

PSRIP
MANAGEMENT DOCUMENT
TERM 3 2021
GRADE 6

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INTRODUCTION

Dear colleagues,

As we enter the second half of 2021, we acknowledge the impact that the Covid-19 Pandemic has had on education. Rotational teaching continues, with many learners only attending school once or twice per week.

We would like to stress that whilst it is important to work through the language themes systematically, and to complete all components of language in an integrated manner, it is very important to ensure that all learners can read with understanding. The **Revised Routine for Rotational Teaching** included in this document is designed to help teachers who only see their learners for one or two days per week. The emphasis in week one of the revised routine is on phonics and reading.

Please do your best to ensure that your learners have as much practice with phonics, decoding and independent reading as possible. This may include sending home the **Reading Worksheets**, the **DBE Workbooks**, and/or any other **Reading Books** with instructions for learners to practice decoding and reading.

Please note that the PSRIP programme has changed slightly due to the revised ATP. In particular, in Term 3, learners are required to complete a **research project** on a **literature genre**. Once they have completed the research and written a report, they are required to do an oral presentation of the report. This assessment task is built into the lesson plans as follows:

- **Grade 4** learners research the **literature genre of poetry** in Term 3, Weeks 7 and 8
- **Grade 5** learners research the **literature genre of short stories** in Term 3, Weeks 1 and 2
- **Grade 6** learners research the **literature genre of novels** in Term 3, Weeks 1 and 2

Finally, we would also like to acknowledge the additional stress that Covid has put you, our educators under. Thank you for your bravery and commitment to your learners.

Wishing you a wonderful term ahead,

The PSRIP team

Term 3 Learning Outcomes

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

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
<ol style="list-style-type: none"> Say or sing 5 new rhymes or songs Discuss the listening text using a conversation frame Orally summarise a text that has been read Talk about their writing 					
VOCABULARY					
Learners should be able to understand and use some of the following theme vocabulary:					
quarrel	argue	ignore	hurt my feelings/hurt your feelings		
guilty	faulty	newcomer	liar	pick a fight	
shabby	tip	suggestion	control	remove	
back of my mind		synonym	similar	diary	private
physical	mental	mind	illness	medicine	traditional
herbal	diagnose	diagnosis	treatment	lung	infection
antibiotics	bacteria	symptom	contagious	vaccine	surgeon
neurosurgeon	surgery	honest	dishonest	force	dreaded
lie	lazy	behaviour	reflect	cheat	guilty
consequence	punishment	steal	harsh	deserve	mature
courage	benefit	reliable	attract	inappropriate	instructions
column	row	divide	label	step-by-step	
materials	attach	kite	clear	survey	conduct
data	physical	activity	exercise	lucky	round
score	total	points	excelled	average	ashamed
communication	confide	critical	criticise	interrupt	disgruntled
misfortune	fail	failure	success	succeed	support
confront	confrontation	uncomfortable	appropriate	inappropriate	

READING & VIEWING: Phonic Decoding					
Learners should be able to decode the following words, as well as other phonic words:					
flick	flash	shake	fake	flake	faking
flicking	shaking	think	blink	thinking	like
mine	time	ripe	spend	spill	broke
alone	home	joke	joked	flaked	when
which	tune	tube	cube	cute	cool
stool	book	shook	slip	slept	sleep
beep	free	feel	feeling	wheel	wheeled
Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
always	fight	angry	sorry	done	shout
friends	didn't	because	early		try
better	tired	nice	scared	rest	trust
things	can't	take	support	car	truth
mistake	these	fail	want	told	couldn't
first	soccer	self/myself/herself/himself		imagine	world
believe	strong	would	magic	feel	anyone
stranger	why	does	share	busy	talk
miss	spend	around	right		
COMPREHENSION					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Make predictions about a text by skimming and scanning a text and identifying key words 2. Monitor their own understanding of a text 3. Recall details from a text 4. Identify the main idea in a text 5. Sequence events from a story 6. Visualise, make connections, make inferences, make evaluations, and wonder about the text 7. Summarise and retell the text 8. Use sentence starters to answer comprehension questions in writing 9. Engage with and understand visual texts including pie charts, posters, graphs and tables. 					

LANGUAGE STRUCTURES AND CONVENTIONS

Learners should be able to:

1. Recall and use new vocabulary in the correct context
2. Understand and be able to use synonyms, subject-verb agreement, articles, present perfect tense and word families
3. Practice the identification and use of theme vocabulary, connecting words, synonyms, past tense, word families, abbreviations, idioms. present perfect tense, synonyms, negative form, question form, punctuation

WRITING

Learners should be able to:

1. Record new vocabulary together with own definitions in their personal dictionaries
2. Plan, draft, edit, publish and present their writing
3. Use their plans to complete 3 paragraphs
4. Know the format, register and style to write:
 - Report and a summary
 - Narrative essay
 - Dialogue
 - Questionnaire/survey
 - Newspaper article

Term 3 2021 ATP / PSRIP alignment

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

Please note that for Grade 6 Term 3:

- the ATP for Weeks 1-2 is implemented in PSRIP Weeks 5-6
- the ATP for Weeks 3-4 is implemented in PSRIP Weeks 1-2
- the ATP for Weeks 5-6 is implemented in PSRIP Weeks 3-4

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

	DBE ATP WEEKS 1-2	PSRIP WEEKS 5-6: HONESTY
L&S	<ul style="list-style-type: none"> • Listens to a story • Summarises story 	<ul style="list-style-type: none"> • Week 5 Listening: Duduzile Lies to Herself (story) • Week 5 Speaking: Duduzile Lies to Herself (story) • Weeks 5-6 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads a story • Reflects on texts read during independent/paired reading 	<ul style="list-style-type: none"> • Week 5 Shared Reading: Is honesty really important (diary entry) • Week 5 Teach the Genre: The tuckshop thief (story) • Week 5-6 worksheet: Being honest is hard (short story)
W&P	<ul style="list-style-type: none"> • Writes diary entries • Use the writing process • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 6 Process Writing: Story (narrative essay) • Week 5-6 Oral Activities: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Simple present tense • Connecting words that show cause • Synonyms <p>Vocabulary in context</p>	<ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary • Week 6 LSC: Articles 'a', 'an' and 'the' • Week 5-6 Worksheet: abbreviation, punctuation, synonyms, direct speech, adjectives

	DBE ATP WEEKS 3-4	PSRIP WEEKS 1-2: FINDING OUT MORE ABOUT NOVELS
L&S	<ul style="list-style-type: none"> • Listens to a simple talk on an issue • Collects information • Practises listening and speaking 	<ul style="list-style-type: none"> • Week 1 Listening: Learning more about novels (information text) • Week 1 Speaking: Learning more about novels (information text) • Week 2 Writing: Collect information for a summary
R&V	<ul style="list-style-type: none"> • Reads information text with visuals • Comprehension • Practices reading • Does a word puzzle • Reflects on texts read during independent/pair reading 	<ul style="list-style-type: none"> • Week 1 Speaking: Learning more about novels (information text) • Week 1 Shared Reading: Quarrelling, playing and discussing (story) • Week 1 Phonics: Word find • Week 1-2 Worksheet: Controlling your anger (instructions) • Week 1-2 Worksheet: Controlling your anger (pie chart)
W&P	<ul style="list-style-type: none"> • Writes a short report on information collected 	<ul style="list-style-type: none"> • Week 2 Process Writing: Report and summary
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Uses dictionary correctly <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Builds on use of adjectives before and after nouns • Builds on use of subject verb Concord • Present progressive tense <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or independent reading texts • Words belonging to the same lexical field 	<ul style="list-style-type: none"> • Week 1: Theme vocabulary • Week 2: Theme vocabulary • Week 2 LSC: Synonyms • Week 1-2 Worksheet: synonyms, idioms, apostrophe, negative form
	DBE ATP WEEKS 5-6	PSRIP WEEKS 3-4: ALL ABOUT MEDICINE
L&S	<ul style="list-style-type: none"> • Listens to stories • Retells a story 	<ul style="list-style-type: none"> • Week 3 Listening: A long and healthy life (story) • Week 3 Speaking: A long and healthy life (story)
R&V	<ul style="list-style-type: none"> • Reads a story • Reading comprehension • Reads aloud • Reflects on texts 	<ul style="list-style-type: none"> • Week 3 Shared Reading: Medicine AND Definition of traditional medicine (information text) • Week 3-4: Group guided reading • Week 3-4 Worksheets: An important lesson (short story)
W&P	<ul style="list-style-type: none"> • Writes a simple story • Uses the writing process • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 4 Process Writing: Questionnaire/survey • Weeks 3-4 Oral: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly • Shortens words 	<ul style="list-style-type: none"> • Week 3: Theme vocabulary • Week 4: Theme vocabulary • Week 4 LSC: Subject-verb agreement

	<ul style="list-style-type: none"> • Uses abbreviations correctly <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Revises 'a' and 'the' with nouns. • Builds on use of personal and reflexive pronouns • Begins to use 'shall' and 'will' to show intention. • Uses adverbs of place (here, there) • Uses past progressive <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Joining prefixes and suffixes to a base word 	<ul style="list-style-type: none"> • Week 3-4 Worksheet: concord, antonyms, negative form
	DBE ATP WEEKS 7-8	PSRIP WEEKS 7-8: GAMES AND ACTIVITIES
L&S	<ul style="list-style-type: none"> • Listens to and carries out instructions • Plays a language game 	<ul style="list-style-type: none"> • Week 7 Listening: How to prepare for the game General Knowledge! (procedural text) • Week 7 Speaking: Learners play general knowledge game • Weeks 7-8 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads procedural text • Reflects on texts read during independent/paired reading 	<ul style="list-style-type: none"> • Week 7 Shared Reading: Go fly a kite (procedural text) • Week 7-8: Group guided reading • Week 7-8 Worksheets: How to play General Knowledge (instructions)
W&P	<ul style="list-style-type: none"> • Makes a mind-map summary of a short text • Uses the writing process • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 8 Process Writing: Newspaper article • Weeks 7-8 Oral: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings • Words which are often confused <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Possessive form of a noun • Auxiliary verbs • Determiners • Active and passive voice <p>Vocabulary in context</p>	<ul style="list-style-type: none"> • Week 7: Theme vocabulary • Week 8: Theme vocabulary • Week 7 LSC: Present perfect tense • Week 7-8 Worksheet: present perfect tense, synonyms, negative form, question form, punctuation

	DBE ATP WEEKS 9-10	PSRIP WEEKS 9-10: FAMILY COMMUNICATION
L&S	<ul style="list-style-type: none"> • Participates in conversation on a familiar topic • Performs simple plays 	<ul style="list-style-type: none"> • Week 9 Listening: A tale of two sisters (story) • Week 9 Speaking: A tale of two sisters (story) (uses a conversation framework to hold a conversation)
R&V	<ul style="list-style-type: none"> • Reads a play • Comprehension activity (oral or written) • Practices reading • Reflects on texts during independent/paired reading 	<ul style="list-style-type: none"> • Week 9 Shared Reading: The prodigal brothers (story) • Week 9-10: Group guided reading
W&P	<ul style="list-style-type: none"> • Writes a short play script • Uses the writing process • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 10 Process Writing: Dialogue • Weeks 9-10 Oral: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings • Builds on phonic knowledge to spell words <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Determiners • Punctuation • Relative clauses <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Homonyms 	<ul style="list-style-type: none"> • Week 9: Theme vocabulary • Week 10: Theme vocabulary • Week 10 LSC: Spelling word families • Week 9-10 Worksheet: connecting words, synonyms, past tense, word families, abbreviations, idioms.

GRADE 4-6 REVISED ROUTINE: ROTATIONAL TEACHING

- This revised routine is designed for schools that have implemented rotational teaching due to Covid.
- This routine assumes that learners only have ONE HOUR of EFAL per week.
- The ATPs specify the completion of 3 main tasks in a 2-week cycle:
 1. Listening and Speaking
 2. Reading
 3. Writing
- The revised routine is not ideal, but aims to cover the main components of EFAL, as required by the ATP.
- LSC should be taught incidentally as part of shared reading and writing lessons.
- Each of the activities below must be completed in a 30 minute period.
- Homework activities must be clearly explained and closely monitored.

WEEK	Activity 1	Activity 2	Homework
WEEK 1	Vocabulary and Decoding: 1.1. Teach vocabulary 1.2. Phonics review 1.3. Paired reading: decodable text	Shared Reading: 2.1. Pre-Read 2.2. First-Read 2.3. Second Read	Learners must take their Reading Worksheets and exercise books home. They must: <ul style="list-style-type: none"> • Practice reading the phonic words aloud • Practice reading the decodable text aloud • Complete the 'Word Find' • Learn the meanings of vocabulary words • Practice reading the independent texts
WEEK	Activity 3	Activity 4	Homework
WEEK 2	Writing: 3.1. Teach the genre	Writing: 4.1. Planning 4.2. Drafting	Writing: 5.1. Editing 5.2. Publishing

Classroom Management

- Please arrange learners to work in 'mixed-ability' pairs during rotational teaching.
- This does not mean that they should sit very close to each other, but they will be required to do some paired work, either inside or outside the classroom.

REVISED CORE METHODOLOGIES

Week 1 Activity 1.1

Teach Vocabulary

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

Week 1 Activity 1.2

Phonics Review

1. A phonics review programme has been designed to cover most of the 44 English graphemes over the course of the year.
2. This is a short activity where teachers can explicitly teach English Phonics to learners who are struggling to read. It will also improve the spelling of all learners.
3. Phonics, knowing the sound of each letter or group of letters, and blending the sounds together to form words, is the key building block of reading and writing.
4. Implement the activity as follows:
 - a. **Show learners the flashcard of each sound.**
 - b. Point to each sound and say it, get learners to repeat after you. Do this three times.
 - c. **Show learners the flashcards of the example words.**

- d. Point to the letters and sound out the word. Get learners to repeat this after you. Do this with each example word.
- e. **Write the word find table on the chalkboard.**
- f. Review each sound in the table. Show learners how to build words using sounds from the table.
- g. **Tell learners to copy down the table, and to build as many words as possible over the two week cycle.**

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

Week 1 Activity 1.3

Paired Reading: Decodable Text

1. Learners must work in their mixed ability pairs for this activity.
2. Instruct learners to have their learner books ready for this activity.
3. Tell learners to start by reading the phonic and sight words aloud.
4. Then, partners should take turns to read the decodable texts aloud. Tell learners to help each other by sounding out words and then reading them if they get stuck.
5. They should reread these texts until they are fluent.
6. Once learners have read the decodable texts fluently, they can move on to reading the independent texts.
7. You may instruct learners to complete some of the comprehension activities for homework.
8. As learners complete the paired reading task, call individual learners to your desk. Listen to these learners read and help to build their decoding skills and oral reading fluency.
9. Also use this time to complete individual oral or reading assessment tasks.

Week 1 Activity 2.1

Shared Reading: Pre-Read

1. Ask learners to turn to the Shared Reading text.
2. Start by telling learners to take a minute to look at the text features.
 - This includes features such as the title, the layout, paragraphs, diagrams, pictures, sub-headings, captions, and so on. (*You should incidentally teach learners about new text features as they appear.*)

- Ask learners: What do these features tell us about the text we are about to read?
 - At first, you may have to provide some further prompts, such as:
 - Do you think this is a fiction or non-fiction text? Why?
 - What kind of fiction or non-fiction text do you think this is? Why?
3. Read and explain the meaning of the title.
 4. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?

Week 1 Activity 2.2

Shared Reading: First Read

1. Tell learners to follow as you read the shared reading text aloud, and to listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.
 - If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
2. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
3. Finally, give learners the opportunity to answer questions.
 - The first two questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.

- Thereafter, there are 1-2 questions that demand more critical thinking.
- Allow learners the chance to turn and talk and discuss their answers with a partner.
- Then call on a few learners to share their answers.
- Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Week 1 Activity 2.3

Shared Reading: Second Read

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

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

Week 2 Activity 3.1

Process Writing: Teach the Genre

1. The writing process begins by teaching learners about the specific genre.
2. Make sure you understand the genre by reading through the lesson plan carefully.
3. Work through the steps in the lesson plan to explain the genre and task to learners.
4. This includes explaining:
 - the purpose of the text
 - the audience
 - the structure
 - the language features
 - the appropriate register
5. Tell learners to write down the brief summary notes about the genre in their exercise books.

Week 2 Activity 4.1

Process Writing: Planning

1. This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
 - A writing frame
 - A mind map
1. Tell learners that very few writers start their process without planning.
2. Start this lesson by modelling the planning process for learners, so that they know exactly what to do. The lesson plan guides you on how to do this.
3. Write up your plan on the board to see, following this process:
 - Explain to learners that writers always think about what they are going to write.
 - Model this by explaining your thoughts out loud, so that learners can hear them.
 - Use the planning template to create your own writing plan.
4. Next, give learners a few minutes to think about what they are going to write.
5. Allow learners to turn and talk, and share their ideas with a partner.
6. Remind learners that their personal dictionaries, the theme wall in the classroom, and the class dictionary are all resources that may be used.
7. Finally guide and support learners as they use the planning template to complete their own plans.

Week 2 Activity 4.2

Process Writing: Drafting

1. Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
2. Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
3. Then, write the drafting frame on the board.
4. Briefly model how you use your completed plan to write a draft.
 - Start by explaining the drafting frame.
 - Next, model how you use your plan to create a draft by following the guidelines in the drafting frame.
 - Show learners that a draft is not the final piece of writing. Demonstrate that it is okay to make mistakes, or to change your mind and rewrite something.

- Explain that a draft may look messy, but that is okay, as this is when you figure out sentence structure, the best words to use, the order of your thoughts, etc.
5. Then, tell learners to start writing their own draft.
 6. Remind them that a draft is meant to have changes and errors, that there is no need to feel any fear or anxiety about committing their ideas to paper – they are supposed to have doubts and to make changes.
 7. As learners complete their draft, walk around the classroom, and hold mini-conferences.
 8. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
 9. Tell learners to complete their drafts for homework, should they not finish in class.
 10. Ensure that learners have copied down the drafting frame to work from.

Week 2 Homework Activity 5.1

Process Writing: Editing

1. At the start of the term, find some time for learners to copy down the standard editing checklist below:

Standard Editing Checklist
1. Is my spelling correct?
2. Is all punctuation correct? (capitals, full stops, commas, speech marks, etc.)
3. Have I left any words out?
4. Have I used the correct format?
5. Is my writing the correct length?
6. Is my writing original? (my own idea)
7. Have I used the LSC correctly? (which LSC?)

2. Explain to learners that they will complete their draft and then edit their work for homework.
3. Explain that they should use this standard editing checklist to help them with each writing task.
4. Remember to tell learners which specific LSC must be edited.

Week 2 Homework Activity 5.2

Process Writing: Publishing & Presenting

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

Publishing:

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

Presenting:

1. Tell learners to read their writing to a family member or friend.
2. Finally, collect learners' books in order to assess their writing.
3. Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing at the end of each writing cycle.

Term 3 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 1-2 is aligned to Weeks 3-4 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 3-4	<p>Listens to a simple talk on an issue</p> <ul style="list-style-type: none"> Asks and answers more complex questions Discusses the main idea Gives opinions Respects other learners by listening to them Encourages other group members to support fellow learners <p>Talks about an issue after preparation</p> <ul style="list-style-type: none"> Selects appropriate topic and content Stays on topic Organises content logically <p>Collects information, e.g. carries out simple research such as a survey</p> <ul style="list-style-type: none"> Selects questions to be asked Asks and answers questions Records information as notes in the questionnaire developed <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem Plays a language game Gives and follows instructions/ directions Discusses a topic 	<p>Reads information texts with visuals, e.g. charts/tables/ diagrams/ mind maps /maps/pictures/graphs.</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: scans for important details Asks questions Selects relevant details to answer questions including the visuals Makes a mind map summary of the text/selection of the text <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Does a word puzzle</p> <ul style="list-style-type: none"> Uses relevant vocabulary Spells words correctly Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Summarises text in about 5 sentences. 	<p>Writes a short report on information collected (N.B. for the project to be done)</p> <ul style="list-style-type: none"> Evaluates information and makes judgements, giving reasons for them Uses an appropriate structure for the report Organises paragraphs correctly, for example, using a topic and supporting sentences 	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words <p>Working with words and sentences</p> <ul style="list-style-type: none"> Builds on use of adjectives before and after nouns. Builds on use of subject verb concord Present progressive tense \ <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Words belonging to the same lexical field, e.g. cover and page belong to the lexical field ‘book’ Homonyms

Week 1: Finding out more about novels

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Finding out more about novels • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Learning about novels • Genre: Information text • Third read • Model comprehension skill: Make connections • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Learning about novels • Genre: Information text • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /f/ /a-e/ and /-ing/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 2: Quarrelling, playing and discussing • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 2-4: Quarrelling, playing and discussing • Genre: Story • Model comprehension skill: Make connections • Oral comprehension • Introduce the LSC in context: Synonyms 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 2-4: Quarrelling, playing and discussing • Genre: Story • Model comprehension skill: I wonder... & Make connections • Oral comprehension • Formulate a question about the text 	

Thursday	Activity 2:	Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 2-4: Quarrelling, playing and discussing • Genre: Story • Teach: Make connections 	
Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 2-4: Quarrelling, playing and discussing • Genre: Story • Oral recount • Comprehension strategy: Make connections / Summarise 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Genre: Report • Sample text: Learning new things on YouTube 	

WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read an information text, 127	
STUDY & MASTER Cambridge	Read an information text, 124 Health, 127	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Amazing dolphins, 153	
VIA AFRICA	Read a personal letter, 119	
HEAD START Oxford	Sally's report, 94 Read a mind map, 97	
SOLUTIONS FOR ALL Macmillan Education	It's a man's world, 130	
PLATINUM Pearson	Water in South Africa, 111	
TOP CLASS Shuters	Global warming, 90	

Week 2: Finding out more about novels

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Report and a summary • Topic: Write a report on the literature genre of novels. Write a summary of a novel / story you have enjoyed • Planning Strategy: List, table 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Synonyms • Use plan to draft dialogue 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit report and summary using checklist • Publish and share report and summary 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	Synonyms	Date Completed
SUCCESSFUL OXFORD Oxford	Vocabulary and spelling- synonyms, 114	
STUDY & MASTER Cambridge	Vocabulary- synonyms 117	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Synonyms, 137	
VIA AFRICA Via Africa	--	
HEAD START Oxford	Work with words, 88	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	--	
TOP CLASS Shuters	Synonyms, 86	
DBE WORKBOOK 2	--	

WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Writing Activity: Report	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present: a table and report, 129	
STUDY & MASTER Cambridge	Write a short report, 128-129	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a report, 157	
VIA AFRICA Via Africa	Write a short report, 124	
HEAD START Oxford	Write a report, 120	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write an information text- short report, 115	
TOP CLASS Shuters	Write a report, 96	

Weeks 3-4 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 3-4 is aligned to Weeks 5-6 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens to stories</p> <p>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Gives a personal response, relating story to own life • Expresses and explains own opinion • Suggests an alternative ending, imagining and describing possibilities <p>Retells a story</p> <ul style="list-style-type: none"> • Uses the correct sequence of events • Refers correctly to the character’s in the story • Uses tenses introduced in previous grades • Suggests an alternative ending. 	<p>Reads a story</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from pictures • Discusses title, plot, characters and setting • Discusses how a plot of as story can represent a particular view of the world • Answers questions about story • Summarises the story orally or in writing • Identifies the moral or message of the story <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poems</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme • Discusses comparisons made in the Poem <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read during independent/ pair reading</p> <ul style="list-style-type: none"> • Relates texts to own life 	<p>Writes a simple story using the writing process more independently</p> <ul style="list-style-type: none"> • Selects interesting content • Uses the story structure as a frame • Uses a beginning, middle and end • Tells events in appropriate order • Uses an appropriate tense and coordinates sentences with ‘and’ and ‘but’ • Uses a wider range of punctuation, including inverted commas • Uses appropriate spacing for Paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Gets feedback on content and use of grammar and vocabulary • Checks spelling • Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Shortening words, e.g. television – telly, telephone – phone • Uses abbreviations correctly: acronyms, initialisation, truncation, etc. <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Revises ‘a’ and ‘the’ with nouns. • Builds on use of personal and reflexive pronouns • Begins to use ‘shall’ and ‘will’ to show intention. • Uses adverbs of place (here, there) • Uses past progressive <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Joining prefixes or suffixes to a base word

Week 3: All about medicine

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: All about medicine • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: A Long and Healthy Life • Genre: Story • Third read • Model comprehension skill: I wonder.../ Make evaluations • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: A Long and Healthy Life • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /nk/ and /i - e/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine • Genre: information text • Model comprehension skill: Make evaluations • Oral comprehension • Introduce the LSC in context: Subject-verb agreement 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine • Genre: Information text • Model comprehension skill: Make evaluations • Oral comprehension • Formulate a question about the text 	

Thursday	Activity 2: Teach the Comprehension Strategy	<ul style="list-style-type: none"> • DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine • Genre: Information text • Teach: Make evaluations 	
Friday	Activity 1: Shared Reading Post-Read	<ul style="list-style-type: none"> • DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine • Genre: Information text • Oral recount • Comprehension strategy: Make evaluations / Summarise 	
Friday	Activity 2: Teach the Genre	<ul style="list-style-type: none"> • Questionnaire / survey • Sample text: How often do you take medicine? 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Reading Activity Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Read a traditional story, 133	
STUDY & MASTER Cambridge	Reads a story, 132	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 163	
VIA AFRICA	Reads a story, 128	
HEAD START Oxford	Listen to and read a story, 104	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 126	
PLATINUM Pearson	Read a story, 120	
TOP CLASS Shuters	Reads a story, 100	

Week 4: All about medicine

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Questionnaire / Survey • Topic: Come up with a question you would like to ask your classmates. This question must relate to their beliefs about or experiences with medicine. Then, turn you will turn the data you get from the answers into two graphs with a summary. • Planning Strategy: Table 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Subject-verb agreement (concord) • Use plan to draft a questionnaire / survey 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit questionnaire / survey using checklist • Publish and share questionnaire / survey 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	LSC: Subject Verb Agreement (Concord)	Date Completed
SUCCESSFUL OXFORD Oxford	Revise concord, 15 and 43	
STUDY & MASTER Cambridge	Language 19, 130	
INTERACTIVE ENGLISH St Mary's Interactive Learning	There is / there are, 155	
VIA AFRICA Via Africa	--	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	Revise subject verb concord, 8	
TOP CLASS Shuters	Making sure the verb matches the subject, 98	
DBE WORKBOOK 2	--	

WEEK 4 TEXTBOOK ACTIVITIES: Writing

Week 4		
Textbook	Writing Activity: Writes a story	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a story, 138	
STUDY & MASTER Cambridge	Write a story, 139	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story, 171	
VIA AFRICA Via Africa	Write a story, 131-132	
HEAD START Oxford	Write your own story, 109	
SOLUTIONS FOR ALL Macmillan Education	Write characters for a story, 119	
PLATINUM Pearson	Write a simple story, 126	
TOP CLASS Shuters	Write your own story, 105	

Theme Reflection: All about medicine

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

Weeks 5-6 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 5-6 is aligned to Weeks 1-2 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 1-2	<p>Listens to a story</p> <p>(Choose from contemporary realistic fiction/ traditional stories/ personal accounts /adventure/funny/fantasy / real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Discusses the key character • Notes relevant information on a chart, e.g. timeline • Summarises the story 	<p>Reads a story</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Describes the features of the text • Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences • Answers questions about the story • Identifies and discusses the setting and characters • Describes cause and effect in a story, e.g. What happened when...? or Why do you think ... happened? • Gives a personal response to the story • Connects it to own life <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a structured book review with good oral presentation 	<p>Writes diary entries</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Tells the events in the correct order • Uses connecting words • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Add s to form most plurals <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Simple present to describe universal statements, e.g. ‘The sun sets in the west.’ • Begins to use connecting words to show cause-and-effect (so that) <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Synonyms (words that are similar in meaning, e.g. soft/gentle)

Week 5: Honesty

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Honesty • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Duduzile Lies to Herself • Genre: Story • Third read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Duduzile Lies to Herself • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /sp/ /o - e/ /-ed/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 42: Is honesty really important? • Genre: Diary entry • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 42: Is honesty really important • Genre: Diary entry • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 42: Is honesty really important • Genre: Diary entry • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 42: Is honesty really important • Genre: Diary entry • Teach: Make inferences 	

Friday	Activity 1: Shared Reading Post-Read	<ul style="list-style-type: none"> • DBE Workbook 2 page 42: Is honesty really important • Genre: Diary entry • Written comprehension • Comprehension strategy: Make inferences / Summarise 	
Friday	Activity 2: Teach the Genre	<ul style="list-style-type: none"> • Story (narrative essay) • Sample text: The tuckshop thief 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Reading Activity Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Read a traditional story, 111	
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 135	
VIA AFRICA Via Africa	Reads a story, 111	
HEAD START Oxford	Listen to and read a story, 86	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 125	
PLATINUM Pearson	Read a story, 100	
TOP CLASS Shuters	Read a story, 81	

Week 6: Honesty		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Story (narrative essay) • Topic: Write a story about a character who does something dishonest! • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	

Tuesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 2 	
Wednesday	Activity 1:	LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: REVISE: Articles (a / an / the) • Use plan to draft a story. 	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 	
Thursday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 4 	
Friday	Activity 1:	Writing Editing and Publishing <ul style="list-style-type: none"> • Edit story using checklist • Publish and share story. 	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 5 	
Friday	Activity 3:	<ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	LSC: Articles (a / an / the)	Date Completed
SUCCESSFUL OXFORD Oxford	--	
STUDY & MASTER Cambridge	Revise articles, a and the, 14	
INTERACTIVE ENGLISH St Mary's Interactive Learning	A, an, the, 166	
VIA AFRICA	Use a, and the with nouns, 132	
HEAD START Oxford	Practise language, a and the, 96	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	Revise, a and an with nouns, 8	
TOP CLASS Shuters	Using a and the, 107	

WEEK 6 TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Writing Activity: Diary entry	Date Completed
SUCCESSFUL OXFORD Oxford	Write a diary entry, 119	
STUDY & MASTER Cambridge	Write a diary entry, 122	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a diary entry, 142	
VIA AFRICA Via Africa	Write a diary entry, 113	
HEAD START Oxford	Write a diary entry, 91	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write a diary entry, 104	
TOP CLASS Shuters	Write a diary entry, 84	

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

Weeks 7-8 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Listens to and carries out instructions, e.g. a procedure</p> <ul style="list-style-type: none"> • Predicts what might come next • Discusses specific details of text • Discusses sequence of instructions • Discusses the form of the verb used in <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak 	<p>Reads procedural text, e.g. recipe/ instructions for a simple scientific experiment/project.</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and headings and surveys the text, e.g. contents page or index • Uses reading strategies, e.g. skimming • Interprets visuals • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses the format of the text • Discusses sequence of instructions • Follows the instructions <p>Reflects on texts read during independent/ pair reading</p> <ul style="list-style-type: none"> • Gives main ideas • Describes features of some of texts read, e.g. reference books with content pages and index 	<p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> • Identifies at least three main points • Organises information neatly • Uses appropriate symbols/diagrams/ other relevant graphic text • Shows clearly the relationship between different parts of the diagram or other graphic text • Uses appropriate vocabulary • Checks spelling • Uses the dictionary to check spelling and meanings of words <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Words which are often confused (e.g. diary/dairy) <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Understands and uses of the possessive form of the noun (e.g. Bong’i’s eyes) • Understands and uses auxiliary verbs • Determiners • Active & passive voice <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

Week 7: Games and activities

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Games and activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: How to prepare for the game General Knowledge! • Genre: Procedural text 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Allow learners to play the game general knowledge • Follow the instructions in the procedural text • Individual discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /wh/ /u - e/ and /oo/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 58: Go fly a kite • Genre: Procedural text • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • Workbook 2 page 58: Go fly a kite • Genre: Procedural text • Model comprehension skill: Make evaluations / I wonder... • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • Workbook 2 page 58: Go fly a kite • Genre: Procedural text • Model comprehension skill: Make evaluations / I wonder... • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • Workbook 2 page 58: Go fly a kite • Genre: Procedural text • Teach: Make evaluations 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • Workbook 2 page 58: Go fly a kite • Genre: Procedural text • Oral recount • Comprehension strategy: Make evaluations / I wonder... 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • information text: A newspaper article / factual recount • Sample text: Indigenous Games Festival 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read instructions, 145	
STUDY & MASTER Cambridge	Read a procedural text, 150	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an information text, 149	
VIA AFRICA	Read a procedural text, 139	
HEAD START Oxford	Read directions, 119	
SOLUTIONS FOR ALL Macmillan Education	Read instructions, 132	
PLATINUM Pearson	Read instructions for a simple scientific experiment, 132	
TOP CLASS SHUTERS	Read an experiment, 110	

Week 8: Games and activities		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Newspaper article • Topic: A big survey has just come out about how much physical activity children around the world get. You are a reporter who must write an interesting article about the data that the survey found! • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 	

Tuesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 	
Wednesday	Activity 1:	LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Present perfect tense • Use plan to draft a newspaper article 	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 4 	
Friday	Activity 1:	Writing Editing and Publishing <ul style="list-style-type: none"> • Edit newspaper article using checklist • Publish and share article. • 	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 	
Friday	Activity 3:	<ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	Present perfect tense	Date Completed
SUCCESSFUL OXFORD Oxford	Present perfect tense, 148	
STUDY & MASTER Cambridge	--	
INTERACTIVE ENGLISH St Mary's Interactive Learning	--	
VIA AFRICA Via Africa	Present perfect tense, 143	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	Present perfect tense, 137	
TOP CLASS Shuters	Present perfect tense, 118	

WEEK 8 TEXTBOOK ACTIVITIES: Writing

Week 8		
Textbook	Writing Activity: Newspaper article / information text	Date Completed
SUCCESSFUL OXFORD Oxford	Write information text, 153	
STUDY & MASTER Cambridge	Write an information text, 152	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write an information text using a chart, 155	
VIA AFRICA Via Africa	Write an information text, 140	
HEAD START Oxford	Write directions, 119	
SOLUTIONS FOR ALL Macmillan Education	Write an information text, 133	
PLATINUM Pearson	Write an information text, 138	
TOP CLASS Shuters	Write an information text, 116	

Theme Reflection: Healthy living

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

Weeks 9-10 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Sustains the conversation Expresses opinions Respects others’ ideas Encourages other learners to speak the additional language <p>Performs simple plays</p> <ul style="list-style-type: none"> Uses appropriate content and language Uses direct speech Develops sensible story line Uses voice and expression and gestures to convey meaning Pronounces words audibly and Correctly 	<p>Reads a play Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading predicting from title Uses reading strategies Identifies the story-line Discusses characters, setting and action Expresses feelings stimulated by the text Discusses features of the text especially punctuation and format <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding of the text Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Presents a short oral book report with appropriate content and structure 	<p>Writes a short play script, using a more informal style of writing</p> <ul style="list-style-type: none"> Selects appropriate characters Develops the conversation and action logically Uses direct speech Uses appropriate punctuation, e.g. colon, exclamation and question marks <p>Uses writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces first draft Gets feedback and revises Proofreads Writes final draft Presents neat, legible final draft with correct spacing <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look. <p>Working with words and sentences</p> <ul style="list-style-type: none"> Begins to use determiners such as one, two, etc. and first, second, last. Punctuation (comma, exclamation, quotation marks) Relative clauses (from term4) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)

Week 9: Family communication

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Family communication • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: A Tale of Two Sisters! • Genre: Story • Third read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: A Tale of Two Sisters! • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /sl/ and /ee/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Model comprehension skill: I wonder... • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Teach: Make inferences 	

Friday	Activity 1: Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Dramatisation • Comprehension strategy: Summarise 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Dialogue • Sample text: Baone and Bonolo 	

WEEK 9 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Reading Activity Reads a play	Date Completed
SUCCESSFUL OXFORD Oxford	Read a play, 'A birthday surprise for Gogo', 156	
STUDY & MASTER Cambridge	Read a play part 'The snake with seven heads', 156	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a play, 'Wetlands- who cares?', 197	
VIA AFRIKA	Read a play 'The running shoes', 149	
HEAD START Oxford	Read a play, 'The surprise' 122	
SOLUTIONS FOR ALL Macmillan Education	Read a play 'The hare and the tortoise', 136	
PLATINUM Pearson	Read a play, 'Seni's new jeans', 144	
TOP CLASS Shuters	Read a play, 'The magic stone', 121	

Week 10: Family communication		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Dialogue • Topic: Write a dialogue with siblings as characters. One of the characters is trying to honestly communicate about something he or she is feeling angry or upset about. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 1 	

Tuesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 2 	
Wednesday	Activity 1:	LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Spelling: Word families • Use plan to draft a dialogue 	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 3 	
Thursday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 4 	
Friday	Activity 1:	Writing Editing and Publishing <ul style="list-style-type: none"> • Edit dialogue using checklist • Publish and share dialogue. 	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 5 	
Friday	Activity 3:	<ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 10 TEXTBOOK ACTIVITIES: LSC

Week 10		
Textbook	LSC: Spelling (Word Families)	Date Completed
SUCCESSFUL OXFORD Oxford	Put words together that belong in a group, 126	
STUDY & MASTER Cambridge	--	
INTERACTIVE ENGLISH St Mary's Interactive Learning	--	
VIA AFRIKA	Build word families, 155	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	--	
TOP CLASS Shuters	Word families, 96	

WEEK 10 TEXTBOOK ACTIVITIES: Writing

Week 10		
Textbook	Writing Activity: Dialogue / Play	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a play, 164	
STUDY & MASTER Cambridge	Write a dialogue for a play scene, 159	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a play script, 203 Write a poem, 172	
VIA AFRIKA	Write a short play script, 153	
HEAD START Oxford	Write a play, 127	
SOLUTIONS FOR ALL Macmillan Education	Write lines for a dialogue, 138	
PLATINUM Pearson	Write your own play, 143 Write a play, 149	
TOP CLASS Shuters	Write your own ending for a play, 124	

Theme Reflection: Family communication

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

Term 3 2021 Programme of Formal Assessment

1. There are two formal assessment tasks for Grade 6 Term 3 2021.
2. Please complete these tasks as detailed below.

GRADE 6 TERM 3 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	Project based on literature genre of novels Stage 1: Research <i>(see rubric below)</i>	10	7	Monday	Listening	
			7	Tues, Wed, Thurs	Shared Reading	
			8	Mon - Fri	Group Guided Reading	
6	Project based on literature genre of novels Stage 2: Writing <i>(see rubric below)</i>	30	7	Friday	Teach the Genre	
			8	Mon, Wed, Fri	Writing	
			8	Mon - Fri	Group Guided Reading	
7	Oral presentation of project (20 marks) <i>(see rubric below)</i>	20	Commence with this task in Term 3 and conclude in Term 4 when the mark will be recorded. Listen to individual learners present throughout the term during group guided reading lessons.			
Total		60				

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT			
Stages 1 and 2: Research and Writing			
Stage 1	10		
Stage 2	30		
OBJECTIVE	Writes a report based on the research of a literary genre		
ACTIVITY	<p><i>Note: All project activities are embedded in the lesson plan.</i></p> <p>Stage 1 Learners do research during the following lessons in Week 7:</p> <ul style="list-style-type: none"> ○ Listening ○ Shared Reading <p>Learners continue with research during the following lessons in Week 8:</p> <ul style="list-style-type: none"> ○ Group Guided Reading <p>Stage 2 Learners do the writing during the following lesson in Week 7:</p> <ul style="list-style-type: none"> ○ Writing: Teach the Genre <p>Learners continue with research during the following lessons in Week 8:</p> <ul style="list-style-type: none"> ○ Writing: Planning ○ Writing: Drafting ○ Writing: Editing, Publishing & Presenting <p>If required, learners may also complete their writing in Week 8:</p> <ul style="list-style-type: none"> ○ Group Guided Reading 		
STAGE 1: RESEARCH			
Research	1-3	4-7	8-10
	The learner has not listened to or read the information provided. There is no understanding of the literary genre.	The learner has listened to and read most of the information provided. The research shows an understanding of the literary genre: its purpose, different forms and the language features. The research is good and shows understanding.	The learner has carefully listened to and read all the information provided. The research shows an excellent understanding of the literary genre: its purpose, different forms, and the language features. The research is thorough, shows comprehensive understanding and exceeds expectations.
STAGE 2: REPORT			
CONTENT	1-3	4-7	8-10
	The learner's report has not introduced or explained the project. The report does not discuss the information. There is no conclusion. The report is off the topic or confusing.	The learner's report has/ or has attempted an introduction explaining what the research is about, the methodology used. The report discusses some relevant information. The report has/ or has attempted a conclusion, but the evaluation is not clear or not well-justified.	The learner's report is interesting and well-written. The report has an introduction explaining what the project is about, and the methodology used. There is comprehensive discussion of the information. There is a conclusion with a justified evaluation.

PLANNING	1-3	4-7	8-10
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
STRUCTURE and EDITING / LSC	1-3	4-7	8-10
	There is no title. The report has not used paragraphs. There is no logical structure. The report is not written in the correct style, using formal or factual language. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.	The learner has attempted to give a title. The report is written using paragraphs which have/attempt to have a logical flow. The report has attempted to use formal and factual language. The learner has attempted to edit their work to correct grammar, spelling and punctuation, but there are still errors.	The report has an appropriate title. The learner has used well-structured paragraphs to write about the literary genre. The report is written using formal and factual language. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
MARKS	Maximum total of 20				
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4				
ACTIVITY	<p><i>Note: All project activities are embedded in the lesson plan.</i></p> <p>Stage 3</p> <p>Learners present their research projects during the following lessons for the duration of Term 3 and 4:</p> <ul style="list-style-type: none"> ○ Group Guided Reading 				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
CONTENT and STRUCTURE 10 MARKS <ul style="list-style-type: none"> • Shows evidence of research • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Participates and maintains discussion 	1-2 The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	3-4 The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	5-6 The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	7-8 The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	9-10 The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and a conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
FLUENCY and EXPRESSION 10 MARKS <ul style="list-style-type: none"> • Uses appropriate body language and presentation skills • Oral is fluently read • Voice is projected • Words clearly enunciated • Maintenance of audience rapport, e.g. eye contact 	1-2 The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	3-4 Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	5-6 Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	7-8 Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	9-10 Learner presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

Term 3 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: THE CHILDREN WERE SORRY

1. What were the children doing to their friends at school?
The children were flicking and shaking their friends at school.
2. Who was angry?
The children were angry.
3. What did the children do to make everything better?
To make everything better, the children said sorry

NON-FICTION TEXT: THE BIG RACE

1. What race were Nkosinathi and Kwanele competing in?
Nkosinathi and Kwanele were both in 100-metre race
2. Who won the race?
The race was won by Kwanele
3. Why do you think Nkosinathi pushed Kwanele?
I think Nkosinathi pushed Kwanele because... (see learners answer)
4. How would you feel if your best friend always beat you at something?
I would feel... (see learners answer)
5. Find synonyms for these words in the story:
 - a) *constantly - always*
 - b) *rage - anger*
 - c) *attack - fight*
 - d) *full of pride - proud*
 - e) *correct - right*
 - f) *say sorry - apologise*
6. Choose the correct meaning for the following idioms:
 - a) *At the end of the race, Nkosinathi blew his top!*
 - i) *suddenly became very angry*
 - ii) *hurt his head*
 - iii) *blew a whistle*
 - b) *Mostly I love my friends, but sometimes they drive me up the wall!*
 - i) *go for a drive*
 - ii) *make you very irritated*
 - iii) *run into the wall*
 - c) *Losing my homework was bad, but getting punished unfairly was the last straw.*
 - i) *no more straws*
 - ii) *getting help*
 - iii) *the final bad thing to happen after other bad things have happened*
 - d) *I only laughed and he jumped down my throat.*

- i) reacted in a very angry way to something someone said or did
- ii) punched in the throat
- iii) jumped with joy

FICTION TEXT: A FORGOTTEN BIRTHDAY

1. Whose birthday party was it?
It was Lindiwes' birthday
2. What do you think would be a good reason for not going to a party?
I think that a good reason would be (see learners answer)
3. Use the apostrophe to join these words:
 - a) *I couldn't go to the party because there was no transport.*
 - b) *She's the best house on the street.*
 - c) *I love it when it's my birthday.*
 - d) *I won't be upset on my birthday.*
 - e) *There're so many things I want to do at my party!*
4. Write out these numbers in full. For example: 12th = twelfth
 - a) 1st = first
 - b) 2nd = second
 - a) 3rd = third
 - b) 15th = fifteenth
 - c) 24th = twenty fourth
 - d) 100th = one hundredth

NON-FICTION TEXT: CONTROLLING YOUR ANGER

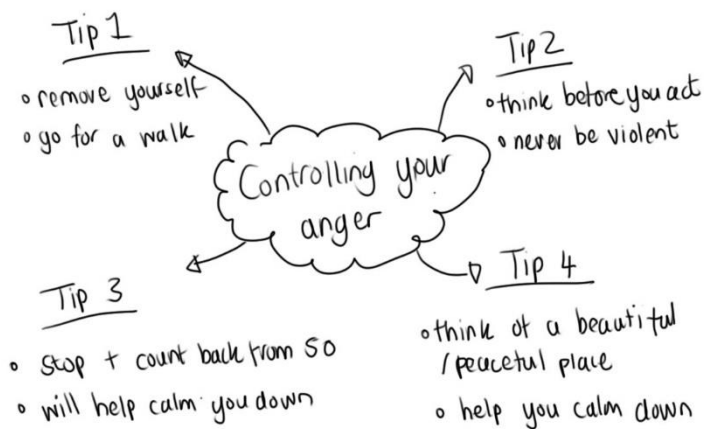
1. Name one thing you can do to control your anger.
One thing you can do is remove yourself and go for a walk (any of the four answers).
2. Which do you think is the best suggestion in this text?
I think the best suggestion is (see learners answer)
3. Put the following sentences into the negative:
 - a) *You should not act in anger.*
 - b) *People do not get angry for different reasons.*
 - c) *It is not difficult to control your emotions.*
 - d) *He was not a cross person.*
 - e) *She does not become irritated very quickly.*
4. Which words do NOT describe different qualities of people?
 - a) towel
 - b) magazine
 - c) radio
 - d) banana
 - e) religious

VISUAL TEXT: PEOPLE WHO ARGUE MOST

1. Who do we argue with the most?
We argue the most with friends
2. Why do you think we argue with these people the most?
We argue with friends the most because we spend the most time with them/we know them the best/we know what makes them angry/we care about them etc. (see learners answer)
3. Who in your life do you argue with the most? What do you argue about?
I mostly argue with (see learners answer). We argue about (see learners answer)
4. Look at the word before the colon. Which of the two words after the colon is NOT a synonym for the first word?
 - a) *argue: disagree / reconnect*
 - b) *reconcile: redo / resolve*
 - c) *apologise: excited / say sorry*
 - d) *family: relative / private*
 - e) *conflict: argument / calm*

SUMMARY: CONTROLLING YOUR ANGER

Summary: Controlling your anger



WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: FRIENDS ARE THE MEDICINE

1. What does the person in the story think when they are sick?
When they are sick, the person in the story thinks that they are not safe
2. Who makes the sick person feel better?
Their mates make the sick person feel better.
3. What is the best medicine, for the person in the story?
For the person in the story, the friends is the best medicine.

FICTION TEXT: AN IMPORTANT LESSON

1. How did Anathi's mother know that she was sick?
Anathi's mother knew that she was sick because she had a very high temperature
2. What do antibiotics do?
Antibiotics fight off bacteria
3. What lesson do you think Anathi learnt?
I think that Anathi learnt (see learners answer)
4. Do you think Anathi did the right thing by missing the soccer game? Why or why not?
I think Anathi did / did not do the right thing because (see learners answer)
5. Make the verb agree with the subject in each sentence:
 - a) Anathi really wants to play in the soccer match.
 - b) Her mother and the doctor said she must rest.
 - c) Anathi felt better after taking the antibiotics.
 - d) All her friends are so happy to see her.
 - e) Anathi and her friends played together again.
6. In the list below, find the 6 pairs of antonyms. Write the correct antonyms next to each other in your exercise book.
 - a) Healthy - sick
 - b) weak - strong
 - c) active - rest
 - d) live - die
 - e) serious - mild
 - f) untreatable - curable

FICTION TEXT: AN INSPIRATIONAL WOMAN

1. What do many of the students in the class want to study one day?
Many of the students want to study business or teaching or finance
2. What kind of person do you think Aphiwe is? Why?
I make the evaluation that she is a (see learners answer) person, because (see learners answer)
3. Choose the correct form of the verb in each sentence so that it agrees with the subject:
 - a) Mr Maseko asks his class about their plans.
 - b) The learners are interested in studying business and education.
 - c) Aphiwe's answer is different to all the others.
 - d) Zinzi and Thembi also wants to do something remarkable.
 - e) When their mothers and grandmothers were young, they had not been able to study medicine.
4. Which of the following words are NOT about medicine and illness?
 - a) cake
 - b) tree
 - c) pens
 - d) jacket

NON-FICTION TEXT: FIGHTING INFLUENZA

1. What does the flu impact in our bodies?
The flu impacts your nose, throat and lungs
2. What is one fact in this text?
One fact is that a vaccine is an injection that gives you a very mild dose of the illness
3. When you get sick, how do you feel?
When I get sick, I feel (see learners answer)
4. Find meaning for each word. Write down each word and the correct meaning next to it.
For example: Sneeze means a sudden burst of air through the nose and mouth

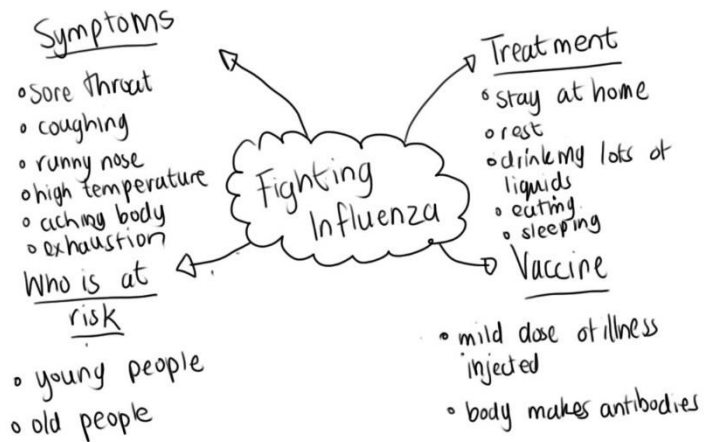
WORD	MEANING
sneeze	a sudden burst of air through the nose and mouth
temperature	our body heat – average measure is 36.5° – 37.5° C
at risk	in danger, badly ill
common	normal, ordinary
symptoms	something wrong with your body/mind showing you are sick
exhaustion	extreme tiredness

VISUAL TEXT: FLU IN SOUTH AFRICA

1. How many people does the flu kill in South Africa each year?
The flu kills 6000 – 11000 people every year
2. People only know they have the flu a few days after the virus enters their body. Why is this dangerous for old and weak people?
It is dangerous because the flu vaccine is only effective in healthy adults
3. Put the following sentences into the negative:
 - a) Thandi does not feel fine.
 - b) Her temperature is not normal and she has no energy.
 - c) Her grandmother must not stay close to her.
 - d) Being sick is not fun!
4. Put the following body parts in order from the top of your body (your head) to the bottom (your feet):
 - a) 2 eyes
 - b) 6 stomach
 - c) 4 shoulders
 - d) 1 forehead
 - e) 7 knees
 - f) 5 chest
 - g) 8 ankles
 - h) 3 chin

SUMMARY: FIGHTING INFLUENZA

Summary: Fighting influenza



WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: TRACY-LEE'S TEST

1. What is Tracy-Lee scared of?
Tracy-Lee is scared of failing her test
2. Why didn't Tracy-Lee cheat on her test?
Tracy-Lee didn't cheat on her test because she felt bad
3. What was Tracy-Lee happy about?
Tracy-Lee was happy that she had a friend

NON-FICTION TEXT: AN HONEST POLITICIAN

1. On what continent is Uruguay?
Uruguay is on the continent of South America
2. Why was President Mujica understood to be an honest politician?
President Mujica was understood to be an honest politician because of how he dealt with his earnings as president
3. Is there something you wish politicians in South Africa would do differently? Why?
I wish that politicians in South Africa would (see learners answer) because (see learners answer)
4. The 'BBC' is an abbreviation for the 'British Broadcasting Corporation'.
Write out the full words of the following abbreviations.
 - a) *SABC – South African Broadcasting Corporation*
 - b) *kg - kilogram*
 - c) *cm – centimetre*
 - d) *FNB – First National Bank*
 - e) *ANC - African National Congress*
 - f) *SANDF – South African National Defence Force*

5. What do the following symbols stand for?
- & - and
 - % - percentage
 - @ - addressed to
 - £ - pound
 - ∞ - infinity
 - °C – degrees Celsius
6. Punctuate the following sentences, correcting the spelling as you go along.
- I don't trust any politicians I think they lie all the time.
 - The president earns too much money said my mom.
 - There is so much of the world I want to see I wish I could go to one new country each month so I can see the whole world before I die.
 - Wow! I am so impressed that the president gave all his money away!

FICTION TEXT: BEING HONEST IS HARD

- What can you infer about Hakim's mom, from this sentence?
'I know you are the sweetest child in the world...'
I can infer that Hakim's mom is (see learners answer)
- Why was Hakim so popular?
Hakim was so popular because he tells others what they want to hear, and not the truth.
- Describe a time when you were honest with a friend, even when it was hard.
I was honest with a friend, even though it was hard, when (see learners answer)
- Hakim was self-reflective when he set out to find out why he was so popular.
From the options given, choose the correct 'self-' word for the sentences below.
esteem obsessed conscious aware
 - Bobby was very self-conscious, and he hated speaking in front of other people.*
 - Jacobus knew a lot about his own thoughts and feelings because he was self-aware.*
 - Dylan was self-obsessed, he loved himself so much he even kissed his own reflection in the mirror!*
 - I have low self-esteem and I often don't like myself very much.*
- Find an antonyms in List 2 for each of the words in List 1:

LIST 1	List 2
a) honest	<u>lie</u>
b) confident	<u>shy</u>
c) popular	<u>unpopular</u>
d) scared	<u>brave</u>
e) friend	<u>enemy</u>
f) start	<u>finish</u>
g) truth	<u>dishonest</u>
h) best	<u>worst</u>

NON-FICTION TEXT: HOW TO TELL SOMEONE IS LYING

1. What magazine can this information be found in?
This information can be found in the Time Magazine
2. If someone is being honest, how do they move their hands?
When someone is being honest, they tend to use hand movements while they're speaking. Also, when you are speaking the truth, more people just use one hand.
3. Think about a time you have told a lie. How did you feel when you were telling the lie?
When I was telling the lie, I felt (see learners answer)
4. Change the following into direct speech.
 - a) *Phola said, 'She has never told a lie in her life.'*
 - b) *My mom shouted to the whole family, 'You must never trust anything that anyone says!'*
 - c) *The parents tell their children, 'Always be careful of liars!'*
 - d) *My sister said to me, 'It is important to be honest with your friends.'*

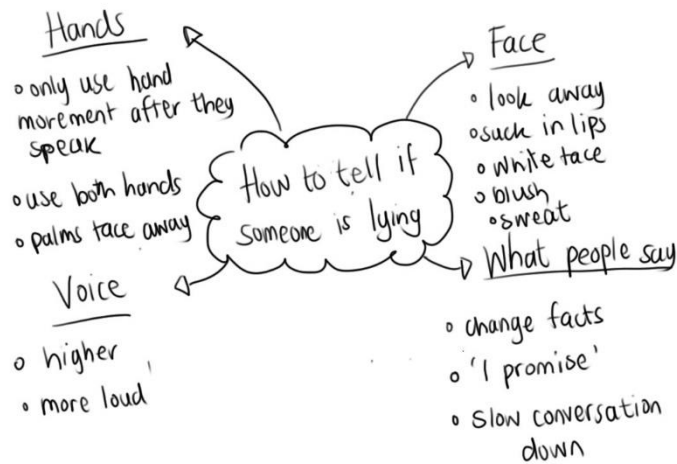
VISUAL TEXT: SUPERHERO FRIENDS

1. What are three facts about superhero friends, according to this poster?
According to this poster, three facts about superhero friends are: firstly that superhero friends tell the truth to each other even when it is difficult, secondly that they remember to use kindness when telling other the truth and thirdly that honest friends would never cheat or steal
2. Posters are supposed to be eye-catching. Do you think this poster is eye-catching? What could you add to make it more eye-catching?
Yes, I think this poster is eye-catching / No, I don't think this poster is eye-catching. I would add (see learners answer) to make it more eye-catching.
3. Imagine you could design your own superhero costume for the Honesty Superhero. What would it look like? Describe it here. Use as many descriptive adjectives as possible!
My Honesty Superhero costume would look like (see learners answer)
4. What are three qualities you look for in a friend?
Three qualities I look for in a friend are (see learners answer)
5. Sometimes in English words, there are silent letters. Like in the word 'honest' we keep the letter 'h' silent. Add in the missing silent letter in each of these words. Write out the full, correct word.
 - a) knowledge
 - b) science
 - c) knee
 - d) knock
 - e) thumb
 - f) sciissors
 - g) bomb
 - h) climb
 - i) high school
 - j) often
 - k) autumn

6. Write down four adjectives to describe the Honesty Superhero's outfit in the poster.
Four adjectives to describe the outfit are: red, blue, stylish, smart

SUMMARY: HOW TO TELL IF SOMEONE IS LYING

Summary: How to tell if someone is lying



WEEKS 7 & 8 MEMORANDA

DECODABLE TEXT: WHEN I PLAY...

1. What does the person in the story imagine when they play?
When they play, the person imagines a new world
2. What does the person feel when they play?
The person feels good and strong when they play
3. What clue does playing give the person?
Play gives them the clue of who they could be one day.

FICTION TEXT: THE PLAYGROUND CHAMP

1. Why did Lebo hide behind the tree at break time?
She hid because she was scared
2. What kind of child was Limakhatso?
Limakhatso was loud and confident.
3. If you were at a new school, would you go and play or would you sit by yourself? Why?
If I were at a new school, I would (see learners answer) because (see learners answer)
4. What did Lebo learn that day when she went to play with the others?
Lebo learned that Limakhatso was actually not scary/that she was champion of the rope/that she did not need to be scared.

5. Find words in the story that are synonyms to the following words:
 - a) Timid - shy
 - b) However - but
 - c) frightened - scared
 - d) declared - announced
 - e) applauded - cheered

FICTION TEXT: THE FIRST TIME I PLAYED GENERAL KNOWLEDGE

1. What stationary did the teacher tell the learners to take out?
The teacher told the learners to take out a sharp pencil
2. Do you think Patricia needed to be worried at the start of the lesson? Why or why not?
I think Patricia did / did not need to be worried because (see learners answer)
3. Change the following sentences into the negative:
For example: She had been playing a game. She had not been playing the game.
 - a) Patricia had not tried her best to win.
 - b) They have not made a big effort to include the whole class.
 - c) While they were busy, they had not forgotten the food cooking on the stove.
 - d) He has not done all he could to help his friend.
 - e) We have not spoken to them many times this week.
 - f) The plate had not broken while he washed the dishes.
4. Identify the words that are NOT about games and activities:
 - a) egg
 - b) mountain

NON-FICTION TEXT: HOW TO PLAY GENERAL KNOWLEDGE

1. How many points does a player get for writing a word that no one else got?
A player gets 10 points.
2. Are you competitive when you play games? If not, what is your attitude when you play games?
When I play games, I am (see learners answer)
3. Change the following sentences into questions:
For example: They have been playing. Have they been playing?
 - a) Have the players added up their scores?
 - b) Has she been very competitive?
 - c) Has he won again?
 - d) Have we decided to play some more rounds?
 - e) Have you lost every time?
4. If the letter chosen were 'm', give an example of what you could write for:
 - a) a boy's name - Mpumi
 - b) a girl's name - Mary
 - c) a food - Mango
 - d) an animal - Meerkat

VISUAL TEXT: PHYSICAL ACTIVITY OF CHILDREN

1. In which country are the children the most inactive? In which country are children the least inactive?
They are most inactive in England. They are least inactive in Brazil.
2. What do you think would be a good way to encourage children to be more active?
I think a good way to encourage children is (see learners answer)
3. Punctuate the following sentences correctly.
 - a) Australia's children are very unhealthy.
 - b) The children need to do more exercise in the USA.
 - c) It's bad for you to be inactive, you'll get sick.
 - d) Why don't American children watch less tv?
 - e) South Africa's children are mostly active, but we need to make sure we stay healthy.
4. Write the following numbers out in full: For example: 40 = forty
 - a) 80 - eighty
 - b) 56 - fifty-six
 - c) 72 - seventy-two
 - d) 23 - twenty - three
 - e) 34 - thirty - four

SUMMARY: HOW TO PLAY GENERAL KNOWLEDGE

Summary: How to play general knowledge

1. *The first player must close their eyes and choose a letter from the 'letter page', by dotting a letter with their pen or pencil.*
2. *The players have one minute to write down a boy's name, a girl's name, a food, and an animal starting with the chosen letter.*
3. *If a player did not write anything, they get 0 points. If two or more players wrote the same thing, they each get 5 points. If a player wrote a name that no-one else got, they get 10 points.*
4. *The player with the most points wins the game.*

WEEKS 9 & 10 MEMORANDA

DECODABLE TEXT: DAD IS TOO BUSY AT WORK

1. What is dad too busy for?
He is too busy to talk and chat
2. What mistake did the dad make?
The mistake the dad made was that he spent too much time on his work and not enough time with his child.
3. How does the child feel at the end of the story?
At the end of the story, the child feels happy and safe

FICTION TEXT: SPEAKING UP CAN SOLVE PROBLEMS

1. Who made Nomsa feel uncomfortable?
Uncle Odwa made Nomsa feel uncomfortable.

2. Why did this person make Nomsa feel uncomfortable?
This person made Nomsa feel uncomfortable because he touched her hair and stroked her back
3. How did Nomsa deal with this issue?
Nomsa dealt with this issue by communicating with her father
4. In the story, Nomsa decides she will speak to her father. What do you think helped give her the courage to do so?
What gave her the courage to speak up was (see learners answer)
5. Connect the sentences using and, but or because. Write the new, complex sentences in your exercise book.
 - a) *Nomsa hated it when Uncle Odwa came to visit because it made her feel unsafe and uncomfortable.*
 - b) *She hated the way he touched her, and she hated the way he spoke to her.*
 - c) *Nomsa was scared to tell her father because she knew it was the right thing to do.*
 - d) *Nomsa felt very nervous but she found the courage to tell her father.*
 - e) *Her father believed her immediately and Uncle Odwa never came to visit again.*
6. Find synonyms in the story for the following words:
 - a) *couldn't stand* - *hated*
 - b) *awkward* - *uncomfortable*
 - c) *suitable* - *appropriate*
 - d) *brave* - *courageous*
 - e) *anxious* - *nervous*
 - f) *straightaway* - *immediately*

FICTION TEXT: HURTFUL WORDS

1. What type of personality did Vuyo have?
Vuyo had a happy and joyful personality
2. Why do you think it was difficult for Vuyo to speak to his mother? What inference can you make?
I can infer that Vuyo felt (see learners answer) when he spoke to his mother.
3. Change the following sentences into the past tense:
 - a) *Vuyo was a happy child who loved school.*
 - b) *His mother brought him some food.*
 - c) *She bought him more school books.*
 - d) *This was not like her son. She did not know who this was.*
 - e) *She sat with his teacher and spoke to her about the problem.*
 - f) *The teacher was shocked.*
 - g) *She understood the problem and said sorry.*
4. Find a word in the story that is from the same word family as the following words.
 - a) *round* - *found*
 - b) *sail* - *fail*
 - c) *fight* - *bright*
 - d) *play* - *day*
 - e) *track* - *back*

NON-FICTION TEXT: ELECTRONIC COMMUNICATION THROUGH THE YEARS

1. What was the first form of electronic communication?
The first form of electronic communication was the telephone
2. Why do you think there was such a big gap of time between radio and TV?
I think there was a big gap of time between radio and TV because (see learners answer)
3. Do you agree that the internet has changed our lives more than anything that came before?
Why or why not?
I think the internet has / has not changed our lives more than anything that came before because (see learners answer)
4. Complete the table with the correct abbreviations . Rewrite and complete the table in your work book.

Word	Abbreviation
e.g. Electronic mail	Email
Telephone	<u>Tell</u>
<u>United States of America</u>	USA
<u>Television</u>	TV
South Africa	<u>SA</u>
<u>South African Broadcasting Corporation</u>	SABC
World wide web	www

VISUAL TEXT: HEALTHY VS UNHEALTHY COMMUNICATION

1. Are you a healthy or an unhealthy communicator? Why?
I am a healthy communicator because I (see learners answer) / I am an unhealthy communicator because I (see learners answer)
2. Why is 'not listening' a sign of unhealthy communication?
'Not listening' is a sign of unhealthy communication because (see learners answer)
3. Punctuate the following sentences correctly:
 - a) When there's a disagreement, you should be calm and respectful.
 - b) You're a better communicator if you listen to other opinions.
 - c) Why should I do what you want?
 - d) It's all your fault.
 - e) Don't think it's only about you.
4. What do you think it means to 'keep your emotions in check'?
I think it means (see learners answer)

SUMMARY: THE HISTORY OF ELECTRONIC COMMUNICATION

Summary: The history of electronic communication

1. *The telephone was invented first in 1876.*
2. *The radio was invented second in 1906.*
3. *The TV broadcast started in 1928.*
4. *Cellphones were first used in 1986.*
5. *The internet was invented in 1991.*