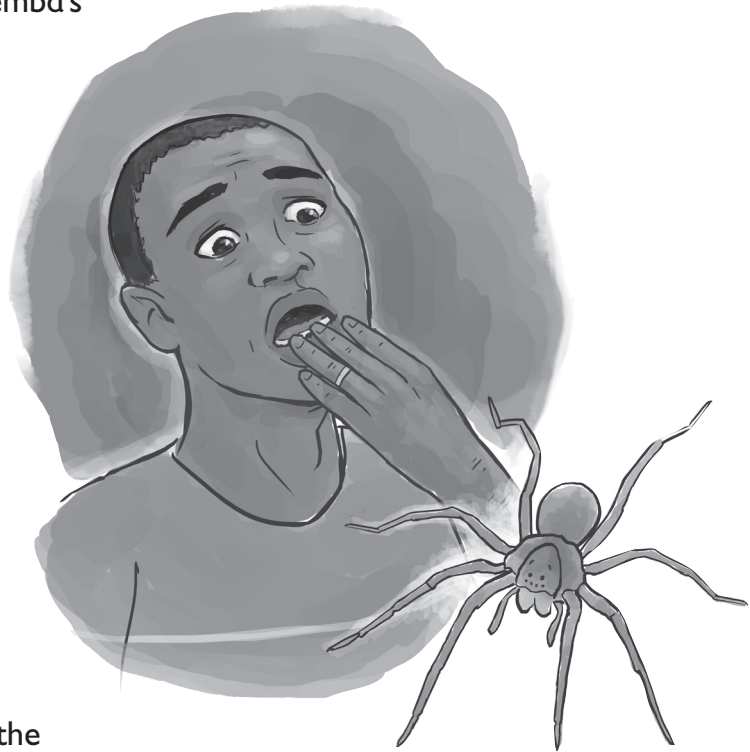
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

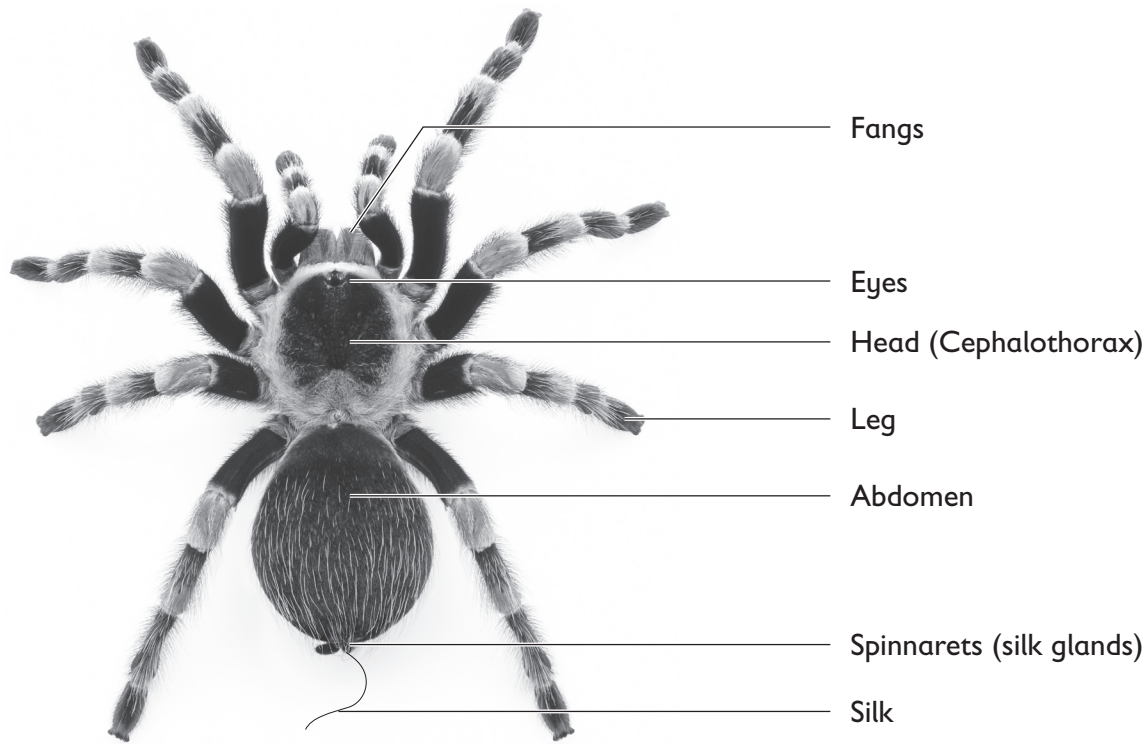
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

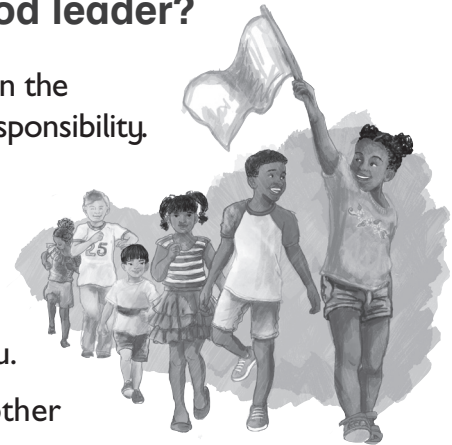
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

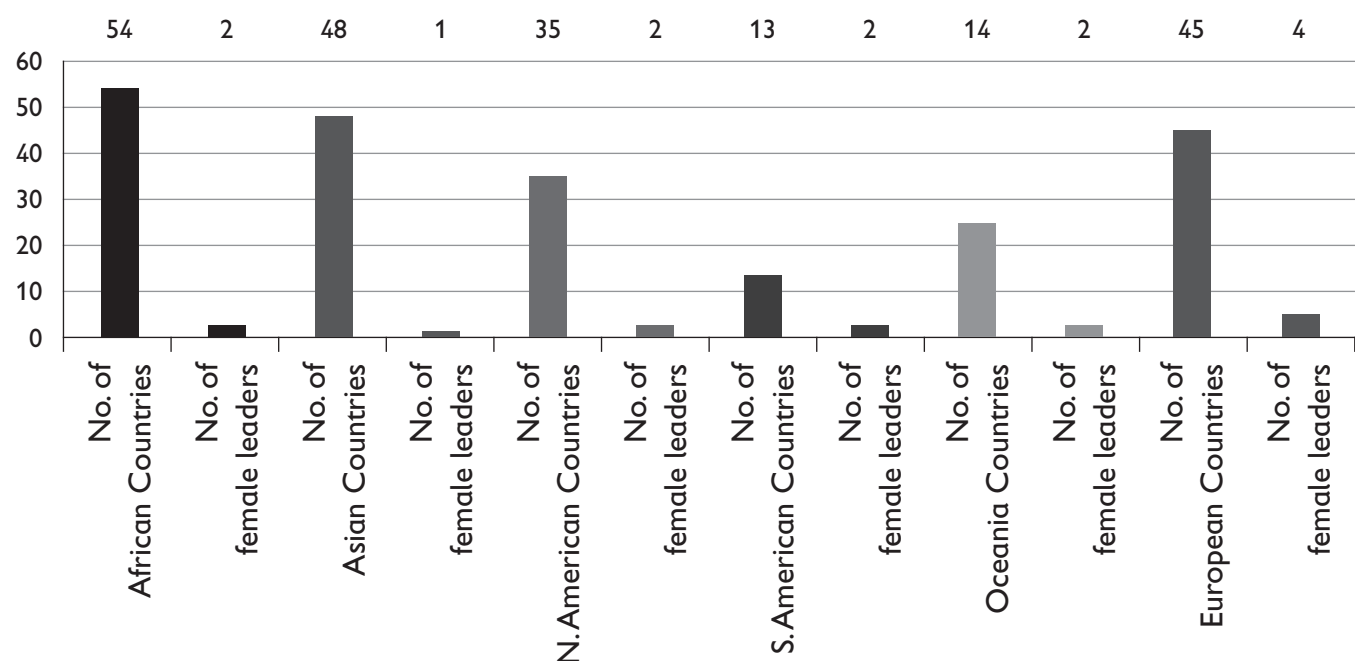
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

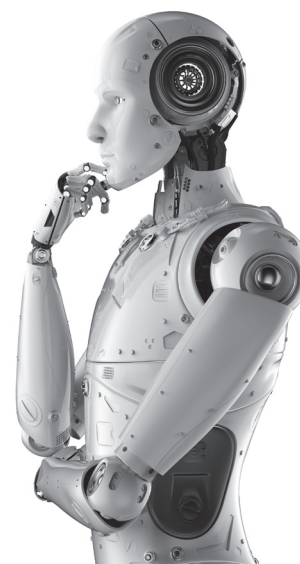
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

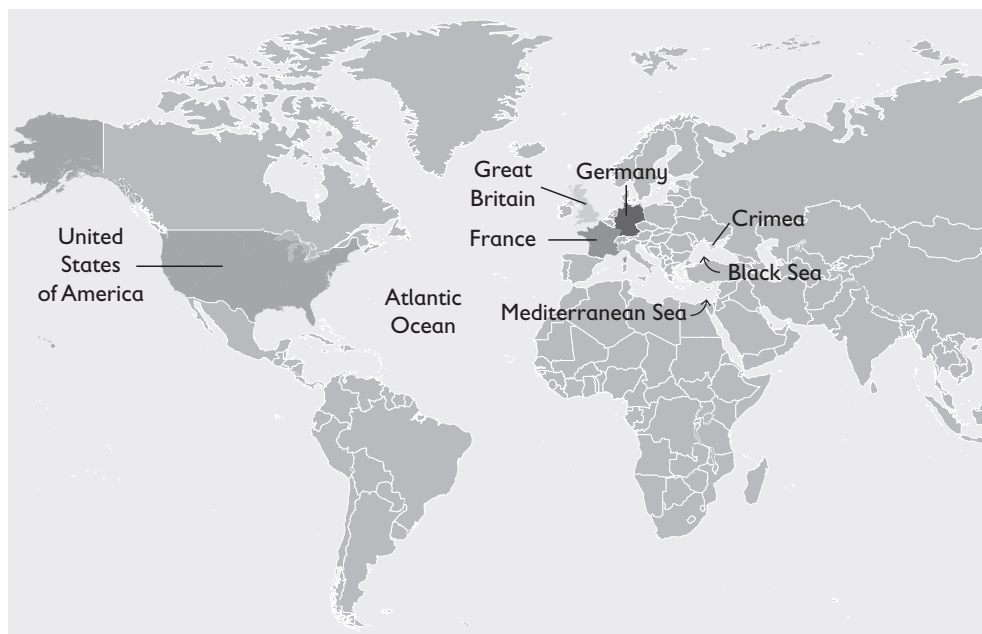
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

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Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

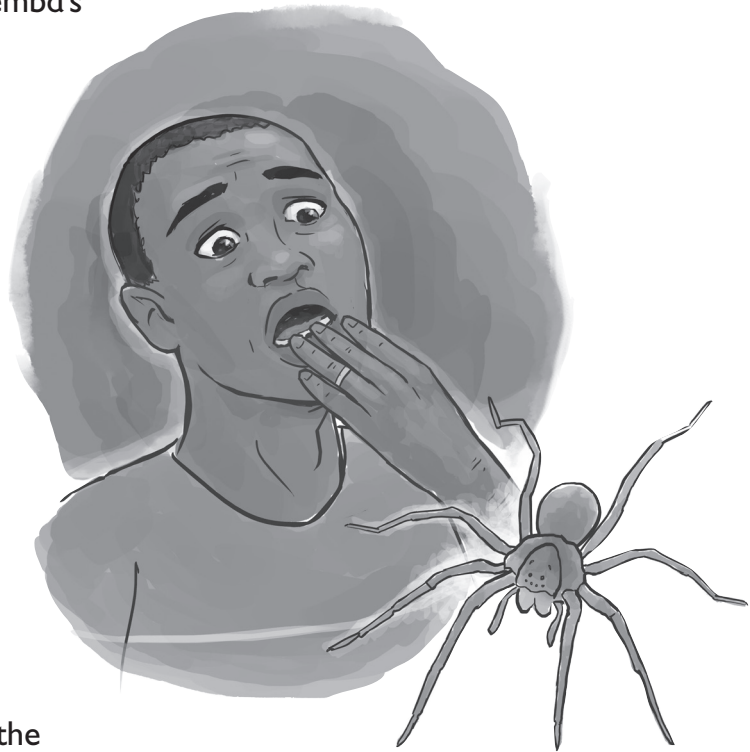
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

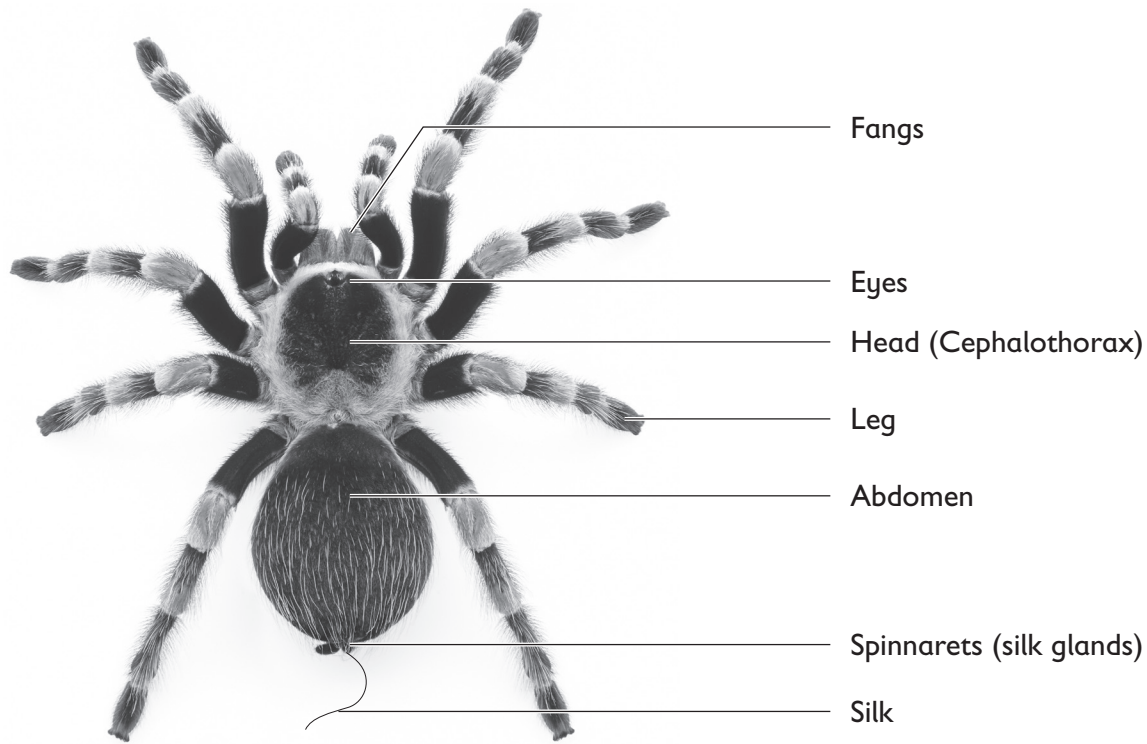
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

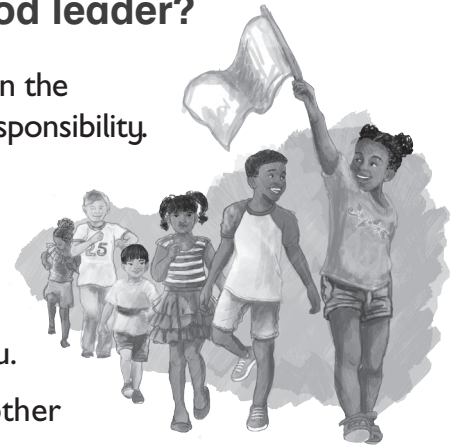
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

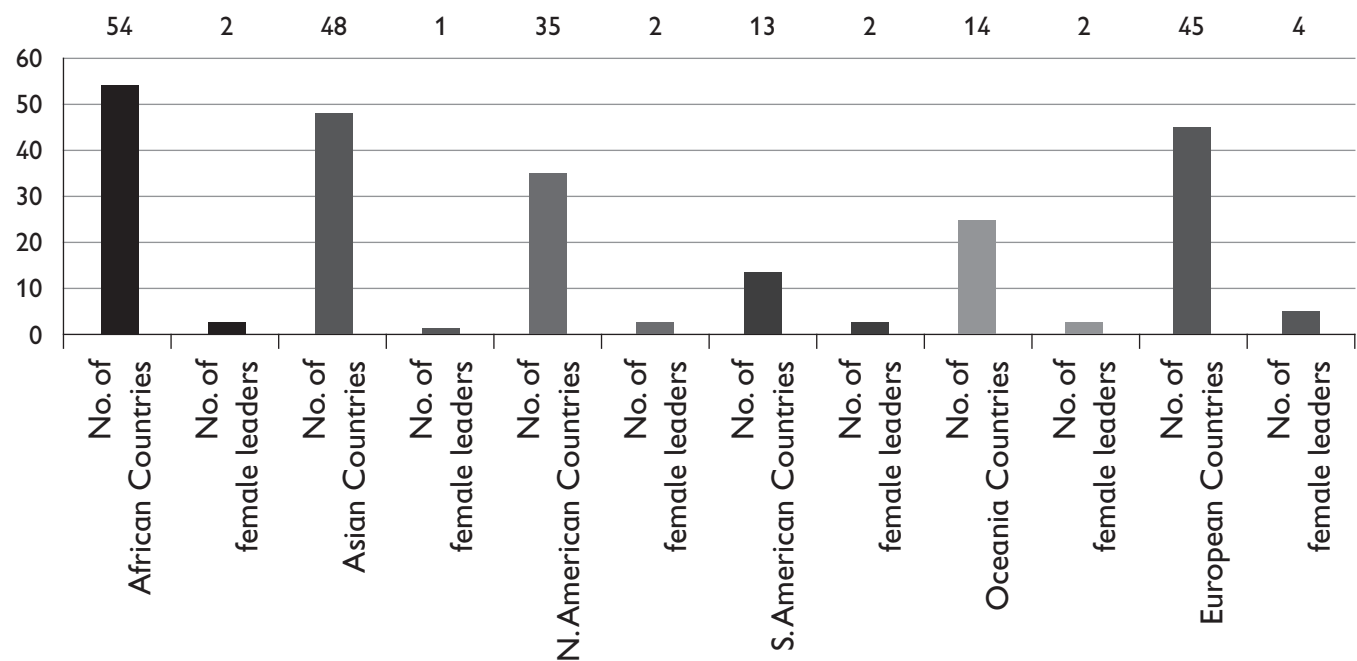
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonaldis to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

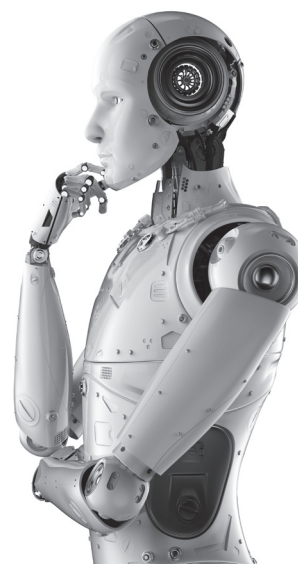
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



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Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

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Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

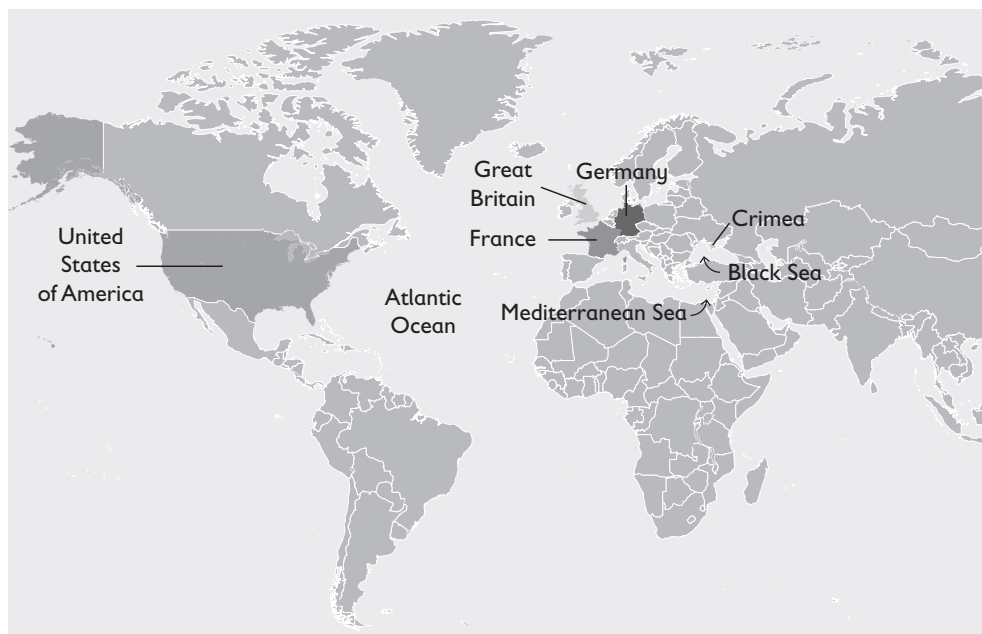
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. *Adolf Hitler was the leader of the ...*
2. *He told the German people that all of their problems were because of ...*
3. *The Nazi Party kidnapped and killed over... Jewish people.*
4. *The Nazi Party was stopped by the...*
5. *South Africa...*

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

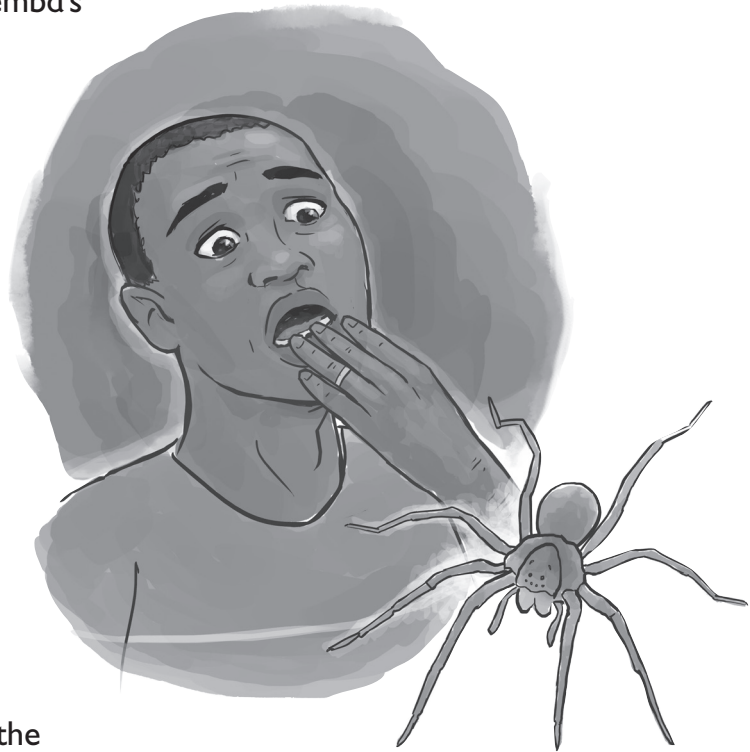
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

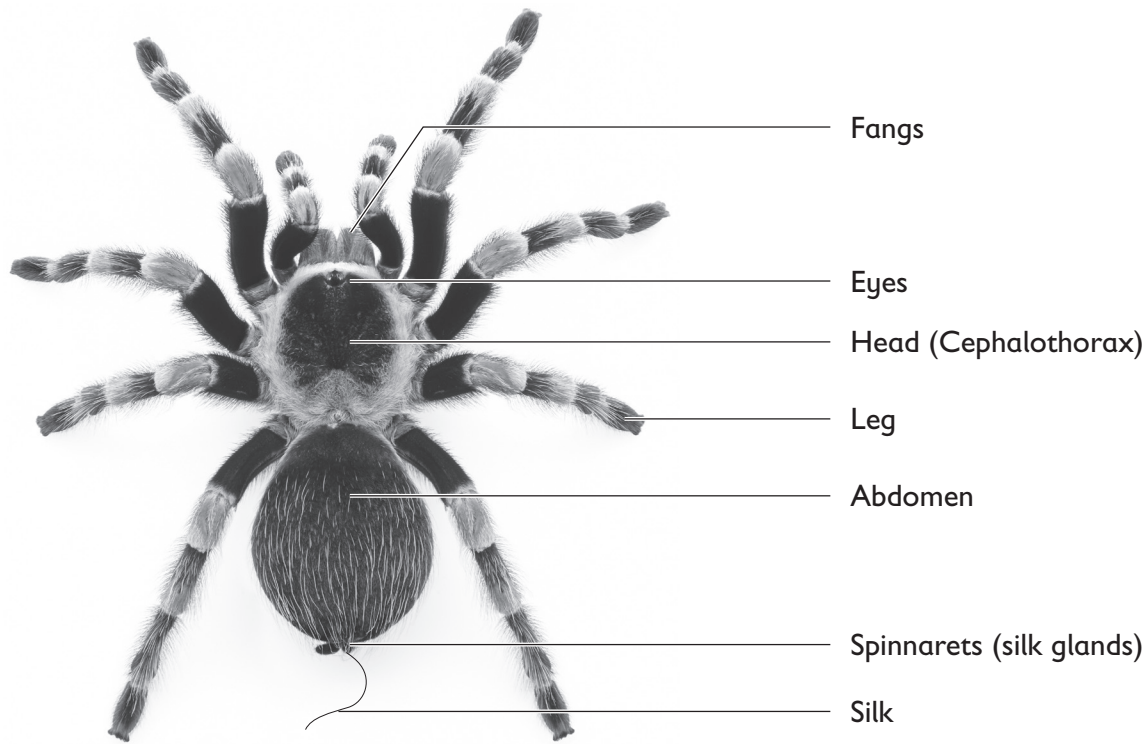
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

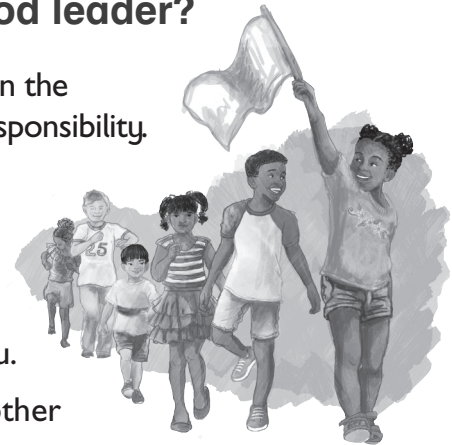
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



-
1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
 2. Who decided that it was time to stand up to the bullies?
... 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...
 4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...
-

Non-fiction text, information: South Africa's 5th president

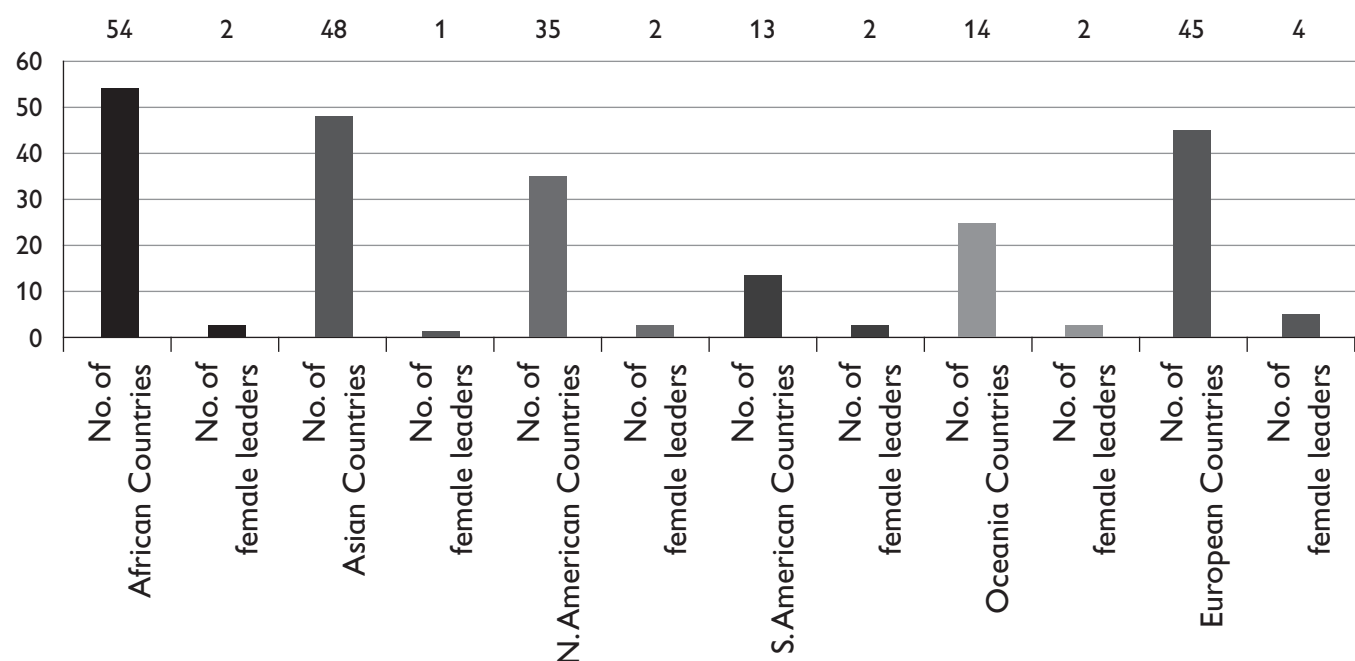
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

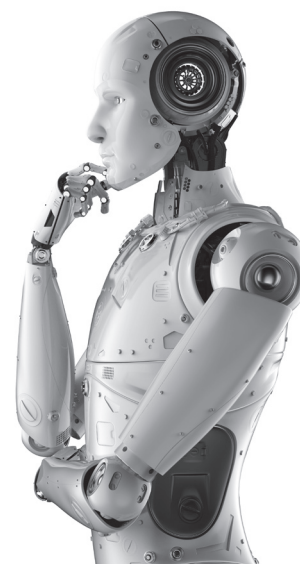
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?
Recycling is....
2. 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...
3. 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...
4. Write sentences to show that you understand both meanings of the word 'refuse'.
 - a. As a verb:
 - b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

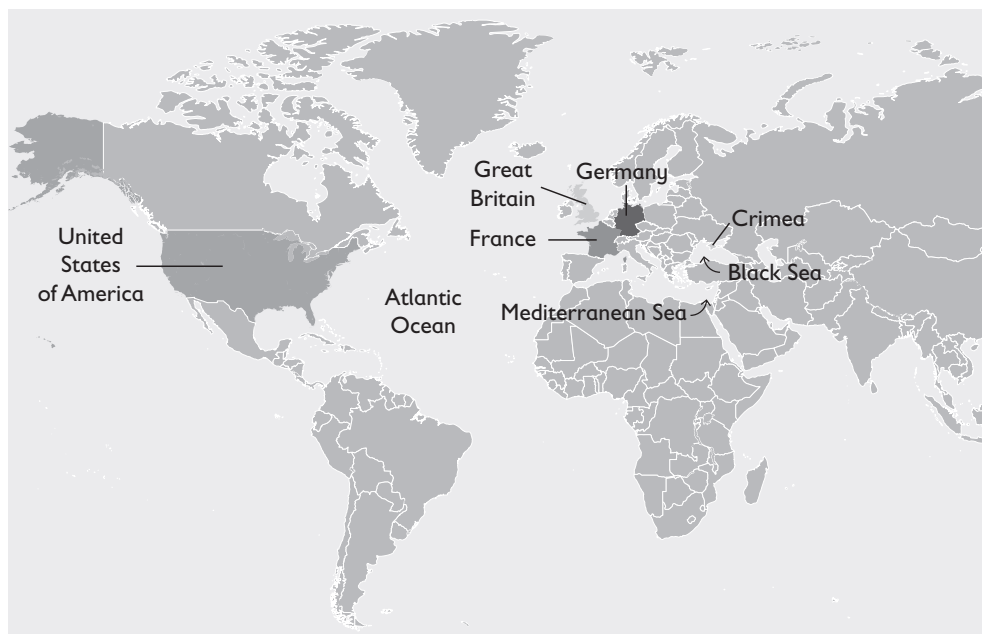
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

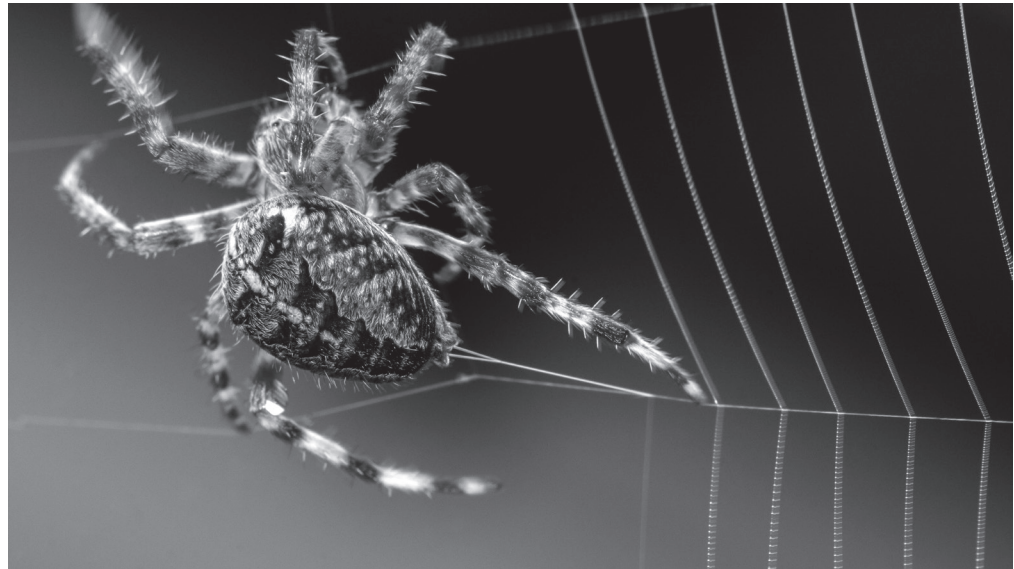
Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

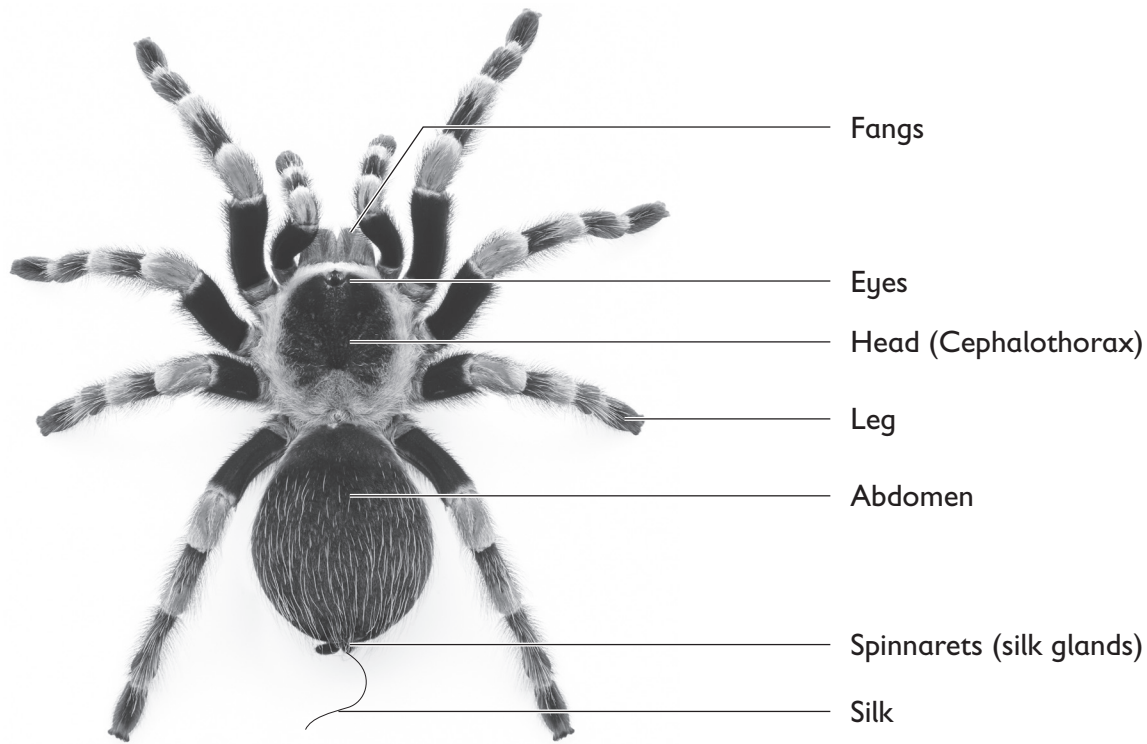
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

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

We must choose a captain on...

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

A good captain must be..., ...and....

3. When must we think about the captain?

We must think about the captain...

Group Guided Reading Text

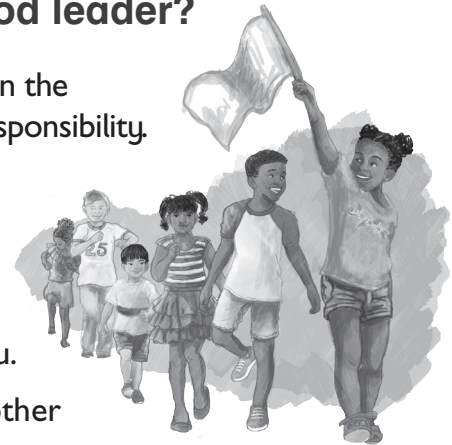
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

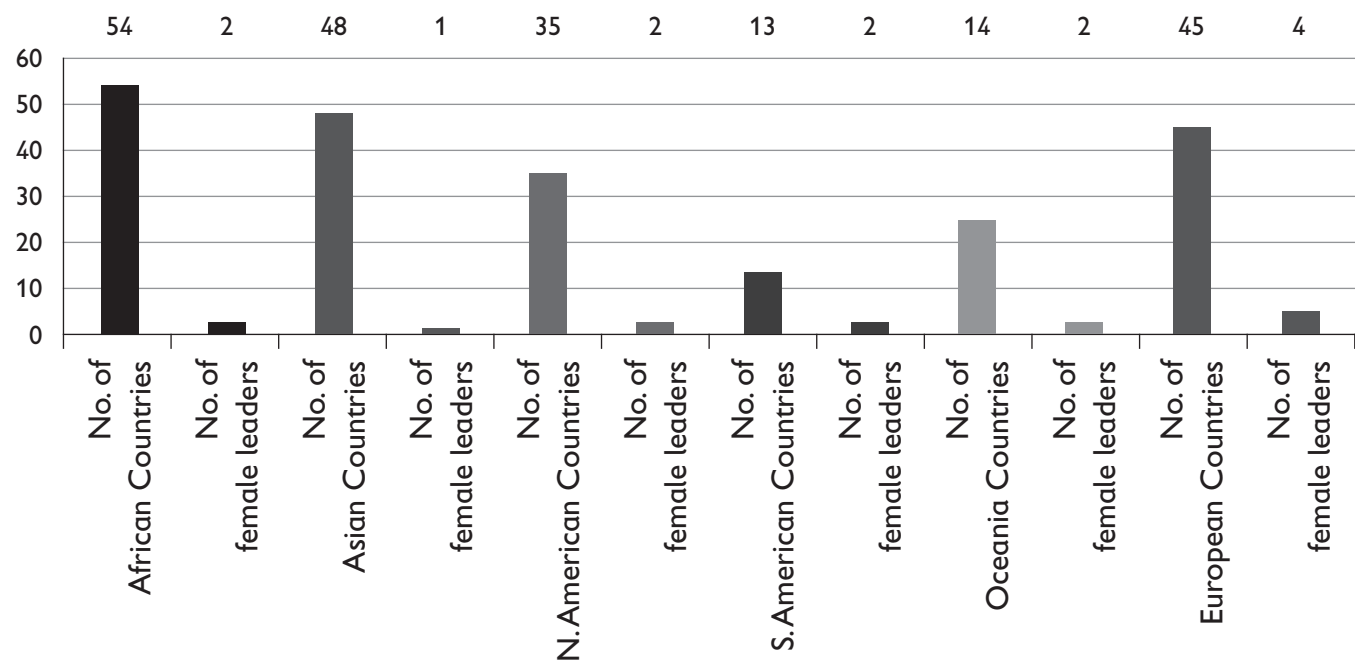
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

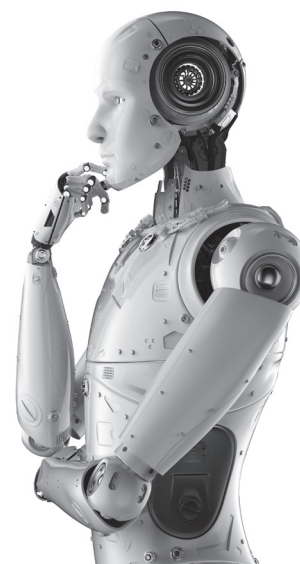
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

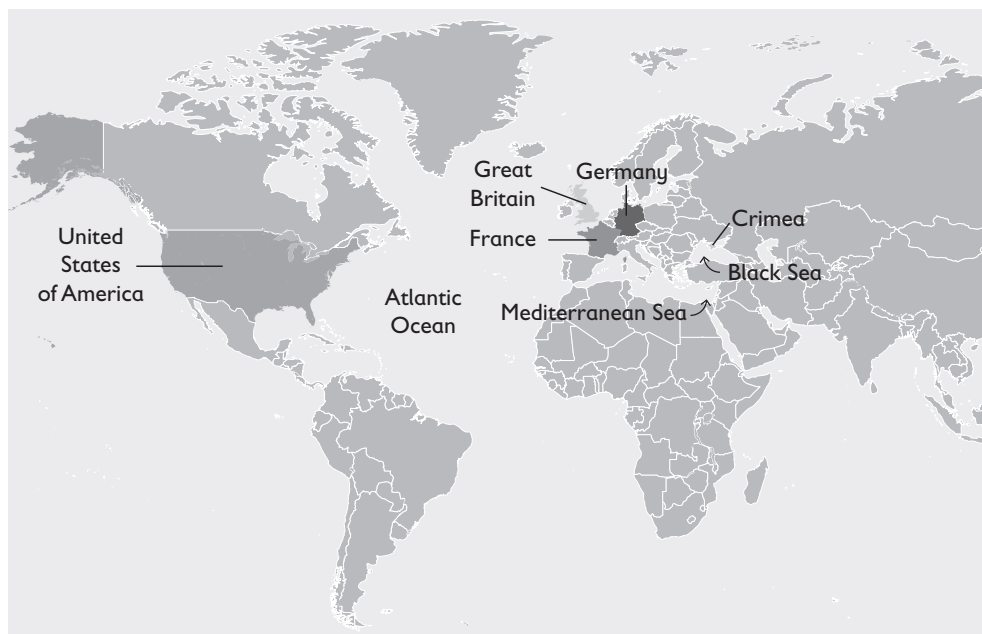
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

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Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

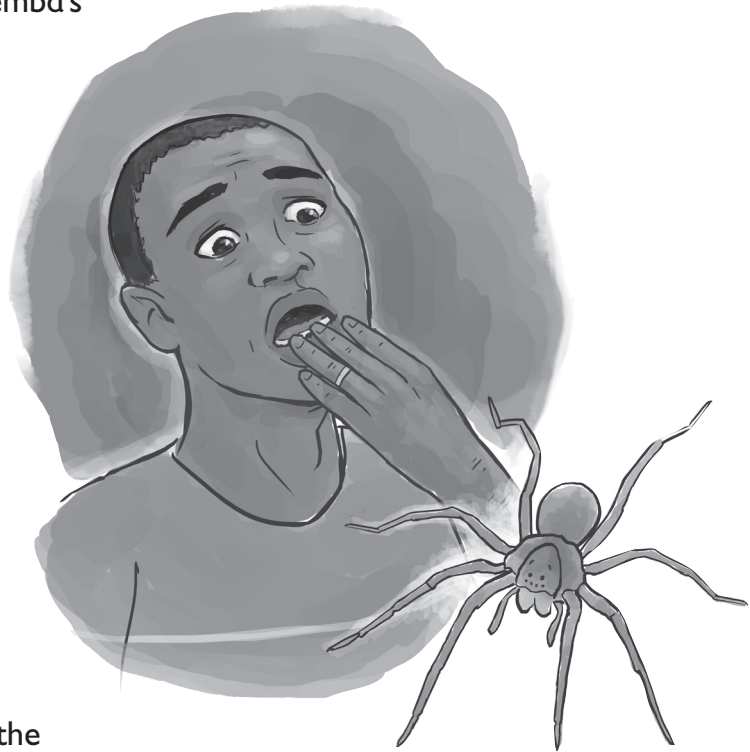
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

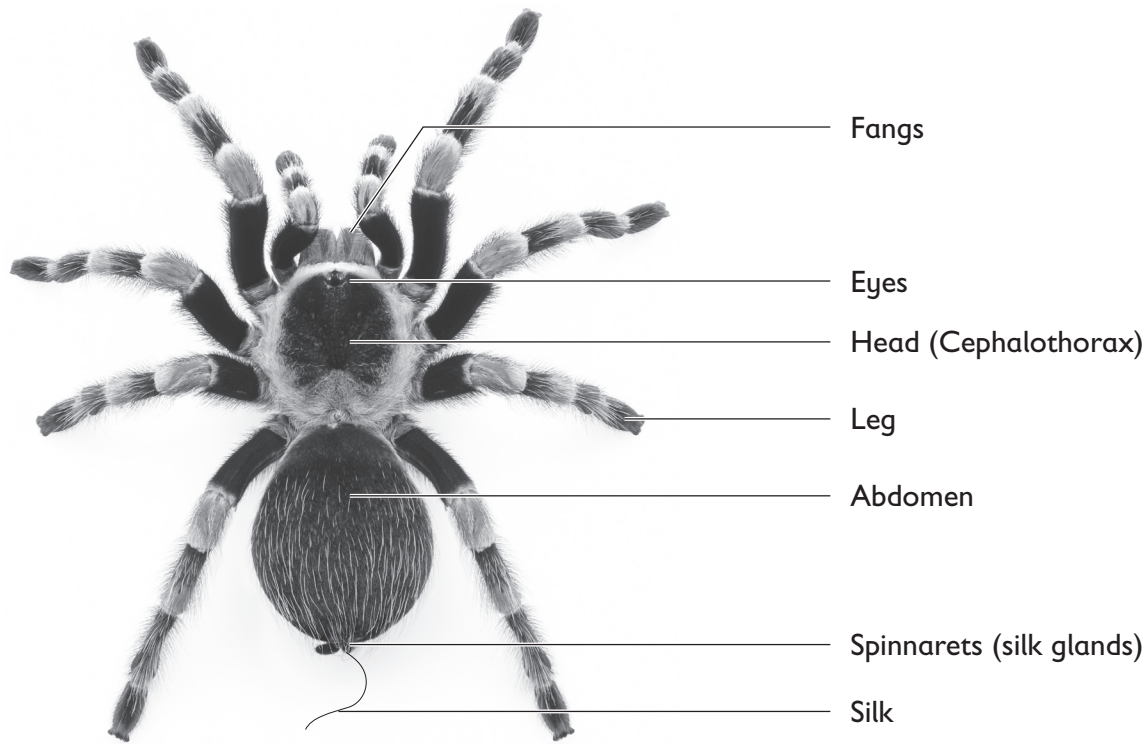
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

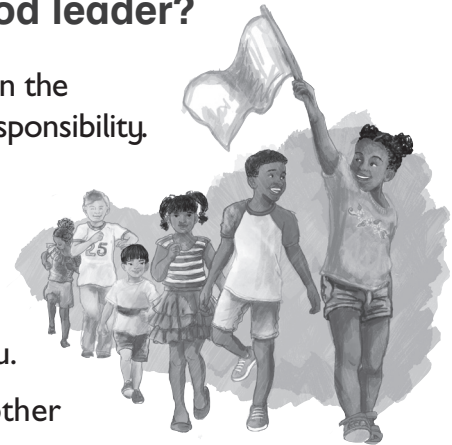
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

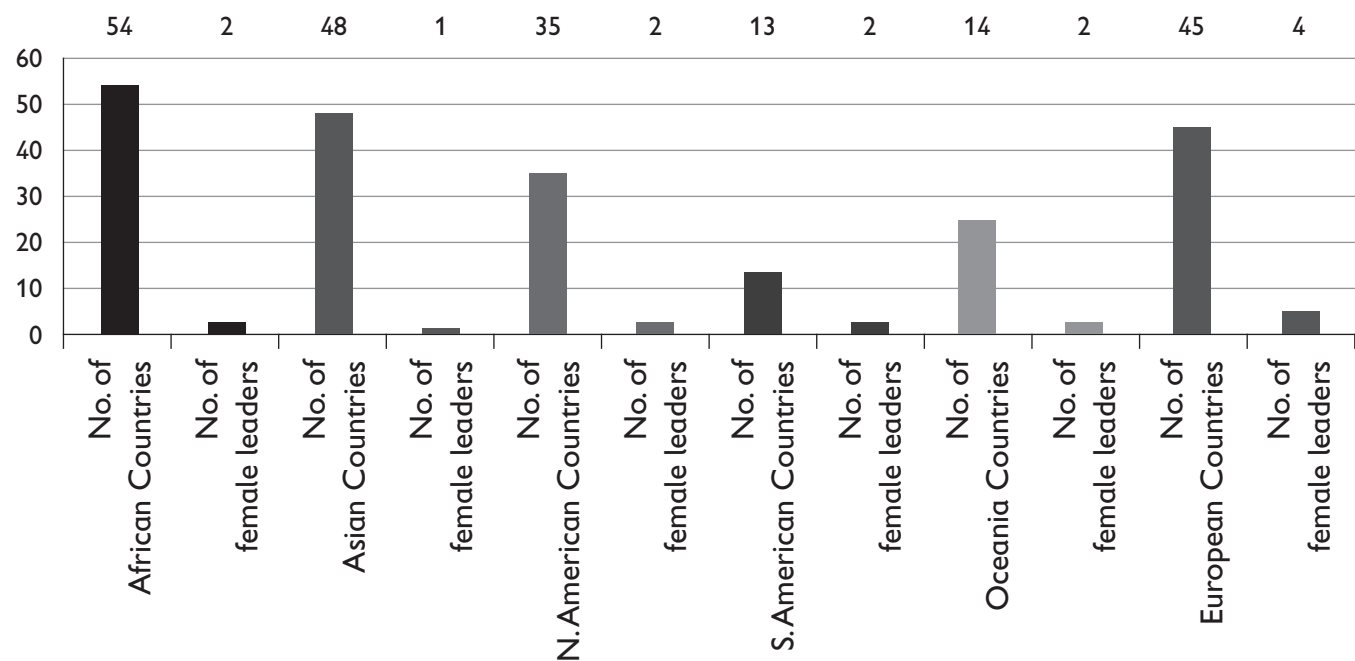
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

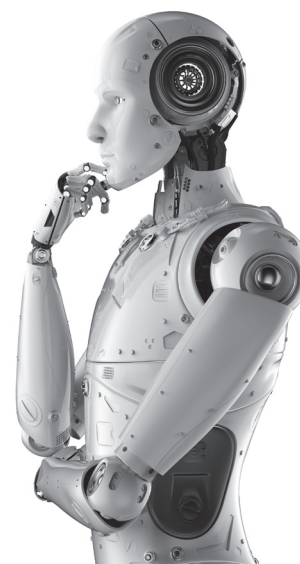
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?
Recycling is....
2. 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...
3. 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...
4. Write sentences to show that you understand both meanings of the word 'refuse'.
 - a. As a verb:
 - b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

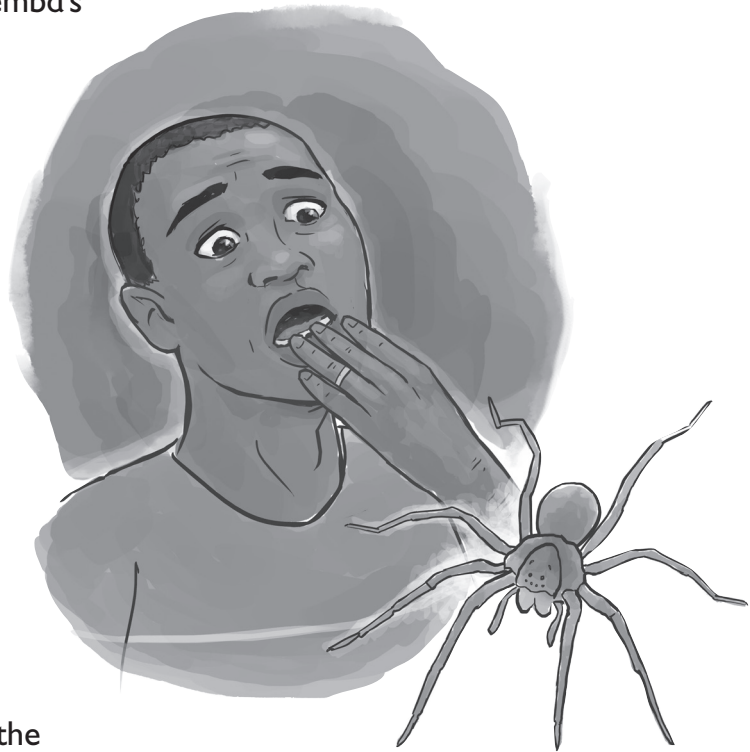
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

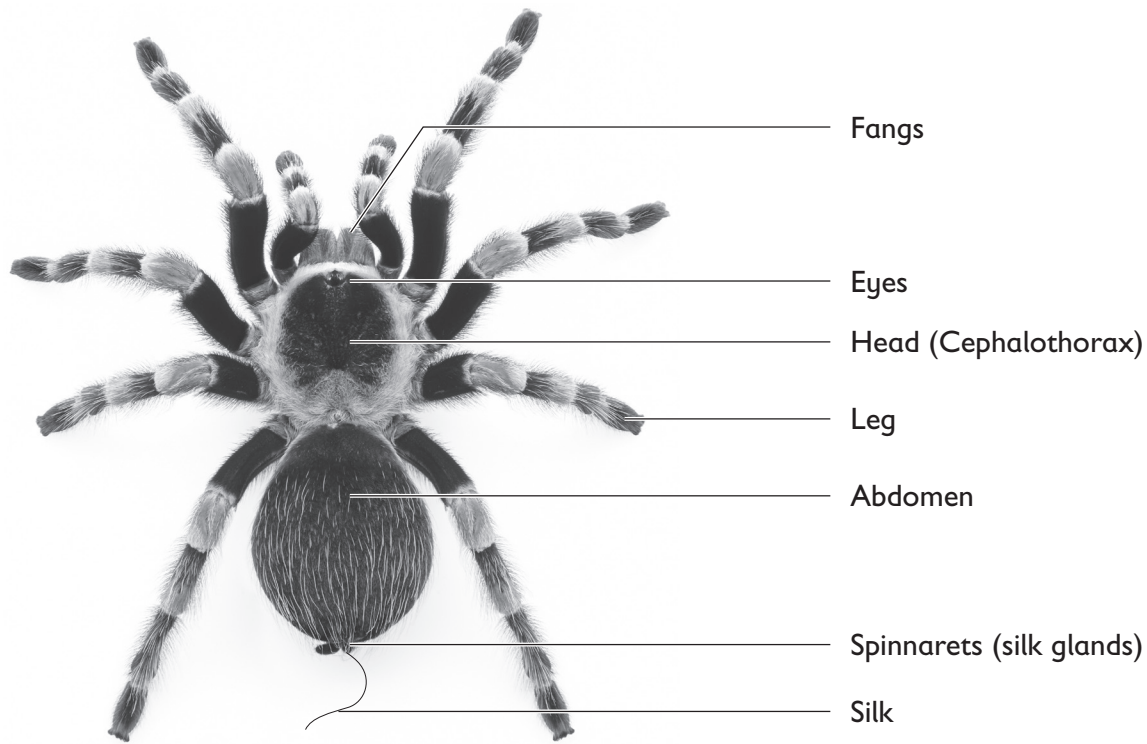
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

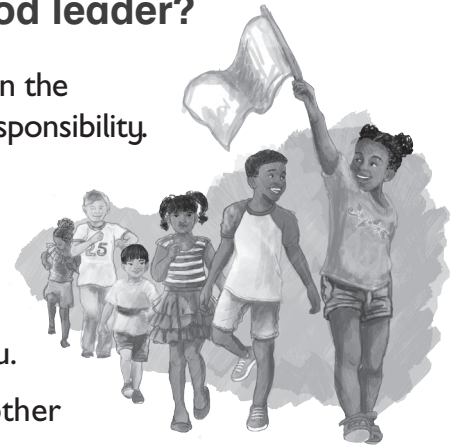
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

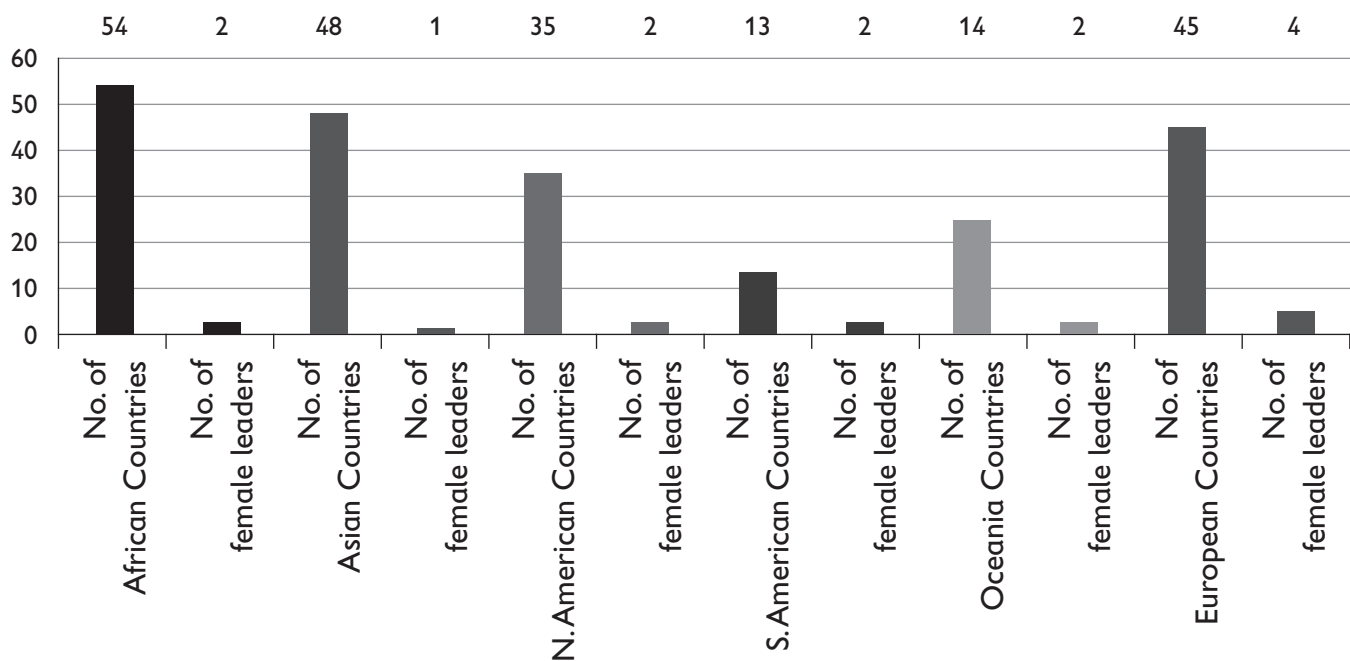
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

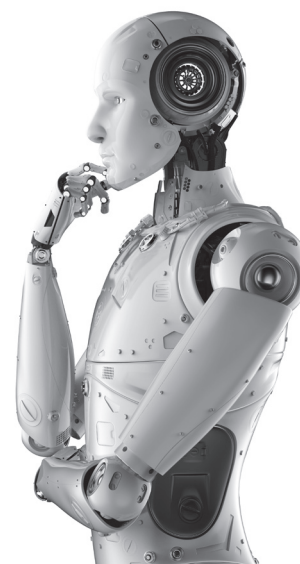
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
 4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*
-

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
 2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
 3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
 4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
 5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.
-

1. Why must you be prepared for exams?
You must be prepared for exams so that...
2. 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...
3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

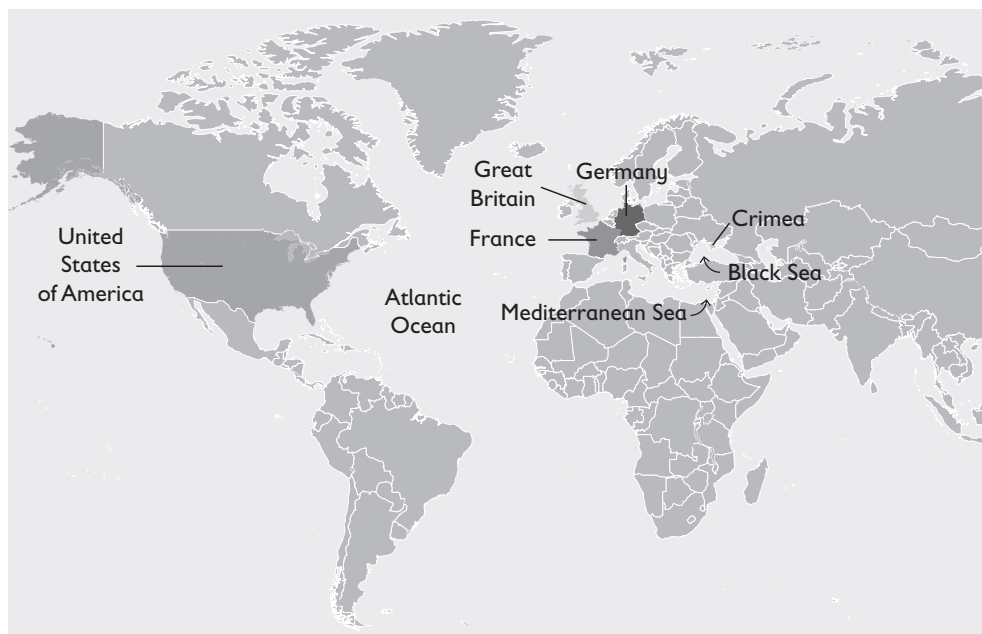
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

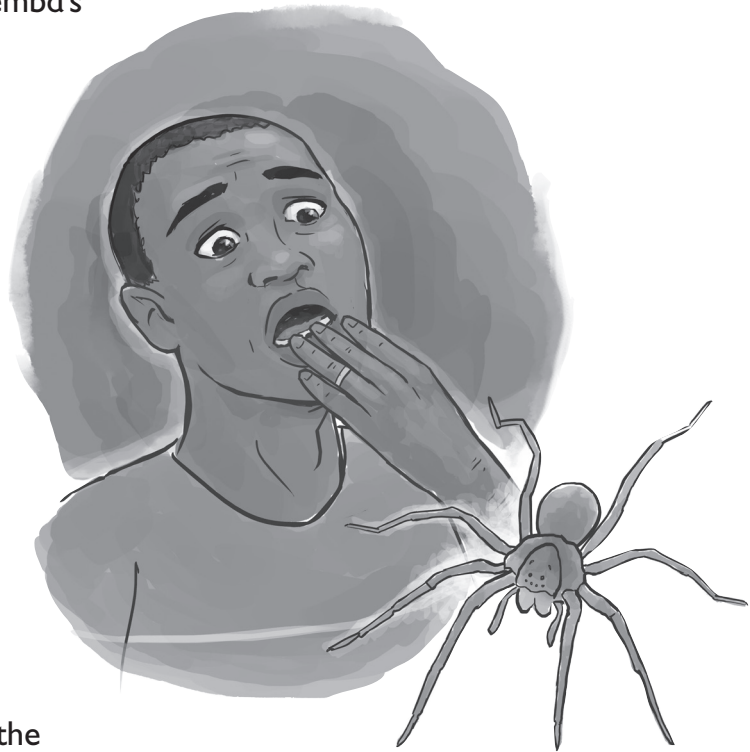
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

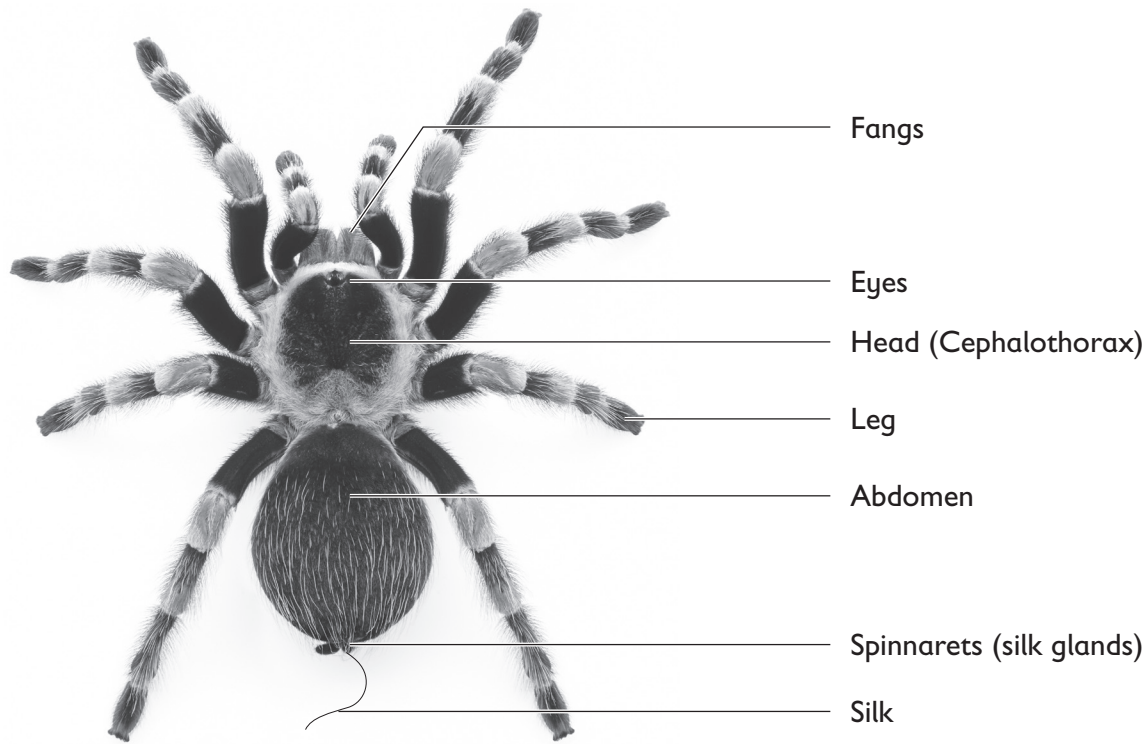
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

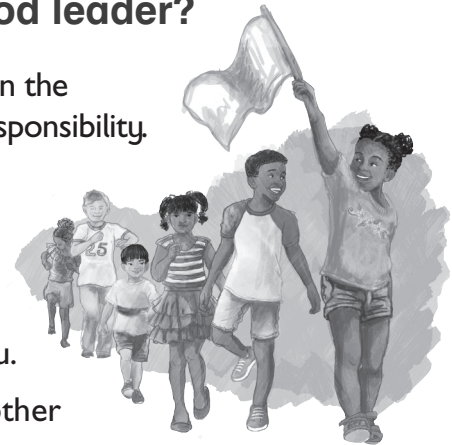
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



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Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

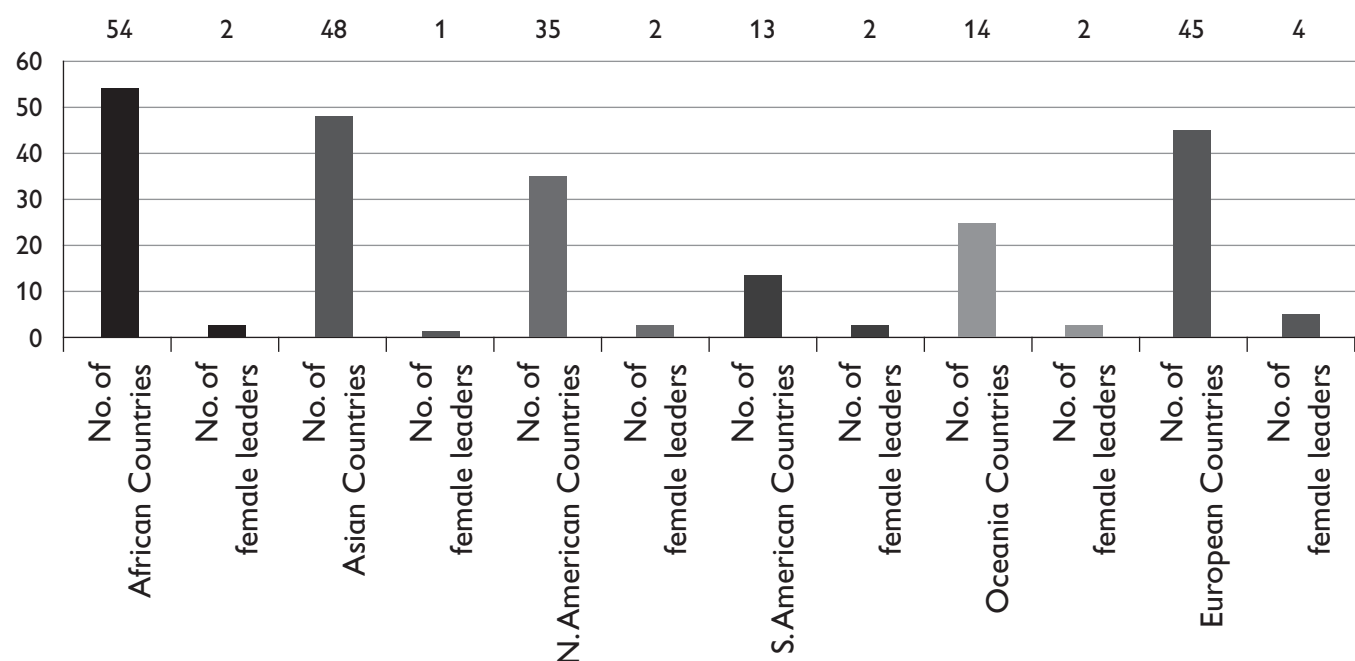
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

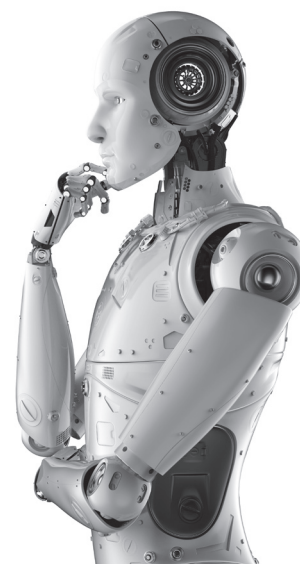
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

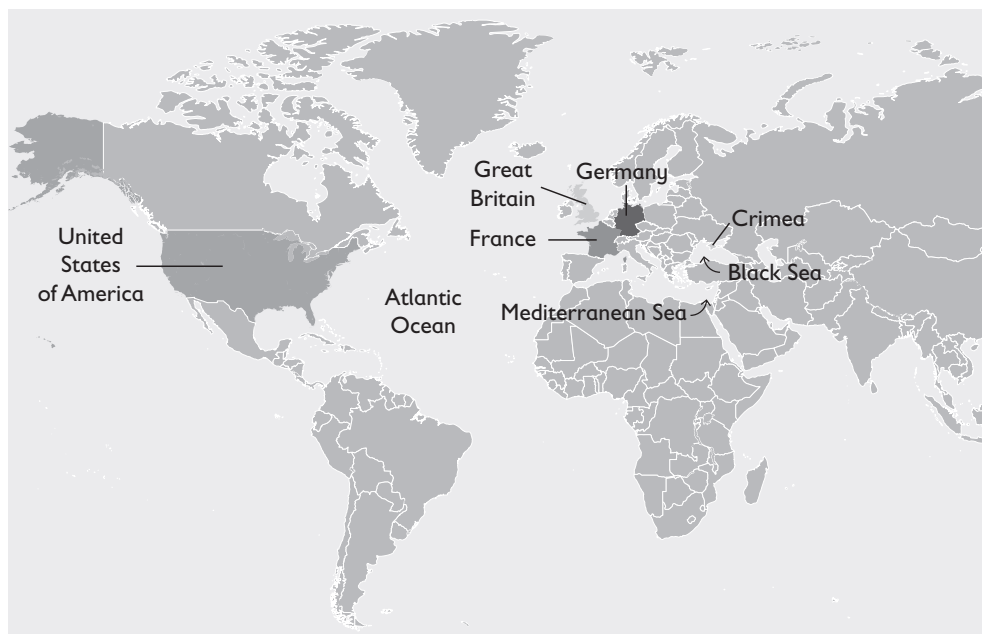
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?
The spider...
 2. How can the spider help us?
The spider can...
 3. What does the spider eat?
The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

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Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



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Grade 5

Term 2

Weeks 3 and 4

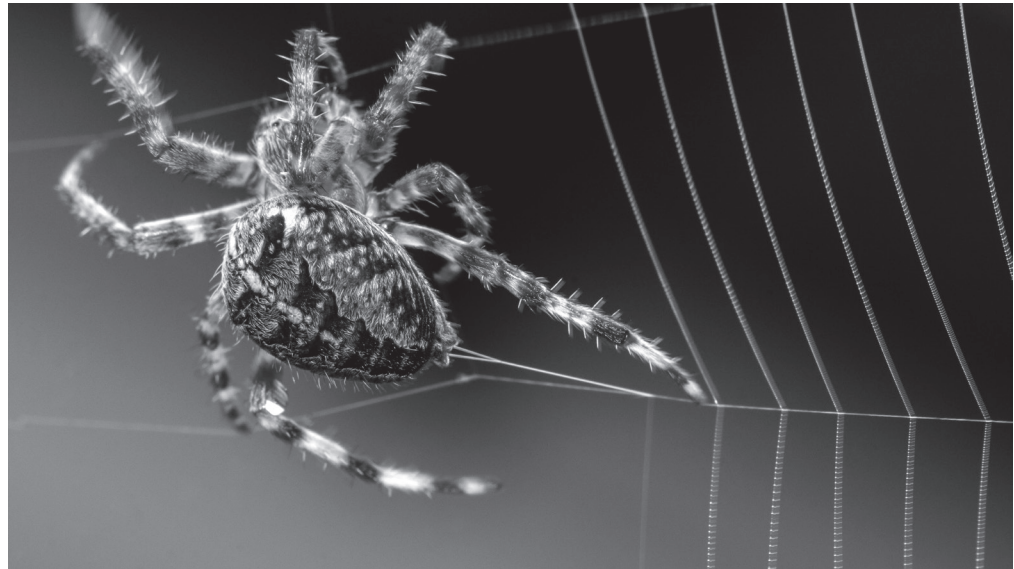
Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

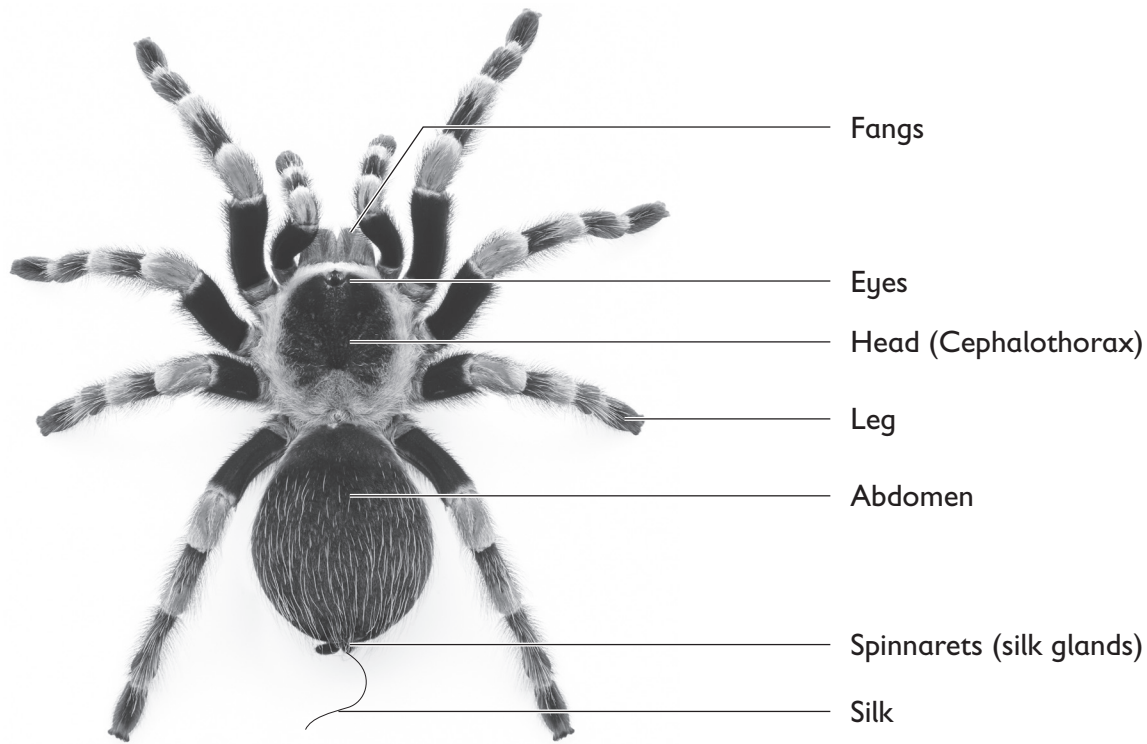
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

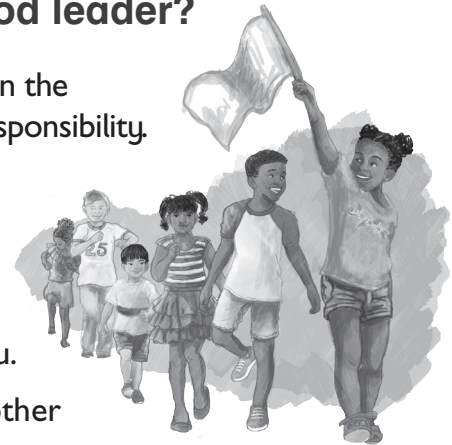
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

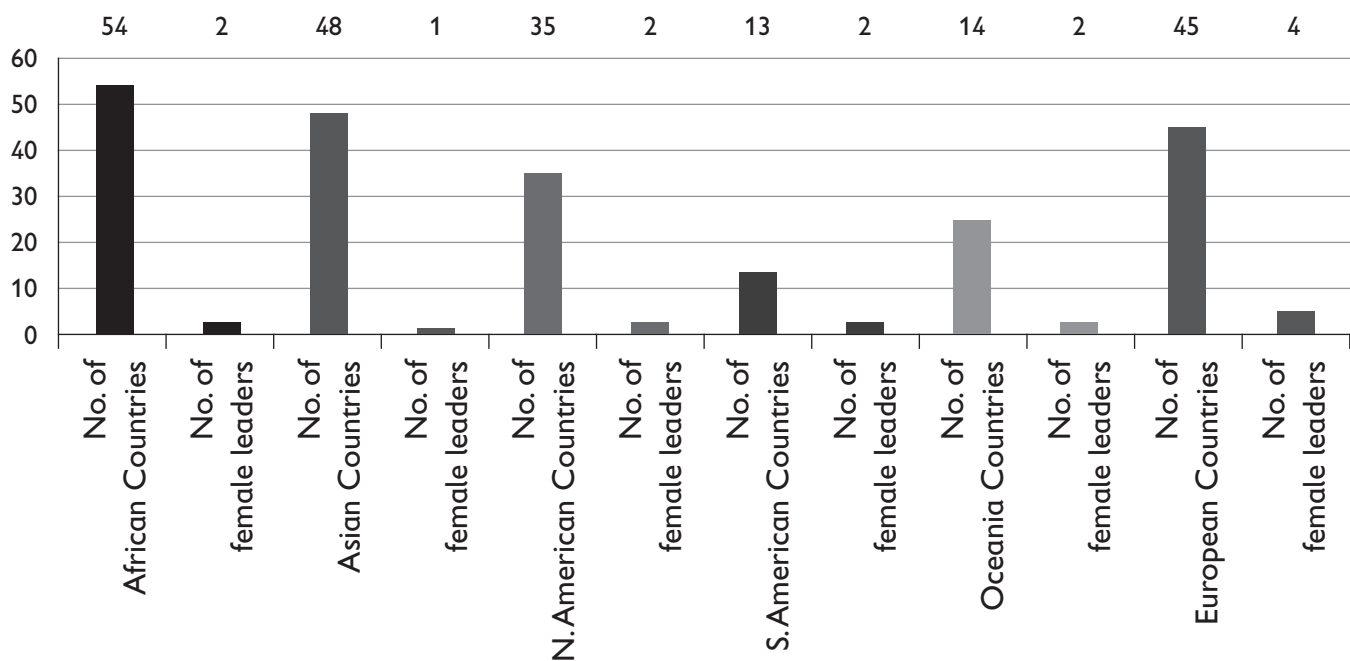
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

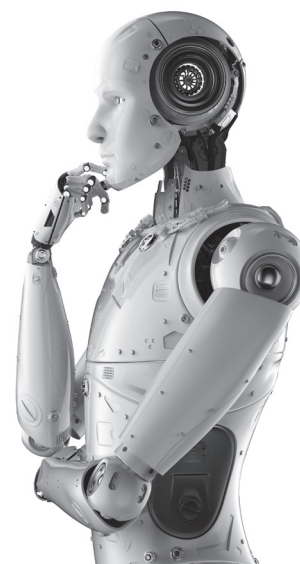
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?
Recycling is....
2. 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...
3. 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...
4. Write sentences to show that you understand both meanings of the word 'refuse'.
 - a. As a verb:
 - b. As a noun:



Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

1. Why did Nurse Busi think Florence Nightingale was brave?

Nurse Busi thought Florence Nightingale was brave because...

2. What can you infer Nurse Busi feels about her job?

I can infer that Nurse Busi...

3. Change the sentence below into the past tense:

Nurses are very important, and their work saves lives.

4. Choose the correct word to complete the idiom below:

Lesedi was feeling under the clouds / weather / blanket.

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. Adolf Hitler was the leader of the ...
2. He told the German people that all of their problems were because of ...
3. The Nazi Party kidnapped and killed over... Jewish people.
4. The Nazi Party was stopped by the...
5. South Africa...

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

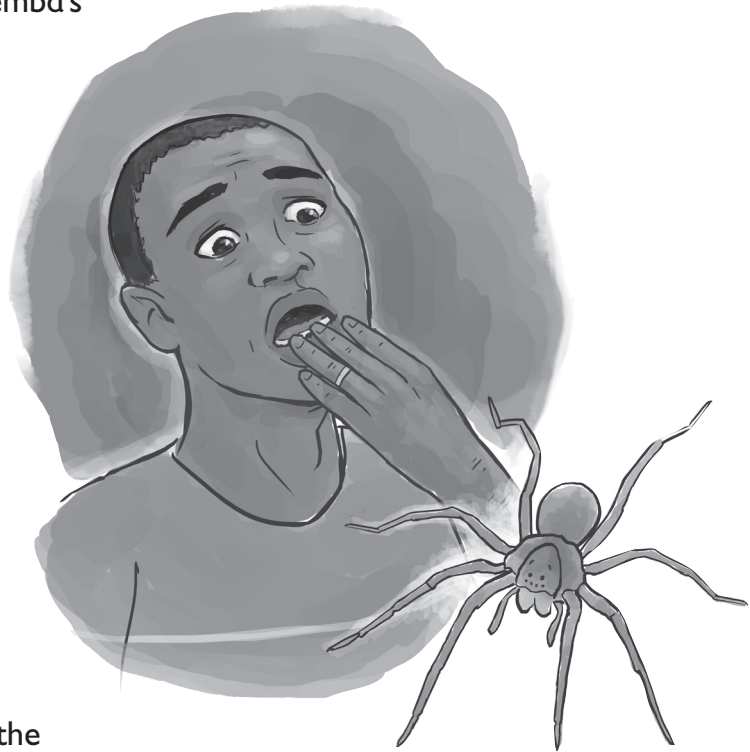
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

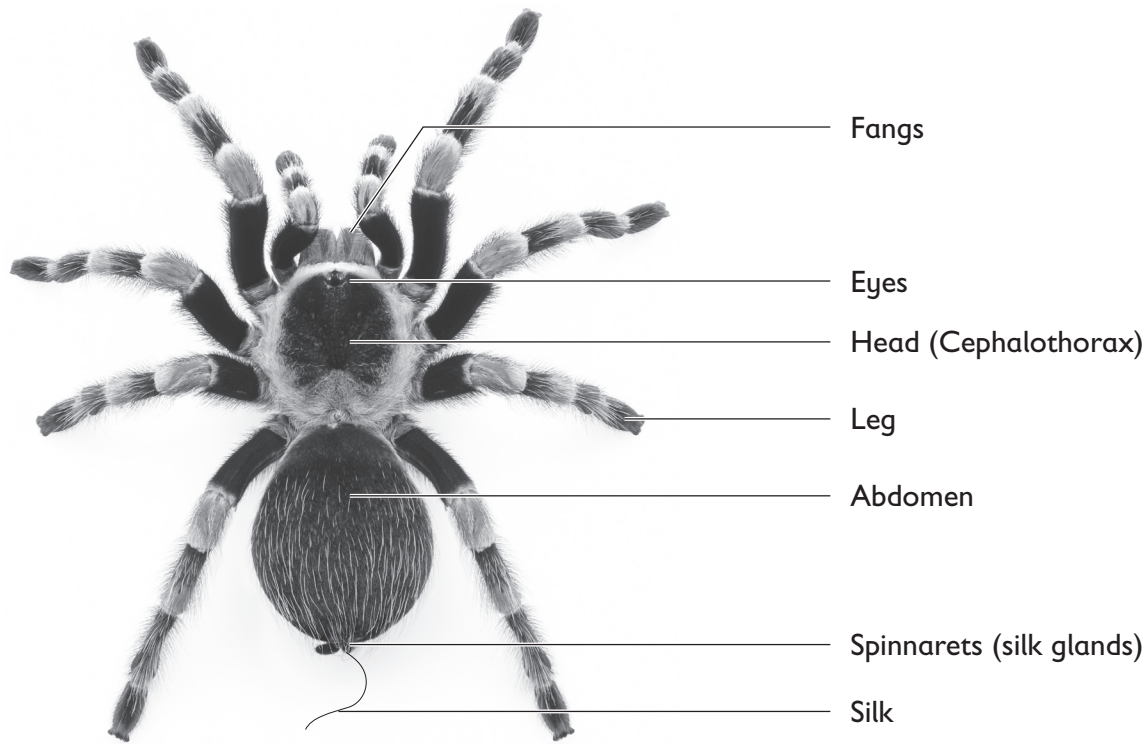
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

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

We must choose a captain on...

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

A good captain must be..., ...and....

3. When must we think about the captain?

We must think about the captain...

Group Guided Reading Text

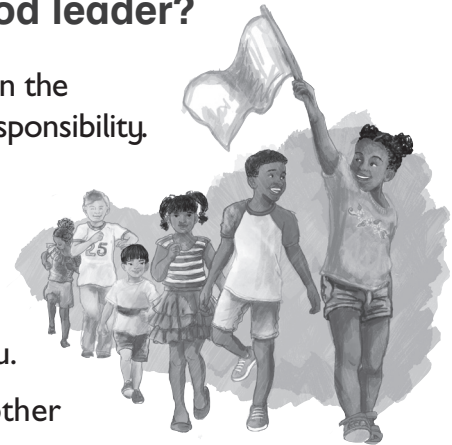
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

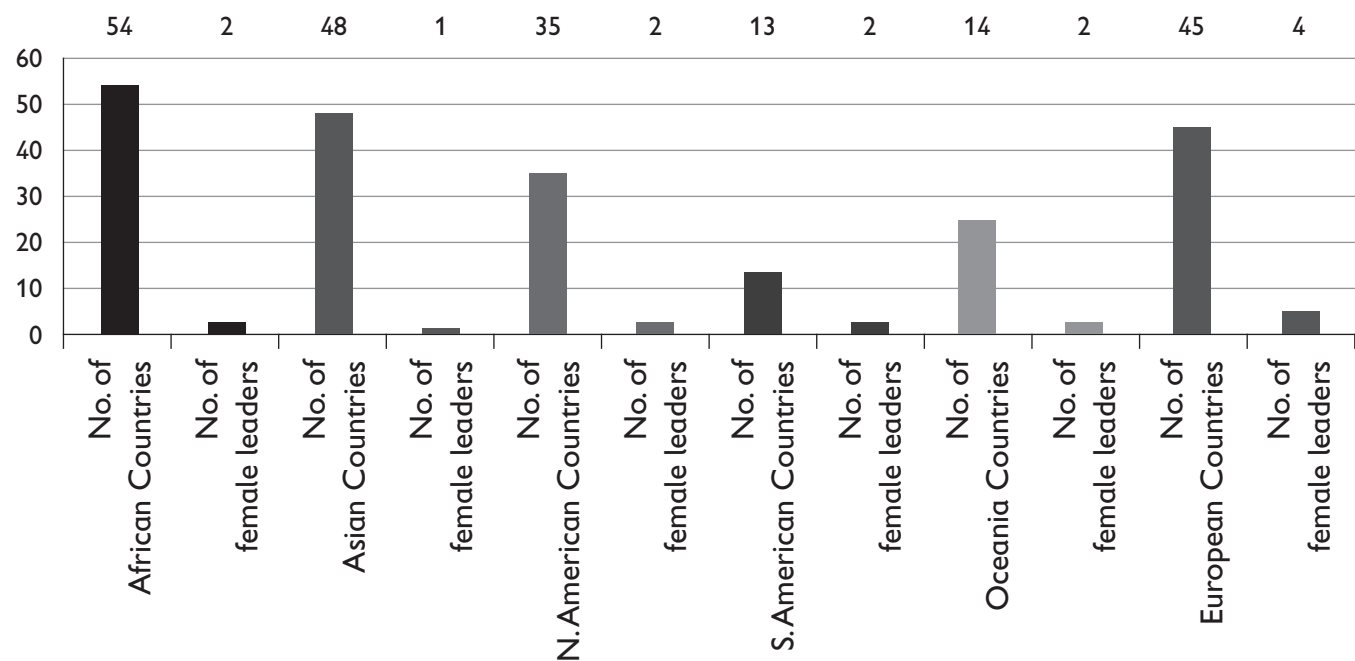
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

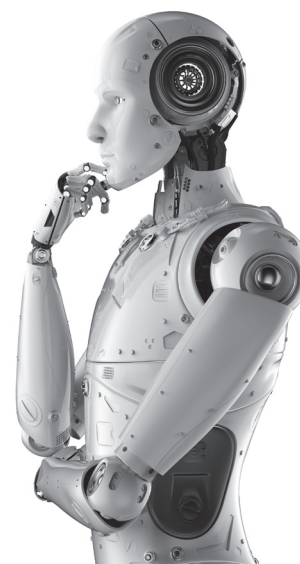
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.



-
1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ...party, because...
 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 ...

3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade **5**

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



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Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

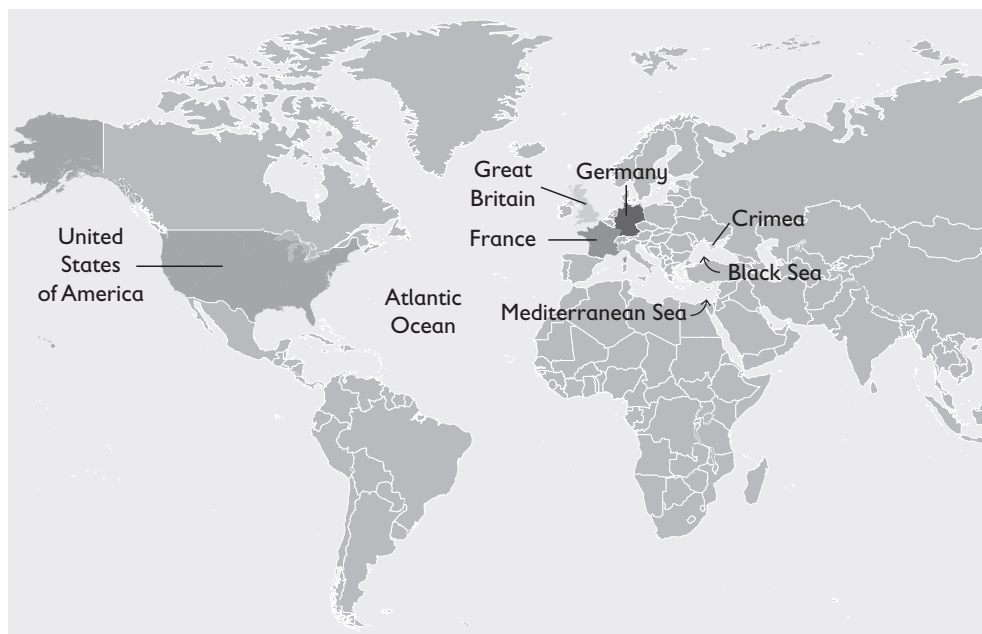
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. *Adolf Hitler was the leader of the ...*
2. *He told the German people that all of their problems were because of ...*
3. *The Nazi Party kidnapped and killed over... Jewish people.*
4. *The Nazi Party was stopped by the...*
5. *South Africa...*

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

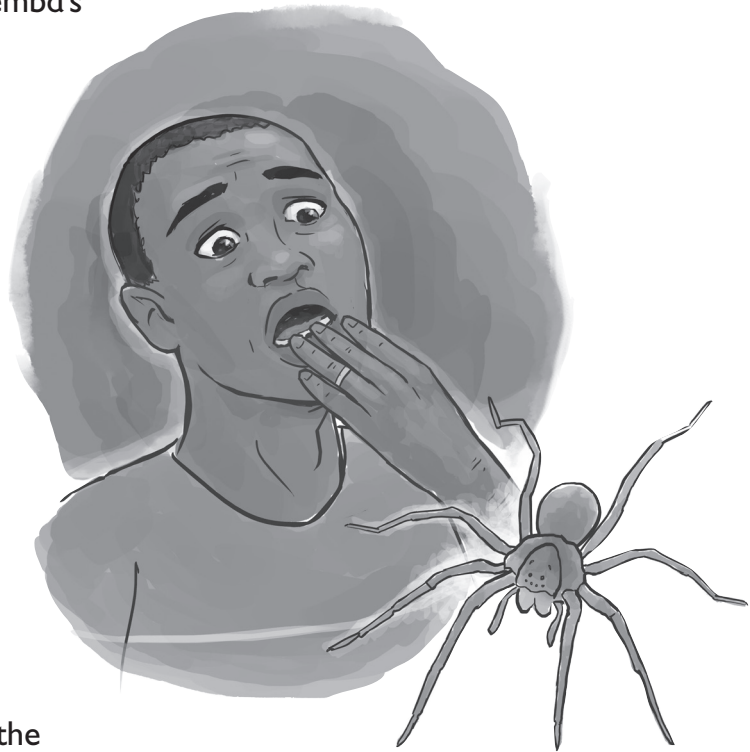
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

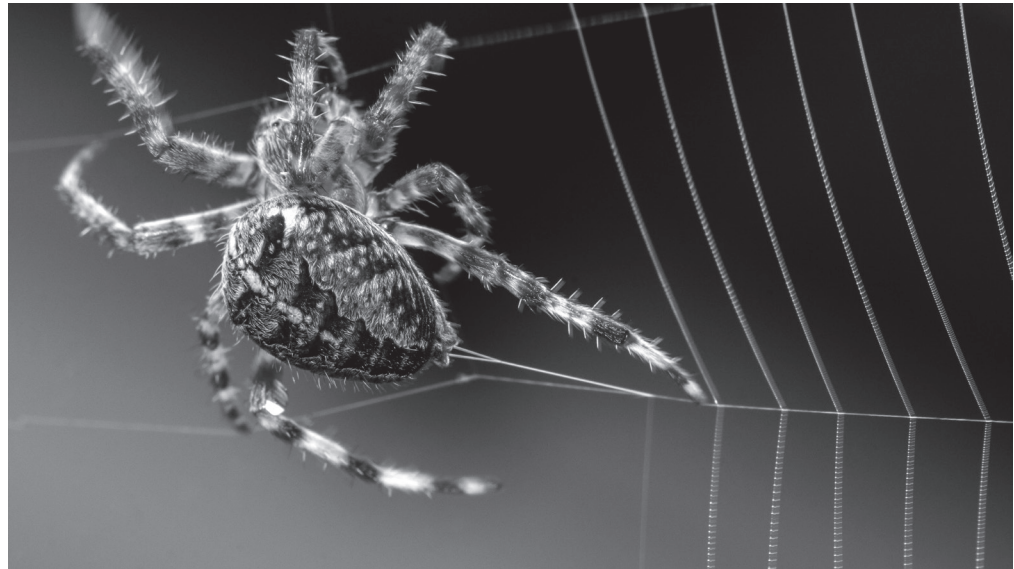
Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

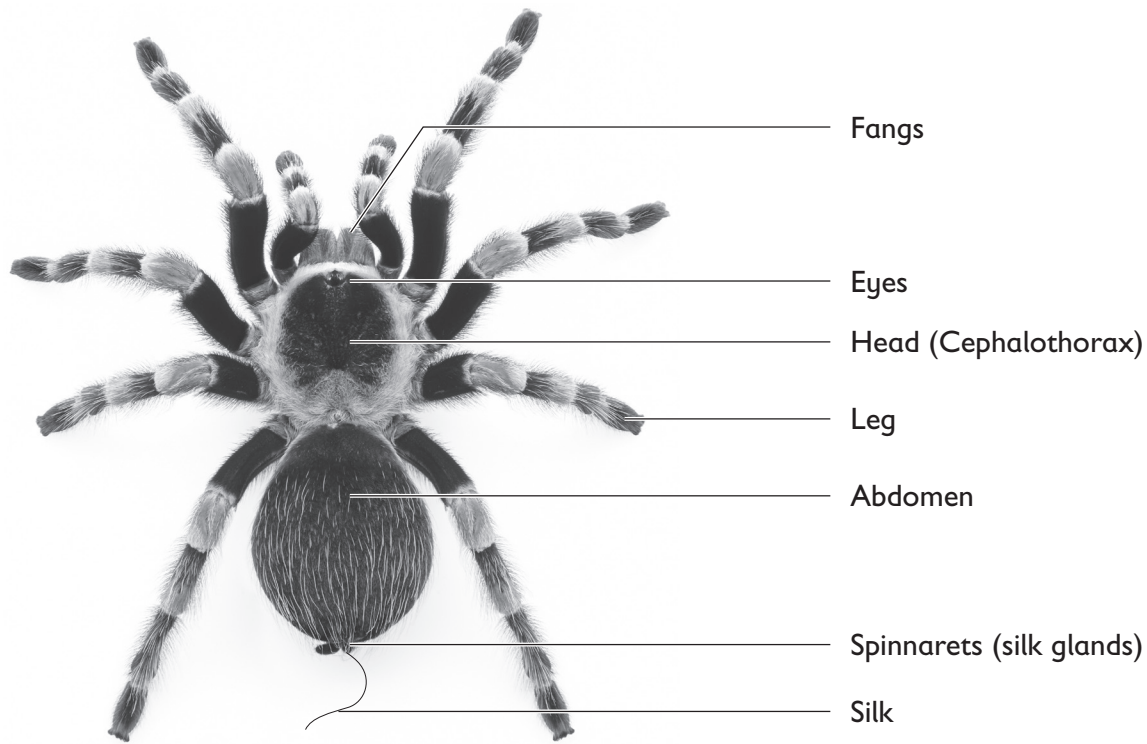
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

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

We must choose a captain on...

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

A good captain must be..., ...and....

3. When must we think about the captain?

We must think about the captain...

Group Guided Reading Text

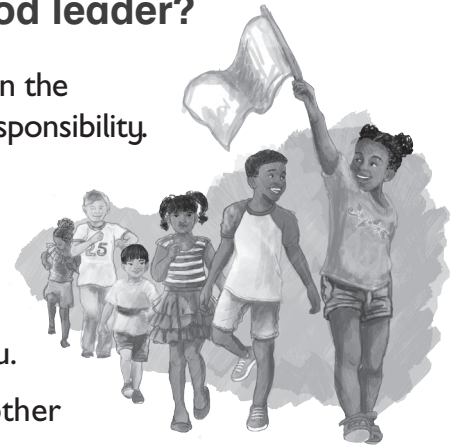
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

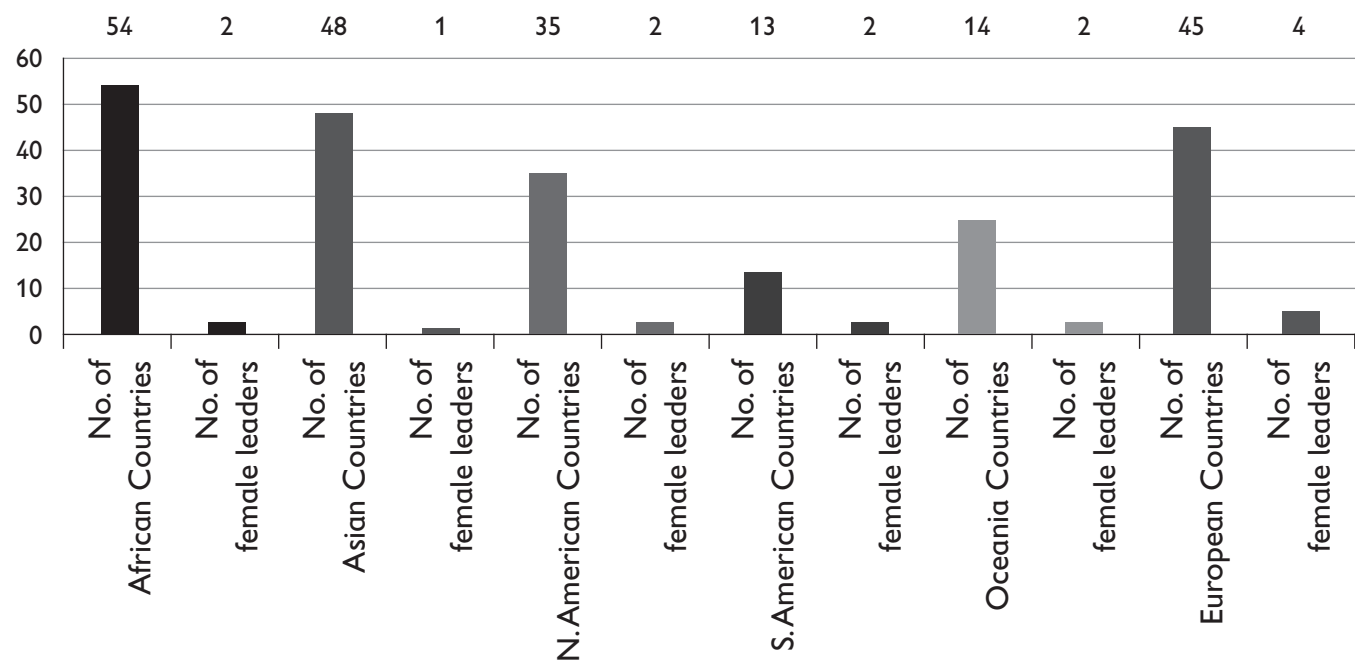
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

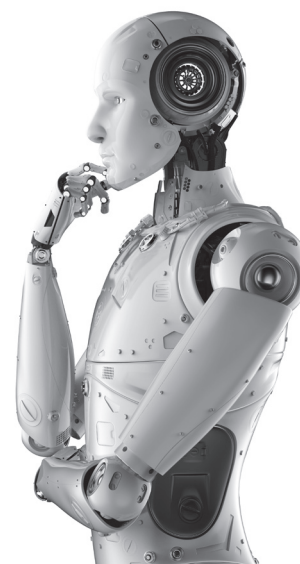
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.

-
1. Why must you be prepared for exams?
You must be prepared for exams so that...
 2. 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...
 3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
 4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

ENGLISH

First Additional Language

PSRIP

Grade 5

Worksheet Pack

Term 2 2021



Grade 5 Term 2 Weeks 1 and 2

Theme: People Who Changed History



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

challenge chop chain jail maid pail

Word find

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

ch	ai	p
j	i	o
n	m	l

Sight or high frequency words

Learn to read these words by sight:

took didn't called would always
father vaccine inject cause island

Theme vocabulary words

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

banned	climate change	blog	solar power	inspired
suffered	infuriate	humiliation	famous	prevent
humiliate	disease	defeat	infection	opponent
starvation	generation	Jewish	suffer	ally/allies

Decodable texts

Edward Jenner - the father of vaccines



Vaccines help all people. Vaccines help all people not to get sick. The father of vaccines was a man called Edward Jenner.

He saw that milk maids did not get sick and die. He saw that milk maids did not get sick with smallpox and die. He saw that the milk maids were always with the cows. He saw that the milk maids got cow pox and they got a little sick. But they did not die of smallpox.

Edward Jenner took some cowpox and injected it into a boy. He made the boy a little sick. The boy had cow pox. He was sick but he did not get smallpox and die.

Edward Jenner did not know if the boy would get sick. He did not know if the boy would die. This was a challenge. It was a challenge for Edward Jenner. The challenge was he did not know. He did not know if the boy would get smallpox and die. He could go to jail if the boy got smallpox and died. The boy did not die.

Edward Jenner made the first vaccine. He was the father of vaccines.

A man who suffered

A man was put in jail. He was put in jail for a very long time. They said he did bad things. They said he caused pain.

But he didn't. He didn't do bad things. He didn't cause pain. He had a challenge. He had a challenge to help the people of South Africa. He had a challenge to help the children of South Africa. He was a good man.

But he was banned. He was banned and put in jail. Where did they put him? They put him in a jail. They put him in chains in a jail. The jail was far away, over the water. It was a jail on a rocky island. He had to chop rocks all day. Chop rocks day after day. Chop and chip rocks and put them in a pail.

The good man was made to suffer. The good man suffered for the people of South Africa. He got very old in that jail. He did not see his children. Sometimes he got mail from his children.

He was in that island jail for a very long time. He was in that island jail for 27 years. The good man was called Nelson Mandela.

1. Who was in the island jail?
... was in the island jail.
2. What did he have to do all day in that jail?
He had to...
3. Describe where the jail was?
The jail was ...

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Group Guided Reading Text

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

Non-fiction, account: How Stephen got his name

The Grade 5 class was given a homework assignment. The assignment was to find out why their parents had decided to give them the names that they did. That evening during dinner, Stephen asked his father, 'Dad, why did you name me Stephen?'

Stephen's father smiled at his son, 'Well Stephen, you were named after an important South African who helped to change history.'

'Who, dad?' asked Stephen.

'You were named after Stephen Bantu Biko. Steve Biko was an important leader during the Apartheid years,' said Stephen's father.

'What did he do, dad?' asked Stephen.

'He believed that we black South Africans needed to solve our own problems in our own way. He started an organization and raised money to end Apartheid,' explained Stephen's father.

'What happened to him?' asked Stephen.

'Many of us thought he would be the next great leader after President Mandela. But he was arrested, and he was killed in prison. He was a great man.'

Stephen felt very proud to be named after such an important person in South African history.

1. What did the Grade 5 class have to do for homework?
For homework, the Grade 5 class had to...
2. Who was Stephen named after?
Stephen was named after...
3. What can you infer about how the Apartheid government treated black prisoners?
I can infer that...
4. If Steve Biko was alive today, what you ask him or say to him?
If Steve Biko was alive today, I would ask/say...
5. Use the conditional to complete the sentence below:
If you believe in yourself then...



PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

Independent Reading Skills

Fiction text, account: Florence Nightingale

Lesedi was feeling sick, so she went to see Nurse Busi. As Nurse Busi was checking Lesedi's temperature, Lesedi chatted with her. 'Nurse Busi, what made you decide to become a nurse?' asked Lesedi.

'I read a story about a young British nurse who lived long ago. Her name was Florence Nightingale,' answered Nurse Busi.

'What did Florence Nightingale do?' asked Lesedi.

'More than 150 years ago, Florence heard that British soldiers were dying in a war in Crimea because they were not cared for. She trained a group of nurses and went to Crimea,' explained Nurse Busi. 'There she discovered that many soldiers and other people were dying from disease, infection and starvation. Florence helped to start a proper hospital. It was kept clean, and the patients were looked after. Florence proved that nurses are very important,' concluded Nurse Busi.

'She sounds so brave,' said Lesedi.

Nurse Busi nodded her head, 'She was brave, and not just because she went to Crimea. In those days, men were in charge of everything, and had all the power. I also think she was brave because she stood up to the men and made them listen to her,' said Nurse Busi.

Lesedi thought that she also wanted to become a nurse, just like Nurse Busi and Florence Nightingale.



Nurse Florence Nightingale was born in 1820.

-
1. Why did Nurse Busi think Florence Nightingale was brave?
Nurse Busi thought Florence Nightingale was brave because...
 2. What can you infer Nurse Busi feels about her job?
I can infer that Nurse Busi...
 3. Change the sentence below into the past tense:
Nurses are very important, and their work saves lives.
 4. Choose the correct word to complete the idiom below:
Lesedi was feeling under the clouds / weather / blanket.
-

Non-fiction text, information: Bad times in history

Not all people who change history are good. Sometimes, bad people change history in a terrible way.

For example, in Germany, a man called Adolf Hitler changed history in a very bad way.



Adolf Hitler, the leader of the Nazi Party

PSRIP

Grade 5

Term 2

Weeks 1 and 2

Theme: People Who Changed History

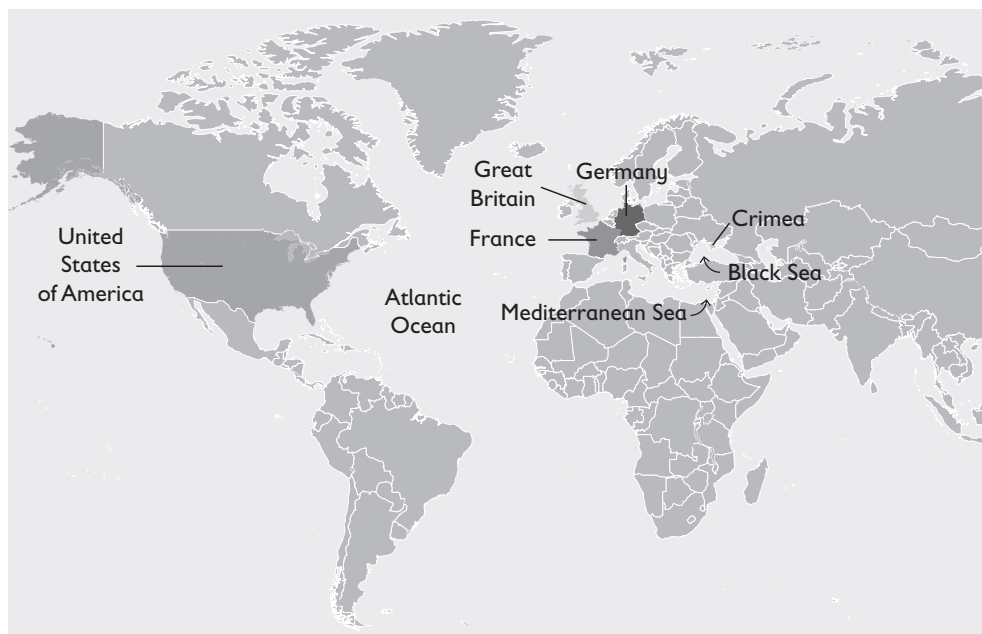
Adolf Hitler was the leader of the Nazi Party in Germany from 1933 – 1945. At that time, Germany was a poor country, with many problems. Hitler decided to blame all of these problems on the Jewish people. He said that if Germany killed all the Jewish people, their problems would go away. He said Germany would be a much better place without the Jews.

Hitler and the Nazi Party built a very strong army. The Nazis kidnapped many Jewish people and put them into large camps called concentration camps. Jews were sent to be killed in these concentration camps. Over 6 million Jewish men, women, children and babies were killed in Nazi concentration camps.

Many other countries fought to stop Hitler. These countries were called the Allies. The main Allies were Britain, America and France. South Africa also sent soldiers to fight with the Allies. Many history books only talk about white South African soldiers. But there were also many black South African soldiers who fought against Hitler.

-
1. What party was Hitler the leader of?
Hitler was the leader of the...
 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...
 3. Choose one of these connectors to join the two sentences below into one sentence:
therefore / however / then
Hitler had great power. 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 ...
 5. Ask your great grandparents or grandparents what they know or remember about World War 2.

Visual text, Map: Map of the World



1. Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?
Florence Nightingale had to cross...
 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 in Germany. Who had to travel the furthest to fight Germany?
The Ally that had to travel the furthest to fight Germany was...
 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 / an Allied soldier because...
 4. Choose the correct word to make the sentence below true:
Long ago people used a compass / thermometer / telescope to find their way; today we use GPS.
-

Summary, non-fiction text, information: Bad times in history

1. Read the non-fiction text again: 'Bad times in History'.
2. Use the sentence starters below to make a summary.

Summary: Bad times in History

1. *Adolf Hitler was the leader of the ...*
2. *He told the German people that all of their problems were because of ...*
3. *The Nazi Party kidnapped and killed over... Jewish people.*
4. *The Nazi Party was stopped by the...*
5. *South Africa...*

Grade 5 Term 2 Weeks 3 and 4

Theme: Spiders



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

trap trick tree dirt third birthday

Word find

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

tr	ir	ai
a	b	p
n	m	d

Sight or high frequency words

Learn to read these words by sight:

home can't again girl eat
bear injection hide bite many

Theme vocabulary words

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

deadly	rare	cramp	common	symptom
itchy	rushed	sore	survive	liquid
poisonous	thread	prey	pounce	capture
self-defence	spit	defend	web	attack

Decodable texts

A bad birthday

It is the girl's birthday. It is the girl's third birthday. The girl will go to the forest for her birthday. She will take a trip to the forest for her third birthday. Her mum and dad take the girl to the forest for her birthday.

The children go to the forest for the girl's birthday. They will eat and play in the forest. They will sit under the trees in the forest. They will sit in the shade of the trees in the forest and have a good time. They will have a very good time in the forest. They will have a very good time for the girl's third birthday.

But there is a spider! There is a deadly spider in the tree! The spider has its web in the tree. The mum and dad do not see the spider. The girl does not see the spider. The children do not see the spider.

The deadly spider attacks the girl. The spider attacks the girl on her third birthday. It is a bad birthday. The girl needs an injection. The little girl has an injection on her third birthday.

A spider in our house

I do not like spiders. I can't bear spiders. My mum can't bear spiders. We do not want to see spiders in our house.

But there is a spider in our house. The spider is in the dirt in our house, but we can't see it. We can't see the little spider. The little spiders attacks me! The little spider attacks mum! It tricks me. It tricks mum. We do not see the tricky spider! It tricks and attacks us!

The little spider hides in the dirt in our home. Then the little spider attacks us! It spits at us. It bites us. It spites and bites again and again.

But the spider can help us. It can trap many insects in its web. It can trap and eat many insects that we do not like. It traps the insects in the threads of its web. The threads of the spider web trap the insects.

The tricky little spider eats the insects we do not like. Would you eat an insect? Could you eat an insect? Could you bear an insect or a spider? Could you bear an insect or a spider in your home?

-
1. Where is the spider?

The spider...

2. How can the spider help us?

The spider can...

3. What does the spider eat?

The spider eats...



Group Guided Reading Text

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

Non-fiction text, information: Spider bites

It is very rare that spiders bite humans. Most of the time, when people think they have a spider bite, it is probably a mosquito or another bug bite.

Spiders do not bite humans for their blood. Spiders only bite humans in self-defence. This means that spiders only bite if they think the human is trying to attack them. Spiders are more scared of humans than we are of them.

If you are bitten by a spider, it is important to stay calm. Most spiders are not poisonous, and the bite will not harm you. The only thing that might happen is that your skin will feel itchy and sore.

If you are bitten by a spider, and your skin feels itchy and sore, there are three simple steps you should follow to feel better.

1. Firstly, you must wash the bite with cold water.
2. Then, you must put an antiseptic, like Dettol or Savlon, onto the bite.
3. Lastly, rub the bite with some ice. The itchiness and pain should go away soon.

If you are bitten by a poisonous spider, you will feel ill and you will be in pain. If this happens, you must go to the hospital immediately.

1. If you are bitten by a spider, what may happen to your skin?

If you are bitten by a spider, your skin may...

2. If you are bitten by a poisonous spider, what should you do?

If you are bitten by a poisonous spider, you should...

3. Why do spiders bite humans?

Spiders only bite humans in...

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...

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

When my cousin saw a spider he jumped..... in the air.



The Sac Spider is considered to be the most dangerous spider in South Africa.

PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

Independent Reading Skills

Fiction text, story: Dad's fear of spiders

Themba and mother were waiting for Themba's father to get home from soccer practice. When father walked through the kitchen door, mother and Themba smiled.

Father sat down at the table. 'Sorry I'm late. I was scoring so many goals and I didn't want to leave,' he said.

Themba smiled proudly.

Just as father started eating, he screamed loudly. 'Spider!' he yelled. 'There is a spider! Get it away from me!'

Themba started laughing, 'You're scared of spiders, dad! That's so funny!'

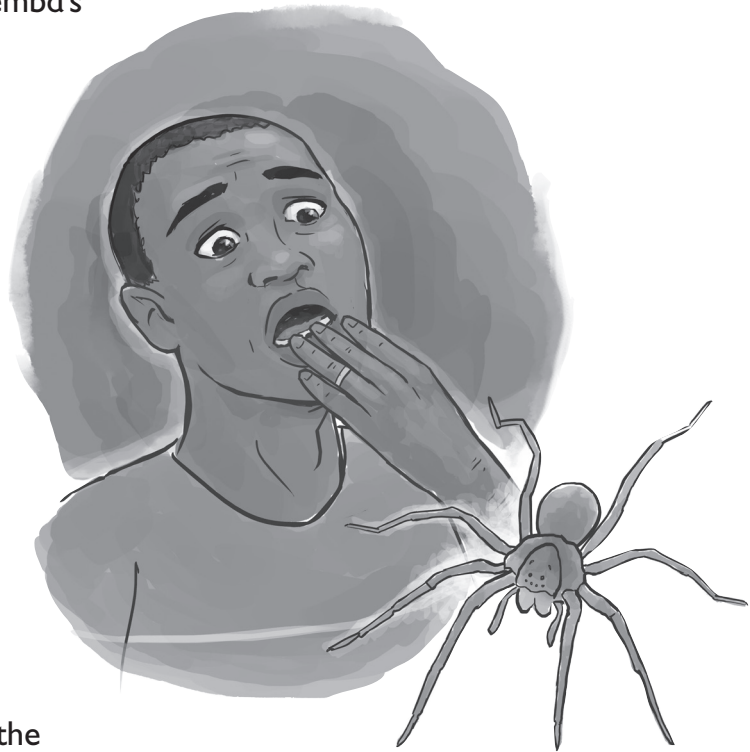
Father looked scared and begged mother to chase the spider away. Mother chased the spider into the garden.

Themba's father sat back down and looked at Themba seriously, 'Son, it's not nice to laugh at other people's fears. What if I laughed at you because you are afraid of snakes? How would you feel?'

Themba looked down and answered quietly, 'But dad, I thought boys weren't allowed to feel scared of things,' he said.

Father shook his head and patted Themba's shoulder, 'Of course boys are allowed to feel scared, and sad, and happy. Themba, boys are allowed to feel lots of things. There are no rules about what boys can and can't feel, okay?'

Themba nodded his head, and looked relieved. 'Okay dad, sorry I laughed at you,' he said.



PSRIP

Grade 5

Term 2

Weeks 3 and 4

Theme: Spiders

1. What was Themba's father scared of?
Themba's father was scared of...
2. What important lesson did Themba learn about boys' feelings?
Themba learnt that...
3. What are you scared of and why?
I am scared of... because...
4. Complete the sentence below with a preposition of direction:
Themba's father walked... the door with a smile.

Non-fiction text, information: Interesting facts about spiders

There are many interesting facts about spiders.

Did you know that spiders make webs to catch their prey? Spiders make their webs by using a liquid that they store inside of their stomachs. When they release the liquid from their bodies, it becomes a thin line



like a piece of cotton or thread. Spiders use this thread to make their webs. It takes a spider about one hour to make a web.

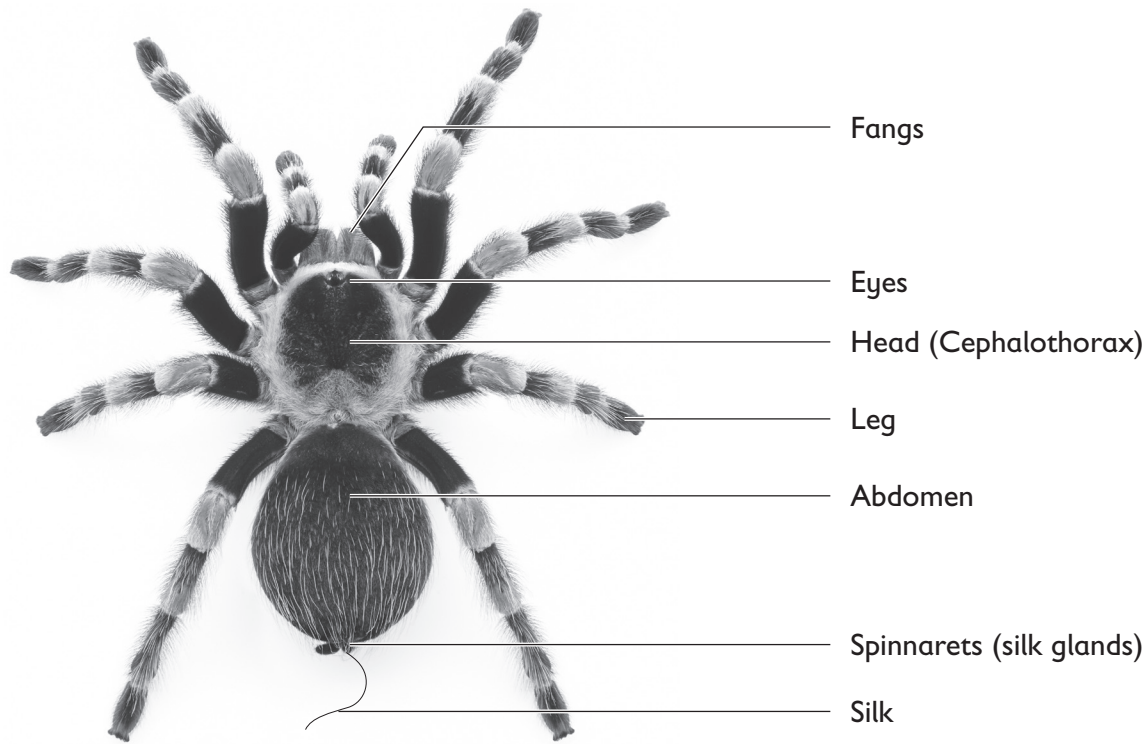
However, not all spiders use a web to catch their prey, some spiders pounce on their prey!

Many people are afraid of spiders, but most spiders are not dangerous to humans. Most houses have about 30 spiders in them. That means there are probably many spiders in your house right now!

Spiders have short hairs on the bottom of their feet. These hairs help spiders to walk on walls and on ceilings. Can you imagine being able to walk on the ceiling?

-
1. What do many spiders use to catch their prey?
Many spiders use...
 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...
 3. Alliteration is when words following each other 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.
Snakes...
or
Spiders...
 4. What do you think it means if someone has spidery handwriting? Choose the best meaning from those below:
 - *The handwriting was done by a spider.*
 - *The handwriting is messy and difficult to read.*
 - *The handwriting was written by someone afraid of spiders.*

Visual text, diagram: 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...
2. Fill the missing words into the sentence below to make it true:
A spider is different to an insect because a spider has ... legs and an insect has ... legs.
3. What does the spider use to make silk?
The spider uses its... to make silk.
4. A spider has fangs. Name another creature that has fangs.
Another creature that has fangs is a ...

Summary:

1. Read the non-fiction text again: 'Interesting Facts about Spiders'
2. Complete the summary using the sentence starters and frame below:

Summary: Interesting Facts about Spiders

1. Spiders make...
2. Spiders use...
3. Most spiders are not...
4. Most homes have...
5. Spiders have... to help them...

Grade 5 Term 2 Weeks 5 and 6

Theme: Leadership



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

thief theft Thursday stay way may

Word find

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

th	ay	p
tr	i	u
n	s	ck

Sight or high frequency words

Learn to read these words by sight:

things everyone school think leader
sure safe night away before

Theme vocabulary words

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

tackle	qualities	captain	honesty	announce
strength	competitive	encourage	badge	admit
nominate	jealousy	elect	bravery	vote
successful	distribute	duty	responsibility	obligation

PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

Decodable texts

A brave and responsible leader

On Thursday my school went on a trip. We went on a trip to the beach and ocean. We went to stay at the beach. We went to play and swim in the ocean.

Our leader was Mrs Dube. Mrs Dube was our leader. She was a responsible leader. She looked at all the school children. She made sure that everyone was safe. She made sure that all the school children were safe. Mrs Dube was a responsible and good leader. She wanted our stay to be good. She wanted our stay to be safe.

On Thursday night there was a thief. A thief came to do a theft. The thief wanted our things. Mrs Dube saw the thief. She saw the thief on Thursday. Mrs Dube called the thief away. She called the thief away from us. She was brave. She was brave and responsible. Mrs Dube was a brave and responsible leader. She made sure we were safe. She made sure the thief got away. She made sure the thief got away from us on Thursday.

We elect our captain

On Thursday we will elect a captain. We will elect a captain for our school. When will we elect a captain for our school? We will elect a captain for our school on Thursday. On Thursday we may stay and elect a captain for our school.

We must think. We must think about things before we elect a captain. We must think about things before Thursday. We must think about things that make a good captain. We must think about these things before we vote. We must think about these things at night.

What will make a good captain? A good captain can't be a thief. A good captain must be responsible. A good captain must be brave. I think I could be a good captain. I think I would be a good captain.

I will say, 'I will be a good captain. I will be kind. I will be responsible. I will be brave. Make me your captain. Make me the captain of our school. Make me the captain of everyone. I will make sure you are safe. I will be a good captain. Vote for me. Elect me as your captain.'

1. On which day of the week must we choose a captain?
We must choose a captain on...
2. What must a good captain be? *List three things.*
A good captain must be..., ...and....
3. When must we think about the captain?
We must think about the captain...

Group Guided Reading Text

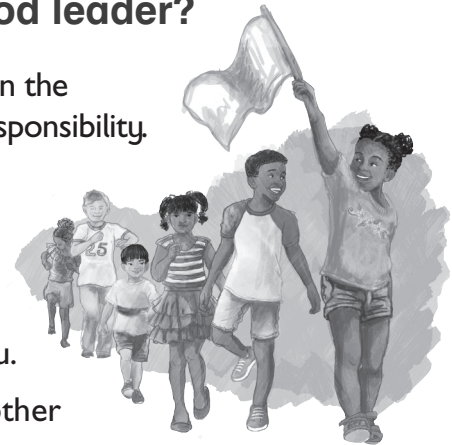
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: What makes a good leader?

Good leaders are very important: in schools, in communities and in the country. Leaders influence people and to be a leader is a great responsibility. There are many different qualities that make a good leader.

Here are some important points to think about. To be a good leader you should:

- **Be honest.** Make sure that people can trust and believe in you.
- **Listen to others.** Don't just say what you think. Listen to other people's ideas. If they are good ideas, use them!
- **Use other people's strengths.** Think about what everyone is good at. Try to give people jobs that they will be good at.
- **Make people feel good about themselves.** Tell people what you like about them. Thank people for helping you. Tell people when they do a good job. We all like to feel good about ourselves.
- **Admit it when you are wrong.** If you do something wrong, or make a bad decision, admit it. Apologise to others and try to do better next time.
- **Do not act only for yourself.** A leader must work for everyone and not do things because you want something, or because you can benefit from something.



PSRIP

Grade 5

Term 2

Weeks 5 and 6

Theme: Leadership

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...
2. Do you ever 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...
3. Which of the above points do you think is your strongest?
I think my strongest point is...
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

Independent Reading Skills

Fiction text, story: Stopping the bullies

Nelly was a smart girl who got good marks. Nelly was also very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her.

Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies! She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly.

She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got many of the Grade 5 learners to sign the letter. The school principal read Sindiswa's letter. The principal immediately made sure that all the bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.



1. Why were the bullies jealous of Nelly?
The bullies were jealous of Nelly because...
2. Who decided that it was time to stand up to the bullies?
... 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...
4. Complete the sentence below with your own reason:
If you see someone being treated badly, you should...

Non-fiction text, information: South Africa's 5th president

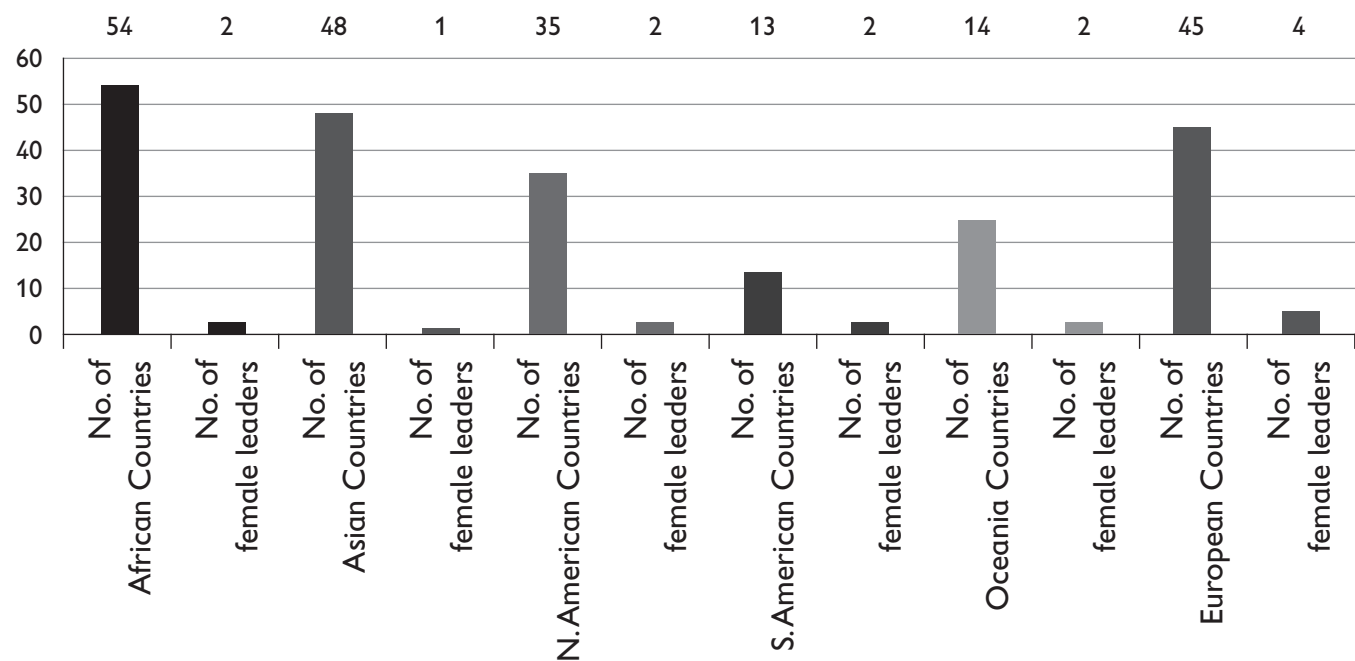
President Cyril Ramaphosa is the leader of South Africa. He is the 5th democratically elected president of South Africa.

- The president was born in Soweto on the 17th of November 1952.
- His father was a policeman for the Apartheid government.

- President Ramaphosa was a freedom fighter who fought against Apartheid. He was jailed twice in the 1970s for fighting Apartheid.
- The president's wife, Dr Tshepo Motsepe, is a medical doctor. They have four children.
- He is a very successful businessman, and one of the richest people in South Africa. In 2011, President Ramaphosa brought MacDonalds to South Africa.
- He is also a cattle farmer and has written a book about cattle.
- President Ramaphosa is a polyglot, which means he can speak many languages. He often uses several of South Africa's official languages in his work.

1. Who is the 5th democratically elected president of South Africa?
The 5th democratically elected president of South Africa...
2. Why do you think it is important for the leader of South Africa to be able to speak many languages?
I think it's important because...
3. Choose the correct form of the verb to complete the sentence below. Choose from have / had / has
Every day, the president ... 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 multicoured means...
5. What do you think it means to be 'democratically elected'?
I think it means that...

Visual text, graph: 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...
2. How many female leaders are there on the African continent?
There are ... leaders on the African continent.
3. Which continent has the lowest number of female leaders?
The continent with the lowest number of female leaders is...
4. There are many different kinds of leadership positions. Match the leaders' titles to their jobs:

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

Summary:

1. Read the non-fiction text again: 'South Africa's 5th President'
2. Make a summary using the sentence starters provided.
3. Set your work out using these headings:

Summary: South Africa's 5th president

1. The 5th president of South Africa is...
2. He was born...
3. During Apartheid, he...
4. He is married to... and they have...
5. He is a successful...
6. He is also...



President Cyril Ramaphosa, South Africa's 5th democratically elected president.

Grade 5 Term 2 Weeks 7 and 8

Theme: Breaking Things Down



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

break breakfast bring thing cooking trying

Word find

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

br	th	ng	oo
k	ea	f	a
st	i	e	p

Sight or high frequency words

Learn to read these words by sight:

solve problem clever find food
because cupboard again build follow

Theme vocabulary words

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

robot	contrast	clear	reason	specific
turn	computer programmer		straight	step-by-step
recipe	intersection	spicy	corner	soak
directions	concentrate	as a result	chilli	block
pepper				

PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Decodable texts

Cooking breakfast

The children want to cook breakfast. The girl wants to cook breakfast. The boy wants to cook breakfast. They say to mum, 'Mum, we are trying. We are trying to cook breakfast. We are cooking breakfast for you, mum.'

Mum says, 'I am happy that you are cooking breakfast!'

They start cooking breakfast. The children are clever. They are clever because they make a plan. The clever girl finds a recipe. The clever boy reads the directions. Then, they find the food. They find all the food that they need. They find all the food that they need to cook breakfast.

The recipe is clear. The recipe is very clear. It says they need milk, eggs and butter. The boy gets the milk, eggs and butter. He gets the milk, eggs and butter from the fridge.

The clear recipe says they need bread and salt. The girl gets the bread and salt. She gets it from the cupboard. She gets the bread and salt from the cupboard.

Now the children the directions. They read the directions for the recipe again. They read the directions again and again. The children are cooking a good breakfast for their mum!

Building a robot

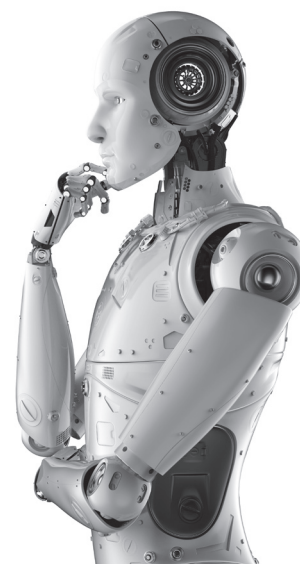
I am clever and I work hard. I solve problems. I solve problems on the computer. I work with computers. I am a computer programmer. I programme computers.

The problem I want to solve is to build a robot. I am building a robot. I want a robot that can sing. I want a robot that can bring me things. The robot must be clever. It must bring me the things that I want. I am trying to build a very clever robot.

I think about the robot. I think about the robot all the time. I think of what I must do step-by-step to build the robot. I must work on my computer. I must make a computer programme for my robot. I must programme the robot. I must programme the robot step-by-step. The robot must follow directions step-by-step. The directions for the robot must be clear.

This is my problem. This is my problem to solve. I must solve the problem of building a robot. I am trying to build a clever robot. I want my robot to follow directions and to work!

-
1. What is this person's job?
This person's job is a...
 2. What problem does this person want to solve?
This person wants to...
 3. What must the robot do? (List 3 things)
The robot must..., ...and....



Group Guided Reading Text

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

Fiction text, story: Not concentrating

Mrs Bunu decided to make a delicious pot of soup for her family. The weather was cold outside, so she thought a hot bowl of soup would warm the family up!

Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup. Next, she got out all the ingredients that she needed. Mrs Bunu put the radio on and listened to music as she cooked.

While Mrs Bunu was cooking, her twin daughters ran around the kitchen, laughing and playing. Mrs Bunu found it hard to concentrate because her daughters were making a noise. Mrs Bunu watched her daughters as they played, and laughed at them. Finally, Mrs Bunu finished cooking the soup. She had a small taste, to see what it was like.

'That is so spicy!' screamed Mrs Bunu as she waved her arms in the air! Her mouth was on fire! She looked at the recipe book and saw that she had made a mistake! She did not follow the recipe properly.

Instead of using red peppers, Mrs Bunu had used red chillies! Mrs Bunu saw that it is always important to follow directions carefully. Her soup was no good. She had to start again.



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

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...
2. Why was Mrs Bunu's mouth on fire after she tasted the soup?
Her mouth was on fire because...
3. How do you think Mrs Bunu felt when she saw she had made a mistake? Can you make a connection to this?
I think Mrs Bunu felt
I can make a connection because...
4. What can you learn from this story?
I can learn that...
5. 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. Rewrite the sentences below using the adjective that you think matches the information in the story:
- The weather was freezing/boiling.*
 - Mrs Bunu was an uncaring/loving mother.*
 - The twins were energetic/tired that afternoon.*
 - The soup was too spicy/mild for Mrs Bunu.*
-

Independent Reading Skills

Fiction text, story: Getting ready for the party!

It was Yamkela's birthday next month and she decided to have a party. She was excited and couldn't wait for the big day, but her mother said there was lots of planning and organising to do.

First, Yamkela had to decide whom she wanted to invite and what kind of party it was going to be. Then, she had to think about the food she wanted to have. Yamkela thought very hard about what her friends enjoyed. They loved singing and dancing, therefore she decided to have a 'Talent Show' party. Everyone had to prepare a song or a dance and they would all perform for each other.

Because most of her friends like hot dogs, Yamkela's mother said she would make hot dogs for everyone. She also said she would buy ice-cream for dessert.

Yamkela sent out the invitations and she was delighted when all her friends said they could come.

Finally, the day arrived. Yamkela cleaned the house and set everything up for her 'Talent Show' party. All her friends loved the party, and they had a great time singing and performing for each other. They all said it was the best party ever.

1. What kind of party did Yamkela decide to have and why?
Yamkela decided to have a ... party, because...
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 ...



3. What is the main idea of paragraph 3?
The main idea of paragraph 3 is...
 4. Rewrite the sentences below using one of these connectors: however / so / because. The meaning of the sentences must **NOT** change.
 - a. *She was very excited, but her mother said there was lots of planning to be done first.*
 - b. *They loved singing and dancing, therefore she decided to have a 'Talent Show' party.*
-

Non-fiction text, instructions: Preparing for exams

Exams are important and you will write exams every year.

For many learners, exams can be very stressful. Therefore, you should get used to exams and make sure you are prepared, so that you can achieve success.

Follow these 5 guidelines to prepare for exams:

1. Give yourself enough time to study. Prepare a timetable that starts a few weeks before your exams. Give yourself enough time to revise all of your subjects.
 2. Pay attention in class. Ask your teachers how your exam will be structured. Make sure your notes are up to date and that you have all of the information. If there is something you don't know, ask and be sure you understand the explanation.
 3. Organise a study group with friends. Ask each other questions and explain your answers to each other.
 4. Make sure you have a quiet place to study. When you are studying, take breaks every 40 minutes or so. Do not get distracted by your phone or the TV. Eat healthy food and drink enough water. Make sure you get enough sleep.
 5. Plan for the day of your exams. You don't want to be late. Make sure you have all the things you need. Be organized.
-

1. Why must you be prepared for exams?
You must be prepared for exams so that...
2. 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...
3. Choose from the following connectors to join the sentences below:
but / although / so / and / because (You may only use each connector once.)
 - a. *I wanted to study. I was too lazy.*
 - b. *She was really upset. She failed the exam.*
 - c. *He didn't do very well. He thought he had done enough work.*
4. Find synonyms (words that have the same meaning) in the text for the words listed below:
worrying, schedule, peaceful, unfocused, nourishing

Visual text, poster: What is recycling?

1. What is recycling?

Recycling is....

2. 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...

3. 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...

4. Write sentences to show that you understand both meanings of the word 'refuse'.

a. As a verb:

b. As a noun:



PSRIP

Grade 5

Term 2

Weeks 7 and 8

Theme: Breaking Things Down

Summary:

1. Read at the fiction text again: 'Not concentrating'.
2. Use the sentence starters below to complete your summary.
3. Set your work out like this:

Summary: Not concentrating

1. Mrs Bunu decided to...
2. She got all the...and followed the...
3. But then she watched...
4. When she tasted the soup, it...
5. She used...instead of...
6. Mrs Bunu learnt that...

