

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 3 2021**  
**GRADE 4**

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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					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
1. Say or sing 5 new rhymes or songs					
2. Discuss the listening text using a conversation frame					
3. Orally summarise the text that has been read					
4. Talk about their writing					
<b>VOCABULARY</b>					
Learners should be able to understand and use some of the following vocabulary:					
beak	curved	burglar	break in	unhealthy	flamingo
nest	swoop	hatch	fragile	treehouse	notice
protect	protectively	fear	fearfully	relax	omnivore
drought	Blue Crane	highest	crow	season	breed
active	expert	remove	harmless	treatment	poisonous
poison	common	spit	venom	venomous	fangs
zoo	Black Mamba	backwards	meters	speed	kilometres
per	hour	superhero	disguise	lonely	loneliness
mask	suspicious	shadow	disappear	twirled	superhuman
cape	invisible	drown	terror	risk a life	imaginary
make believe	impressive	instantly	make	rescue	results
celebrate	celebration	religion	Christmas	believe	stick
sticky	thick	icing	base	Diwali	Ramadan
Christian	Hindu	Muslim	goddess	god	fireworks
wealth	worship	decide	decision	consequence	narrator
steal	gingerbread	man	cottage	stage	act
actor/actress	fox	heavy	plan	conversation	chase
diet	healthy	African Penguin			

<b>READING: Phonic Decoding</b>					
Learners should be able to decode the following words, as well as other phonic words:					
flap	flash	made	shake	flashing	flapping
think	wink	blink	kite	fine	time
sparkling	spin	woke	open	opened	blinked
when	why	while	tune	rude	huge
<b>Sight &amp; High Frequency Word Recognition</b>					
Learners should be able to read the following words by sight:					
bird	from	again	journey	fly	new
things	long	beak	tree	about	then
after	thought	never	found	trick	garden
laugh/laughed	snake	him	school	or	did
everyone	has	play	friend	rescue	eyes
presents	happy	grow	hope	wanted	well
find	magic	us	soon	gave	plan
scared	need	must	our	dog	shouted
stop	door				
<b>COMPREHENSION</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1. Make predictions about a text by skimming and scanning a text and identifying key words</li> <li>2. Monitor their own understanding of a text</li> <li>3. Recall details from a text</li> <li>4. Identify the main idea in a text</li> <li>5. Sequence events from a story</li> <li>6. Visualise, make connections, make inferences, make evaluations, and wonder about the text</li> <li>7. Summarise and retell the text</li> <li>8. Use sentence starters to answer comprehension questions in writing</li> <li>9. Engage with and understand visual texts including bar graphs, pie charts, timetables and diagrams</li> </ol>					

## 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 descriptive verbs, articles, adverbs, present progressive tense and future tense.
3. Practice the identification and use of theme vocabulary, adjectives, alliterations, descriptions, antonyms compound words, abstract nouns, plural forms, synonyms, past tense future tense, abbreviations, modals, apostrophes, punctuation, idioms

## 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,
  - Descriptive paragraph
  - Diary entry
  - Dialogue
  - Poster
  - Sentences that rhyme

## 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 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 1-2: BEAUTIFUL BIRDS
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Listens to information text</li> <li>Discusses information text</li> <li>Predicts, discusses specific details, asks and answers questions</li> </ul>	<ul style="list-style-type: none"> <li>Week 1 Listening: A Strange Burglar! (story)</li> <li>Week 1 Speaking: A Strange Burglar! (story)</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads information text</li> <li>Reflects on texts read independently</li> </ul>	<ul style="list-style-type: none"> <li>Week 1 Shared Reading: Birds in our treehouse (story)</li> <li>Week 1 – 2 Worksheet: The Blue Crane (information text)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Writes a descriptive paragraph (2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>Week 1 Introduce the Genre: Descriptive essay</li> <li>Week 2 Process Writing: Descriptive paragraphs</li> <li>Week 1-2 Oral Activities: Personal dictionaries</li> </ul>
<b>LSC</b>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Punctuates correctly</li> <li>Builds on phonic and sight word knowledge</li> <li>Breaks longer words into smaller chunks</li> <li>Adds s and -es to form plural words</li> <li>Revise common nouns</li> <li>Constructs simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Theme vocabulary</li> <li>Week 2: Theme vocabulary</li> <li>Week 1: Introduce the LSC in context (descriptive verbs)</li> <li>Week 2: LSC &amp; Drafting: Descriptive verbs</li> <li>Week 1-2 Worksheet: descriptive verbs, apostrophes, present progressive tense, homonyms</li> </ul>
	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: SLITHERING SNAKES
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Participates in short conversation on a familiar topic</li> <li>Practices listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Week 3-4 Daily Activities: Introduce the theme</li> <li>Week 3 Listening: Breeding season (an information text)</li> <li>Week 3 Speaking: Breeding season (an information text)</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads visual text e.g. poster or notices</li> <li>Practices reading</li> <li>Reflects on texts read during independent/pair reading</li> </ul>	<ul style="list-style-type: none"> <li>Week 3 Shared Reading: Which animals lay eggs? (information text)</li> <li>Week 3 Teach the Genre: Fish for sale! (advertisement/poster notice)</li> <li>Week 3-4 Worksheet: Number of deaths related to snake bites (graph)</li> </ul>

<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>• Designs and produces a visual text</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Process Writing: Poster</li> <li>• Week 1 Oral Activities: Personal dictionaries</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>• Spelling and punctuation</li> <li>• Uses knowledge of alphabetical order to find words in a dictionary</li> <li>• Words starting with a g followed by an -e, -l, or -y</li> <li>• Uses nouns that only have plurals</li> <li>• Revises 'a' and 'the' with nouns</li> <li>• Comparative adjectives</li> <li>• Builds on use of subject-verb-concord</li> <li>• Reported speech</li> <li>• Vocabulary in context</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3: Theme vocabulary</li> <li>• Week 4: Theme vocabulary</li> <li>• Week 3 Shared Reading: Introduce the LSC in context ('a' and 'the' with nouns)</li> <li>• Week 4 LSC &amp; Drafting: Revise 'a' and 'the' with nouns</li> <li>• Week 3-4 Worksheet: abbreviations, synonyms, connecting words</li> </ul>
	<b>DBE ATP WEEKS 5-6</b>	<b>PSRIP WEEKS 5-6: SUPERHEROES</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>• Listens to a story</li> <li>• Describes the causes and effects of the action or events</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Listening: The lonely fighter (story)</li> <li>• Week 5 Speaking: The lonely fighter (story)</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>• Reads a story</li> <li>• Interprets and explains the message</li> <li>• Uses reading strategies</li> <li>• Discusses story</li> <li>• Describes feelings about the text</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Shared Reading: Shadow girl to the rescue (story)</li> <li>• Week 5-6 Worksheet: Khwezi the star superhero (story)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>• Writes diary entries</li> <li>• Uses the writing process</li> <li>• Use correct content and format</li> <li>• Records words in personal dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Teach the Genre: Diary entry (Diary entry)</li> <li>• Week 6 Process Writing: Diary entry about a time you saw a superhero</li> <li>• Weeks 5-6 Oral: Theme vocabulary</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>• Spelling and punctuation</li> <li>• Words starting with a c and follow by -e, -l or -y</li> <li>• Words starting with a k followed by an i</li> <li>• Countable nouns</li> <li>• Uses forms of verb 'to be'</li> <li>• Simple past tense</li> <li>• Adverbs of degree</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5: Theme vocabulary</li> <li>• Week 6: Theme vocabulary</li> <li>• Week 5 LSC: Adverbs</li> <li>• Weeks 5-6 Worksheets: adjectives, alliterations, descriptions, antonyms</li> </ul>
	<b>DBE ATP WEEKS 7-8</b>	<b>PSRIP WEEKS 7-8: FINDING OUT MORE ABOUT POETRY</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>• Listens to and discusses poem(s)</li> <li>• Relates to own experience</li> <li>• Identifies features of poem</li> <li>• Practices listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7 Listening: Poetry for kids (information text)</li> <li>• Week 7 Speaking: Poetry for kids (information text)</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>• Reads a poem(s)</li> <li>• Uses reading strategies</li> <li>• Practices reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7 Shared Reading: Research texts on poetry (information text which includes poems)</li> </ul>



<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Writes sentences that rhyme</li> <li>Records words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Week 8 Process Writing: Report writing with a poem</li> <li>Weeks 7-8 Oral: Theme vocabulary &amp; personal dictionaries</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Spelling and punctuation</li> <li>Words with long vowel sounds</li> <li>Uses prepositions that show direction, time and possession</li> <li>Extended forms of 'to be'</li> <li>Builds on use of modals</li> <li>Connecting words that show contrast</li> <li>Alliteration, assonance, consonance, personification, rhyme, rhythm etc.</li> <li>Vocabulary in context</li> </ul>	<ul style="list-style-type: none"> <li>Week 7: Theme vocabulary</li> <li>Week 8: Theme vocabulary</li> <li>Week 8 LSC &amp; Drafting: Present progressive tense</li> <li>Week 7 LSC: compound words, abstract nouns, plural forms, synonyms, past tense</li> </ul>
	<b>DBE ATP WEEKS 9-10</b>	<b>PSRIP WEEKS 9-10: DECISION MAKING</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Listens to a play/drama read aloud or from radio or TV</li> <li>Role plays a character or a familiar situation</li> <li>Practices listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>Week 9 Listening: Thembi's decision (play)</li> <li>Week 9 Speaking: Thembi's decision (play)</li> <li>Week 9-10 Oral: Song/Rhyme</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads a play/drama</li> <li>Practices reading</li> <li>Does a short oral book review</li> </ul>	<ul style="list-style-type: none"> <li>Week 9 Shared Reading: The gingerbread man (play)</li> <li>Week 9-10 Worksheet: Khosi's decision (story with dialogue)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Writes a dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Week 9 Teach the Genre: Dialogue</li> <li>Week 10 Process Writing: Write a dialogue</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Spelling and punctuation</li> <li>Dictionary work</li> <li>Simple present tense</li> <li>Present progressive tense</li> <li>Adverbs of time</li> <li>Direct speech</li> <li>Reported speech</li> <li>Vocabulary in context</li> </ul>	<ul style="list-style-type: none"> <li>Week 9: Theme vocabulary</li> <li>Week 10: Theme vocabulary</li> <li>Week 10 LSC &amp; Drafting: Future tense</li> <li>Week 9-10 Worksheet: future tense, abbreviations, modals, apostrophes, punctuation, idioms</li> </ul>

## 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	<b>Vocabulary and Decoding:</b> 1.1. Teach vocabulary 1.2. Phonics review 1.3. Paired reading: decodable text	<b>Shared Reading:</b> 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"> <li>• Practice reading the phonic words aloud</li> <li>• Practice reading the decodable text aloud</li> <li>• Complete the 'Word Find'</li> <li>• Learn the meanings of vocabulary words</li> <li>• Practice reading the independent texts</li> </ul>
WEEK	Activity 3	Activity 4	Homework
WEEK 2	<b>Writing:</b> 3.1. Teach the genre	<b>Writing:</b> 4.1. Planning 4.2. Drafting	<b>Writing:</b> 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

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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

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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**

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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**

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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

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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

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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**

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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**

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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**

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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:

<b>Standard Editing Checklist</b>
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**

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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

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 1-2</b>	<p><b>Listen to and discusses an information text</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Discusses specific details</li> <li>• Asks questions to obtain information</li> <li>• Listens and responds appropriately</li> <li>• Answers oral questions</li> <li>• Relates own experiences</li> </ul>	<p><b>Reads information text, e.g. on social issues</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading predicts from title and pictures</li> <li>• Uses reading strategies, e.g. scans for specific details, skims for general idea</li> <li>• Reads short, printed resources</li> <li>• Locates information from different sources</li> <li>• Selects the relevant ideas</li> <li>• Identifies different purposes of texts</li> <li>• Identifies and discusses values in the text</li> </ul> <p><b>[READING COMPREHENSION]</b></p> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>	<p><b>Writes a descriptive paragraph (2 paragraphs)</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the appropriate structure as a frame</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs)</li> <li>• Creates visual aids for presentation</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>[WRITING: DESCRIPTIVE ESSAY]</b></p>	<p><b>Spelling and spelling</b></p> <ul style="list-style-type: none"> <li>• Punctuates correctly: colon, semicolon, inverted commas, commas, full stop</li> <li>• Builds on phonic knowledge to spell Words</li> <li>• Builds on knowledge of sight words and high frequency words</li> <li>• Breaks long words into smaller chunks</li> <li>• Add <i>s</i> and <i>-es</i> to form most plurals</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Personal pronouns</li> <li>• Demonstrative pronouns</li> <li>• Revises common nouns: countable nouns e.g. book – books</li> <li>• Uses regular forms of the verb</li> <li>• Understands and uses verbs to describe actions</li> <li>• Constructs simple sentences using subject, verb, object</li> </ul> <p><b>Vocabulary in context</b> <b>Words taken from shared or individually read texts</b></p> <p><b>[LS&amp;C ACTIVITIES]</b></p>

## Week 1: Beautiful Birds

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Introduce theme: Beautiful birds</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: A strange burglar!</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Making inferences</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Listening Text: A strange burglar!</li> <li>• Genre: Story</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /fl/ /a-e/ /-ing/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2: Birds in our Treehouse</li> <li>• Genre: Story</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2: Birds in our Treehouse</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context: Descriptive verbs</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2: Birds in our Treehouse</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2: Birds in our Treehouse</li> <li>• Genre: Story</li> <li>• Teach: Making inferences</li> </ul>	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2: Birds in our Treehouse</li> <li>• Genre: Story</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise / make inferences</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Descriptive essay</li> <li>• Sample text: A summer's day</li> </ul>	

### WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads an information text	Date Completed
STUDY & MASTER Cambridge	Read an extract, 103	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a newspaper article, 129	
VIA AFRICA Via Africa	Read an information text, 104	
HEAD START Oxford	Read a notice, 98	
SOLUTIONS FOR ALL Macmillan Education	Read an information text, 120	
PLATINUM Pearson	Read an information text, 100	
TOP CLASS Shuter & Shooter	Read a news article, 85	

Week 2: Beautiful Birds		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Descriptive paragraphs</li> <li>• Topic: Write two paragraphs describing the most beautiful bird you have ever seen</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	

Tuesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet Week 2</li> <li>Group 2</li> </ul>	
Wednesday	Activity 1:	LSC & Writing: Drafting <ul style="list-style-type: none"> <li>LSC: Descriptive verbs</li> <li>Use plan to draft descriptive paragraphs</li> </ul>	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet 2</li> <li>Group 3</li> </ul>	
Thursday	Activity 1:	Oral activities <ul style="list-style-type: none"> <li>Teach song/rhyme/poem</li> <li>Teach theme vocabulary</li> <li>Question of the day</li> <li>Use personal dictionaries</li> </ul>	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet Week 2</li> <li>Group 4</li> </ul>	
Friday	Activity 1:	Writing: Editing and Publishing <ul style="list-style-type: none"> <li>Edit descriptive paragraphs using checklist</li> <li>Publish and share descriptive paragraphs</li> </ul>	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet Week 2</li> <li>Group 5</li> </ul>	
Friday	Activity 3:	Conclusion	

### WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Supplementary Writing Activity: Writes descriptive paragraphs	Date Completed
STUDY & MASTER Cambridge	Write a description of Jacob while he is dancing, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Match pictures to descriptions, 70	
VIA AFRICA Via Africa	Give a description, 61	
HEAD START Oxford	Listen to and write descriptions, 93	
SOLUTIONS FOR ALL Macmillan Education	Write a description of a cheese sandwich, 97	
PLATINUM Pearson	Write a description, 96	
TOP CLASS Shuter & Shooter	Write a description, 76	

### Theme Reflection: Beautiful birds

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 3-4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 3-4</b>	<p><b>Participates in short conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> </ul> <p><b>Practices Listening and Speaking</b></p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions /directions</li> <li>• Tells own news</li> <li>• Retells a story heard or read</li> </ul>	<p><b>Reads visual text</b>, e.g. poster or notices</p> <ul style="list-style-type: none"> <li>• Pre-reading: discusses pictures</li> <li>• Discusses what the text is about</li> <li>• Identifies specific information</li> <li>• Interprets the information</li> <li>• Discusses the purpose of the text</li> <li>• Discusses some of the language use</li> <li>• Identifies and discusses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p><b>[READING COMPREHENSION]</b></p> <p><b>Practices reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, expression and tempo</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>	<p><b>Designs and produces a visual text</b>, e.g. poster or notice</p> <ul style="list-style-type: none"> <li>• Uses the correct format</li> <li>• Selects appropriate information</li> <li>• Uses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p><b>[WRITING: VISUAL TEXT]</b></p> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> <li>• Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses nouns that have only plurals, e.g. scissors and trousers</li> <li>• Revises 'a' and 'the' with nouns.</li> <li>• Begins to use determiners</li> <li>• Comparative adjectives</li> <li>• Builds on use of subject verb concord</li> <li>• Begins to recognize and use reported speech</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Shortening words, e.g. television – telly, telephone - phone</li> <li>• Acronyms, e.g. AIDS</li> <li>• Initialism, e.g. HIV</li> </ul> <p><b>[LS&amp;C ACTIVITIES]</b></p>



### Week 3: Slithering snakes

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Introduce theme: slithering snakes</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: Breeding season</li> <li>• Genre: Information text</li> <li>• Three read</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: Breeding season</li> <li>• Genre: Information text</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /nk/ /i-e/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 18: Which animals lay eggs?</li> <li>• Genre: Web page article</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 18: Which animals lay eggs?</li> <li>• Genre: Web page article</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context: 'a' and 'the' with nouns</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 18: Which animals lay eggs?</li> <li>• Genre: Web page article</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 18: Which animals lay eggs?</li> <li>• Genre: Web page article</li> <li>• Teach: Search the text</li> </ul>	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 18: Which animals lay eggs?</li> <li>• Genre: Web page article</li> <li>• Written comprehension</li> <li>• Comprehension strategy: Summarise / Search the text</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Advertisements and poster notices</li> <li>• Sample text: Fish for sale!</li> </ul>	

### WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads visual text	Date Completed
STUDY & MASTER Cambridge	Read a notice, 109	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poster, 130	
VIA AFRICA Via Africa	Look at a poster, 104	
HEAD START Oxford	Read notices, 98	
SOLUTIONS FOR ALL Macmillan Education	Read a news article, 125	
PLATINUM Pearson	Read a poster, 146	
TOP CLASS Shuter & Shooter	Read a space travel time line, 82	

Week 4: Slithering snakes		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Poster</li> <li>• Topic: Write a poster teaching other learners what to do if they see a snake</li> <li>• Planning Strategy: Mind map</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	

Tuesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet Week 4</li> <li>Group 2</li> </ul>	
Wednesday	Activity 1:	LSC & Writing: Drafting <ul style="list-style-type: none"> <li>LSC: 'a' and 'the' with nouns</li> <li>Use plan to draft advertisement</li> </ul>	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet 4</li> <li>Group 3</li> </ul>	
Thursday	Activity 1:	Oral activities <ul style="list-style-type: none"> <li>Teach song/rhyme/poem</li> <li>Teach theme vocabulary</li> <li>Question of the day</li> <li>Use personal dictionaries</li> </ul>	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet Week 4</li> <li>Group 4</li> </ul>	
Friday	Activity 1:	Writing: Editing and Publishing <ul style="list-style-type: none"> <li>Edit poster using checklist</li> <li>Publish and share poster</li> </ul>	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet Week 4</li> <li>Group 5</li> </ul>	
Friday	Activity 3:	Conclusion	

### WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Writing Activity: Writes a poster	Date Completed
STUDY & MASTER Cambridge	Make a notice for an art exhibition, 110	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 135	
VIA AFRICA Via Africa	Design a poster, 107	
HEAD START Oxford	Write a notice, 105	
SOLUTIONS FOR ALL Macmillan Education	Make a poster, 128	
PLATINUM Pearson	Design a poster, 103	
TOP CLASS Shuter & Shooter	Design a poster, 86	

### WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Supplementary LSC Activity: 'a' and 'the' with nouns	Date Completed
STUDY & MASTER Cambridge	Words before nouns, 110	
INTERACTIVE ENGLISH St Mary's Interactive Learning	'a' and 'the' with nouns, 133	
VIA AFRICA Via Africa	Using language correctly, 108	
HEAD START Oxford		
SOLUTIONS FOR ALL Macmillan Education	'the', 'a' and an', 124	
PLATINUM Pearson	Using 'is' and 'are', 102	
TOP CLASS Shuter & Shooter	a' and 'the' with nouns, 88	

Theme Reflection: Slithering snakes	
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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 5-6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 5-6</b>	<p><b>Listens to a story</b></p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Discusses plot, setting and Characters</li> <li>• Answers simple questions</li> <li>• Names characters in the story correctly</li> <li>• Retells the story in the right sequence</li> <li>• Expresses feelings about the story</li> <li>• Describes causes and effects of actions or events</li> </ul> <p><b>[LISTENING COMPREHENSION]</b></p>	<p><b>Reads a story</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Interprets and explains the message</li> <li>• Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences</li> <li>• Describes feelings about the text giving reasons</li> <li>• Discusses characters, plot, setting</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>[READING COMPREHENSION]</b></p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Compares books/texts read</p>	<p><b>Writes diary entries</b></p> <ul style="list-style-type: none"> <li>• Uses a correct format</li> <li>• Selects appropriate content for the topic</li> <li>• Uses emotive words</li> <li>• Uses first person narration</li> <li>• Uses the appropriate structure as a frame</li> <li>• Uses topic and supporting sentences to write their text</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul> <p><b>[WRITING: DIARY]</b></p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. Centre, city</p> <p>Words starting with a k sound and followed by e or i: use a k to spell the word</p> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Understands and uses countable nouns (e.g. book – books)</li> <li>• Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>• Uses forms of the verb ‘to be’, e.g. be/ been / being; am/ is/ are; was/ were</li> <li>• Builds on understanding and use of simple past</li> <li>• Begins to use adverbs of degree, e.g. ‘very, really, almost, too’</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <p>Phrasal verbs, e.g. divide up, move in</p> <p><b>[LS&amp;C ACTIVITIES]</b></p>

## Week 5: Superheroes

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Superheroes</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: The lonely fighter</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Visualise / Evaluate</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: The lonely fighter</li> <li>• Genre: Story</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /sp/ /o-e/ /-ed/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Shadow girl to the rescue</li> <li>• Genre: Story</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Shadow girl to the rescue</li> <li>• Genre: Story</li> <li>• Model comprehension skill: make inferences</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context: Preposition indicating time</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Shadow girl to the rescue</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Shadow girl to the rescue</li> <li>• Genre: Story</li> <li>• Teach: Making inferences</li> </ul>	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Shadow girl to the rescue</li> <li>• Genre: Story</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise / make inferences</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Dirty entry 13<sup>th</sup> May 2020</li> </ul>	

### WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Reads a story	Date Completed
STUDY & MASTER Cambridge	Read a story, 112	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 141	
VIA AFRICA Via Africa	Read a story, 95	
HEAD START Oxford	Read a biography, 88	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 105	
PLATINUM Pearson	Read a story, 90	
TOP CLASS Shuter & Shooter	Reads a story, 72	

Week 6: Superheroes		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Diary entry</li> <li>• Topic: Write a diary entry about a time you saw a superhero</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	

Tuesday	Activity 2: Group Guided Reading	
	<ul style="list-style-type: none"> <li>Class: Worksheet Week 6</li> <li>Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing: Drafting	
	<ul style="list-style-type: none"> <li>LSC: Prepositions indicating time</li> <li>Use plan to draft diary entry</li> </ul>	
Wednesday	Activity 2: Group Guided Reading	
	<ul style="list-style-type: none"> <li>Class: Worksheet Week 6</li> <li>Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> <li>Teach song/rhyme/poem</li> <li>Teach theme vocabulary</li> <li>Question of the day</li> <li>Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading	
	<ul style="list-style-type: none"> <li>Class: Worksheet Week 6</li> <li>Group 4</li> </ul>	
Friday	Activity 1: Writing: Editing and Publishing	
	<ul style="list-style-type: none"> <li>Edit diary entry using checklist</li> <li>Publish and share diary entry</li> </ul>	
Friday	Activity 2: Group Guided Reading	
	<ul style="list-style-type: none"> <li>Class: Worksheet Week 6</li> <li>Group 5</li> </ul>	
Friday	Activity 3	
	<ul style="list-style-type: none"> <li>Conclusion</li> </ul>	

### WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Prepositions indicating time	Date Completed
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prepositions, 158	
VIA AFRICA Via Africa	-	
HEAD START Oxford	Prepositions, 119	
SOLUTIONS FOR ALL Macmillan Education	Prepositions, 145	
PLATINUM Pearson	Prepositions, 140	
TOP CLASS Shuter's	Prepositions, 102	



## Theme Reflection: Superheroes

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 7-8 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 7-8</b>	<p><b>Listens to a poem/s</b></p> <ul style="list-style-type: none"> <li>• Discusses what the poem is about</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm</li> <li>• Identifies words which begin with the same sound</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Performs poem/selected lines</li> </ul> <p><b>Practices Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Practices using words that imitate their sounds, e.g. bees buzz, glass tinkles</li> </ul> <p><b>[LISTENING COMPREHENSION]</b></p>	<p><b>Reads a poem/s</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>• Identifies rhythm and rhyme</li> <li>• Breaks up words into syllables</li> <li>• Expresses feelings stimulated by the poem</li> </ul> <p><b>[READING COMPREHENSION]</b></p> <p><b>Practices reading</b></p> <p>Reads aloud with appropriate pronunciation, expression and tempo</p>	<p><b>Writes sentences that rhyme</b></p> <ul style="list-style-type: none"> <li>• Writes pairs of sentences of the same length that rhyme</li> <li>• Uses appropriate rhythm and rhyme</li> <li>• Uses knowledge of syllables to develop the rhythm</li> </ul> <p><b>[WRITING: RHYMING SENTENCES]</b></p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with long vowel sounds: add the silent – e at the end, e.g. cake, pole, mine, tune</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses prepositions that show direction (towards), time (on, during), possession (with)</li> <li>• Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</li> <li>• Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</li> <li>• Uses alliteration, assonance, consonance, personification, rhyme, rhythm, etc.</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <p><b>[LS&amp;C ACTIVITIES]</b></p>

<b>Week 7: Finding out more about poetry</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Finding out more about poetry</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: Poetry for kids</li> <li>• Genre: Information text</li> <li>• Three read</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: Poetry for kids</li> <li>• Genre: information text</li> <li>• Group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /wh/ /u-e/ /oo/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Reading Worksheet Term3 Week 7 &amp; 8: Research texts</li> <li>• Genre: Information text</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Reading Worksheet Term 3 Week 7 &amp; 8: Research texts</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context: rhyming words</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Reading Worksheet Term3 Week 7 &amp; 8: Research texts</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Reading Worksheet Term 3 Week 7 &amp; 8: Research texts</li> <li>• Genre: Information text</li> <li>• Teach: Search the text</li> </ul>	

Friday	Activity 1:	Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• Reading Worksheet Term 3 Week 7 &amp; 8: Research texts</li> <li>• Genre: Information text</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise / search the text</li> </ul>	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> <li>• Report</li> <li>• Sample text: Sunny Primary School Feeding Scheme</li> </ul>	

### WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a poem	
STUDY & MASTER Cambridge	Reads a poem, 117	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Reads a poem, 143	
VIA AFRICA Via Africa	Reads a poem, 113	
HEAD START Oxford	Reads a poem, 114	
SOLUTIONS FOR ALL Macmillan Education	Reads a poem, 133	
PLATINUM Pearson	Read a poem, 110	
TOP CLASS Shuter & Shooter	Read a poem, 93	

Week 8: Finding out more about poetry		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Report and poem</li> <li>• Topic: Write a report on the literature genre of poetry and write a poem</li> <li>• Planning Strategy: Make lists</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 2</li> </ul>	

Wednesday	Activity 1:	LSC & Writing: Drafting <ul style="list-style-type: none"> <li>• LSC: Rhyming words</li> <li>• Use plan to write draft of report and poem</li> </ul>	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Writing: Editing and Publishing <ul style="list-style-type: none"> <li>• Edit report and poem using checklist</li> <li>• Publish and share report and poem</li> </ul>	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 5</li> </ul>	
Friday	Activity 3:	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	

### WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary LSC Activity: Writes rhyming sentences	Date Completed
STUDY & MASTER Cambridge	Write rhyming sentences, 117	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write rhyming sentences, 148	
VIA AFRICA Via Africa	Write rhyming sentences, 118	
HEAD START Oxford	Write rhymes, 115	
SOLUTIONS FOR ALL Macmillan Education	Write rhyming sentences, 139	
PLATINUM Pearson	Write rhyming sentences, 113	
TOP CLASS Shuter & Shooter	Write rhyming sentences, 95	

### Theme Reflection: Finding out more about poetry

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 9-10 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 9-10</b>	<p><b>Listens to a play/ drama read aloud or from radio or TV</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Predicts from title</li> <li>• Retells the drama in sequence</li> <li>• Names characters correctly</li> </ul> <p><b>Role plays a character or a familiar situation</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses details accurately</li> <li>• Expresses thoughts and feelings</li> <li>• Stays on topic</li> <li>• Shows awareness of social differences</li> <li>• Switches from one language to another as appropriate</li> </ul> <p><b>Practices Listening and Speaking</b></p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/ directions</li> <li>• Tells own news</li> <li>• Retells a story heard</li> </ul>	<p><b>Reads a play / drama</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading predicting from title</li> <li>• Uses reading strategies</li> <li>• Identifies the story-line</li> <li>• Discusses characters and setting</li> <li>• Expresses feelings stimulated by the text</li> <li>• Discusses features of the text especially punctuation and format</li> <li>• Acts out the play or a short section of the play</li> </ul> <p><b>[READING COMPREHENSION]</b></p> <p><b>Practices reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, expression and tempo</li> </ul> <p><b>Reflects on texts read during independent/ pair reading</b></p> <ul style="list-style-type: none"> <li>• Does a short oral book review using an appropriate frame</li> </ul>	<p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate characters</li> <li>• Organizes the conversation logically</li> <li>• Uses the frame correctly</li> <li>• Uses direct speech appropriately</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and spacing</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p><b>[WRITING: DIALOGUE]</b></p> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling and punctuations</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Punctuates correctly: full stop, commas, colon, semi-colon, question marks, exclamation mark</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Builds on understanding and use of simple present</li> <li>• Builds on understanding and use of future tense</li> <li>• Present progressive tense (e.g. 'He is reading.')</li> <li>• Uses adverbs of time (e.g. tomorrow, yesterday)</li> <li>• Uses direct speech</li> <li>• Uses quotation marks for direct speech Begins to recognize and use reported speech.</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> </ul> <p><b>[LS&amp;C ACTIVITIES]</b></p>

## Week 9: Decision making

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Decision making</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: Thembi's decision</li> <li>• Genre: Play</li> <li>• Three read</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> <li>• Listening Text: Thembi's decision</li> <li>• Genre: Play</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review Word find with /sl/ and /ee/	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 60: The gingerbread man</li> <li>• Genre: Play</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 60: The gingerbread man</li> <li>• Genre: Play</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 60: The gingerbread man</li> <li>• Genre: Play</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 60: The gingerbread man</li> <li>• Genre: Play</li> <li>• Teach: Visualise</li> </ul>	



Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 60: The gingerbread man</li> <li>• Genre: Play</li> <li>• Complete text illustration</li> <li>• Comprehension strategy: Visualise</li> </ul>	
Friday	Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Sample text: Dialogue with Zweli and Zolani</li> </ul>	

### WEEK 9 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a play	
STUDY & MASTER Cambridge	Reads a play, 134	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Reads a play, 164	
VIA AFRICA Via Africa	Reads a play, 129	
HEAD START Oxford	Reads a play, 126	
SOLUTIONS FOR ALL Macmillan Education	Reads a play, 156	
PLATINUM Pearson	Reads a play, 128	
TOP CLASS Shuter & Shooter	Reads a play, 105	

Week 10: Decision making		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Dialogue</li> <li>• Topic: Write a dialogue in which one character makes a difficult decision</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 2</li> </ul>	

Wednesday	Activity 1:	LSC & Writing: Drafting <ul style="list-style-type: none"> <li>• LSC: Future tense</li> <li>• Write a dialogue in which one character makes a difficult decision</li> </ul>	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Writing: Editing and Publishing <ul style="list-style-type: none"> <li>• Edit dialogue using checklist</li> <li>• Publish and share dialogue</li> </ul>	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 5</li> </ul>	
Friday	Activity 3	<ul style="list-style-type: none"> <li>• Conclusion</li> </ul>	

### WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 10		
Textbook	Writing Activity: Writes a dialogue	Date Completed
STUDY & MASTER Cambridge	Write a dialogue, 140	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a dialogue, 169	
VIA AFRICA Via Africa	Write a dialogue, 134	
HEAD START Oxford	Write a dialogue, 131	
SOLUTIONS FOR ALL Macmillan Education	Write a dialogue, 161	
PLATINUM Pearson	Write a dialogue, 133	
TOP CLASS Shuter & Shooter	Write a dialogue,	

## WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 10		
Textbook	Supplementary LSC Activity: Future tense	Date Completed
STUDY & MASTER Cambridge	Revise verb tenses, 138	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Future tense, 167	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	Adverbs of time, 161	
PLATINUM Pearson	Future tense, 140	
TOP CLASS Shuter & Shooter	-	

Theme Reflection: Decision making	
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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Term 3 2021 Programme of Formal Assessment

1. There are two formal assessment tasks for Grade 4 Term 3 2021.
2. Please complete these tasks as detailed below.

GRADE 4 TERM 3 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	Project based on literature genre of <b>poetry</b> <b>Stage 1: Research</b> <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 poetry <b>Stage 2: Writing</b> <i>(see rubric below)</i>	40	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.			
<b>Total</b>		<b>70</b>				

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT			
Stages 1 and 2: Research and Writing			
Stage 1	10		
Stage 2	40		
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><b>Stage 1</b> Learners do research during the following lessons in Week 7:</p> <ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Shared Reading</li> </ul> <p>Learners continue with research during the following lessons in Week 8:</p> <ul style="list-style-type: none"> <li>○ Group Guided Reading</li> </ul> <p><b>Stage 2</b> Learners do the writing during the following lesson in Week 7:</p> <ul style="list-style-type: none"> <li>○ Writing: Teach the Genre</li> </ul> <p>Learners continue with research during the following lessons in Week 8:</p> <ul style="list-style-type: none"> <li>○ Writing: Planning</li> <li>○ Writing: Drafting</li> <li>○ Writing: Editing, Publishing &amp; Presenting</li> </ul> <p><b>If required, learners may also complete their writing in Week 8:</b></p> <ul style="list-style-type: none"> <li>○ Group Guided Reading</li> </ul>		
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.

STRUCTURE	1-3	4-7	8-10
	There is no title. The report has not used paragraphs. There is no logical structure.	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 an appropriate title. The learner has used well-structured paragraphs to write about the literary genre.
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.
EDITING / LSC	1-3	4-7	8-10
	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 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 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><b>Stage 3</b> Learners present their research projects during the following lessons for the duration of Term 3 and 4:</p> <ul style="list-style-type: none"> <li>○ Group Guided Reading</li> </ul>				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
CONTENT and STRUCTURE	1-2	3-4	5-6	7-8	9-10
<b>10 MARKS</b> <ul style="list-style-type: none"> <li>• Shows evidence of research</li> <li>• Uses appropriate structure: introduction, body and conclusion</li> </ul>	<p>The learner has not researched the literary genre. The oral is confusing and unstructured.</p> <p>The learner cannot answer questions.</p>	<p>The learner does not have a good understanding of the literary genre. There is no real structure to the oral.</p> <p>The learner struggles to respond to the questions.</p>	<p>The learner has read about and understood the literary genre.</p> <p>There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.</p>	<p>The learner shows good research ability and understands the literary genre.</p> <p>The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he</p>	<p>The learner has researched well and shows a very good understanding of the literary genre.</p> <p>The oral is well-structured: introduction, supporting evidence and a conclusion. The</p>

<ul style="list-style-type: none"> <li>• Presents central idea and supporting details</li> <li>• Participates and maintains discussion</li> </ul>				<p>responds well to questions posed.</p>	<p>learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.</p>
<p><b>FLUENCY and EXPRESSION</b></p> <p><b>10 MARKS</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate body language and presentation skills</li> <li>• Oral is fluently read</li> <li>• Voice is projected</li> <li>• Words clearly enunciated</li> <li>• Maintenance of audience rapport, e.g. eye contact</li> </ul>	<p><b>1-2</b></p> <p>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.</p>	<p><b>3-4</b></p> <p>Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.</p>	<p><b>5-6</b></p> <p>Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.</p>	<p><b>7-8</b></p> <p>Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.</p>	<p><b>9-10</b></p> <p>Learner presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.</p>

# Term 3 Reading Worksheet Memoranda

## WEEKS 1 & 2 MEMORANDUM

### DECODABLE TEXT: THE BIRD WHO COULD SING

1. Where was the bird?  
*The bird was in a nest in a tree*
2. What did the bird use to sing with?  
*The bird used its beak to sing with.*
3. When the children were shaking, flapping, and flashing while the bird sang, what do you infer they were doing?  
*I can infer that the children were pretending to be the bird.*

### NON-FICTION TEXT: GABI MANN AND THE CROWS

1. Where does Gabi Mann live?  
*Gabi Mann lives in America, in Seattle.*
2. What kind of birds does Gabi feed? What do they look like?  
*The birds that Gabi feeds are called crows. They are big and black.*
3. Why do you think the birds left Gabi small gifts?  
*I think that the birds left Gabi small gifts because she was nice to them and gave them food/they were thankful/they wanted more food from her etc.*
4. How can you infer that crows like peanuts?  
*I can infer that crows like peanuts because they ate the peanuts Gabi left out, but not the fruit.*
5. Descriptive verbs are verbs that help the reader picture what is happening in the story. Rewrite the sentence choosing the best descriptive verb:
  - a. She walked / hurried down the street because she was worried that she'd be late.
  - b. He grabbed / took the food before anyone saw him.
  - c. She said / whispered the answer so no one could hear her.
6. There are many kinds of birds. Write down all the words that are not a type of bird:
  - a. goat
  - b. zebra
  - c. squirrel
  - d. bear

### FICTION TEXT: LONDIWE'S TRIP TO THE BEACH

1. What is the name of the beach that Londiwe visited?  
*Londiwe visited a beach called Boulders Beach*
2. Would you like to swim with penguins? Why or why not?  
*I would / would not like to swim with penguins, because... (see learners' answers)*



3. Proper nouns always begin with capital letters. Correct the sentence below by adding capital letters where necessary:

*In South Africa, there are wonderful birds to see, especially in Mpumalanga at the Kruger National Park.*

4. Synonyms are words that have similar meanings. Choose the correct synonym for the word 'boulders' in the following sentence:

*Boulders Beach is filled with large boulders that both penguins and people climb and sit on.*

a. Rocks – boulders

#### **NON-FICTION TEXT: THE BLUE CRANE**

1. What colour is the blue crane?

*The blue crane is a blue-grey colour.*

2. Why do you think the blue crane was the animal chosen to show respect and admiration to brave fighters?

*I think the blue crane was chosen because it is powerful but also quiet and peaceful.*

4. A carnivore eats meat / animals. A herbivore eats plants. An omnivore eats both plants and animals. Which is the best word to describe the blue crane?

*The best word to describe the blue crane is an omnivore.*

5. Join the underlined words using an apostrophe:

a. *Let's go and watch the birds and the wildlife.*

b. *I haven't ever seen a blue crane in real life.*

c. *We'll be careful not to disturb the birds.*

d. *Blue cranes are important because they're our national bird.*

#### **VISUAL TEXT: THE BLUE CRANE**

1. How many legs does a blue crane have?

*A blue crane has two legs.*

2. Which part of its body does a blue crane use to eat?

*A blue crane uses its beak to eat.*

3. Change the following sentences into the present progressive tense:

a. *The blue crane is looking at the lizard.*

b. *The bird is walking slowly through the bush.*

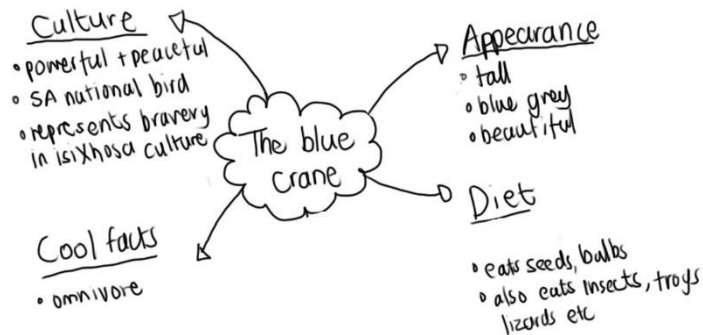
c. *The people are watching the blue crane quietly.*

4. Choose the correct homonyms to complete the following sentence:

*We painted the pail the same colour as the crane. It's now pale.*

## SUMMARY: THE BLUE CRANE

Summary: Mind map of the Blue Crane



## WEEKS 3 & 4 MEMORANDUM

### DECODABLE TEXT: DAD FOUND A SNAKE

1. Why did Dad go into the garden?  
*Dad went into the garden because he wanted to find my kite.*
2. What two questions was Dad asking himself when he saw the snake?  
*The two questions Dad was asking himself were if the snake was poisonous and harmless.*
3. Why did Dad think the snake was harmless?  
*Dad thought the snake was harmless because the snake made a wink and a blink.*

### FICTION TEXT: SNAKES ON THE BRAIN

1. What was Teboho learning about in Natural Sciences?  
*In Natural Sciences, Teboho was learning about harmless and poisonous snakes/snakes.*
2. What were Teboho and his sister doing?  
*Teboho and his sister were folding the washing.*
3. What do you think it means to have 'something on the brain'?  
*I think to have 'something on the brain' means that you are thinking about it all the time.*
4. Can you think of a time when you had something on the brain?  
*I had something on the brain when I broke a glass and couldn't stop thinking about/sharks on my brain after I watched a shark documentary/bees when my brother got stung by a bee etc. (see learners' answers)*
5. Write the following sentences in past tense:  
*I drank tea every morning.*  
*I went school on the bus.*  
*I shouted and screamed when I saw the snakes!*  
*I knew my mom would protect me from snakes.*
6. Match the antonyms (words that have the opposite meaning):
  - a. Harmless – dangerous
  - b. Calm – stressed

- c. Skinny – fat
- d. Backwards – forwards

- e. Slowly – quickly
- f. Laugh – cry

### FICTION TEXT: SESI'S TRIP TO THE ZOO

1. Why could the snakes not bite or spit venom at Sesi?  
*The snakes could not bite or spit venom at Sesi because they were behind thick glass windows.*
2. Why do you think the Black Mamba is called the Black Mamba even though it is brown?  
*I think that the Black Mamba is called the Black Mamba even though it is brown because the inside of its mouth was black.*
3. Join the following sentences using the correct connecting word – but, and, or so.  
*Some snakes are very dangerous, and some snakes are harmless.*  
*The teacher wanted the learners to see snakes, so she took them to the zoo.*  
*I am fascinated by snakes, but my friend is too.*
4. Write down the words which are not synonyms of the first word.  
*excited: happy / enthusiastic*  
*curious: inquisitive / interested*  
*brave: courageous / bold*  
*big: huge / enormous*

### NON-FICTION TEXT: FACTS ABOUT THE BLACK MAMBA

1. Why are Black Mambas called Black Mambas even though they are dark brown?  
*They are called Black Mambas because the inside of their mouths are black.*
2. What do you think is the scariest thing about a Black Mamba?  
*I think the scariest thing about a Black Mamba is that they are very poisonous.*
4. If you are bitten by a Black Mamba, why must you immediately go to hospital?  
*You must go to hospital immediately because they are very poisonous.*
5. Give the abbreviations for the following:
  - a. South Africa: SA
  - b. Kwa-Zulu Natal: KZN
  - c. Metre: m
  - d. Mister: Mr
  - e. World Wide Web: www

### VISUAL TEXT: DEATH BY SNAKES

1. Which region has the highest number of deaths related to snake bites?  
*The region that has the highest number of deaths related to snake bites is Asia.*
2. Why do you think the number of deaths related to snake bites in this region is the highest?  
*I think the number of deaths related to snake bites is highest in this region because there are very deadly snakes in that region/there are lots of snakes in that region.*
3. Complete the sentences using adjectives of degree to show comparison:  
Example: I am tall; my sister is taller; my cousin is the tallest.

- a. South America has some deaths; Africa has more deaths; Asia has the most deaths.
- b. The puff adder is the slowest; the Cape Cobra is faster; the Black Mamba is the fastest.
- b. The teacher was happy to see the snakes; Zumi was happier; Sesi was the happiest.
- c. In April the weather was good; in December the weather was better; in February it was the best.

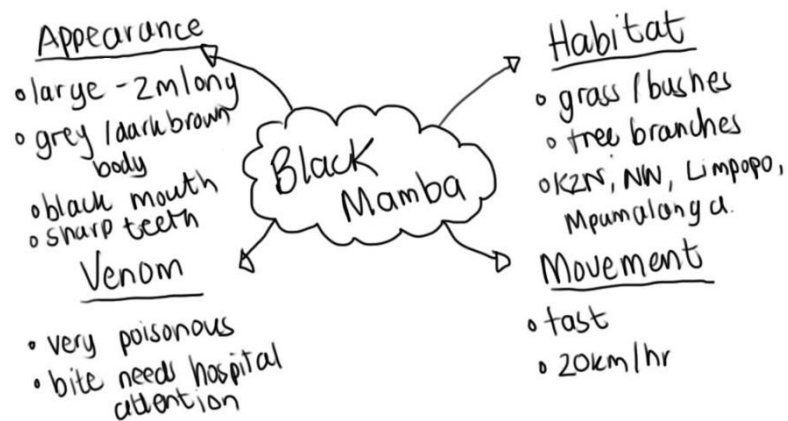
5. Write out the following numbers in words:

For example: 1000 – one thousand

- c. 400 – four hundred
- d. 800 – eight hundred
- e. 10 000 – ten thousand
- f. 12 500 – twelve thousand five hundred

## SUMMARY: FACTS ABOUT THE BLACK MAMBA

Summary: Facts about the black mamba



## WEEKS 5 & 6 MEMORANDUM

### DECODABLE TEXT: MY SUPERHERO FRIEND

1. Who is Mr. Play?  
*Mr. Play is my imaginary friend.*
2. What does Mr. Play do at school?  
*Mr. Play spin or sing or be a sparkling friend.*
3. What should everyone have, and why?  
*Everyone should have a superhero friend so they can come to the rescue.*

### FICTION TEXT: THE REAL LIFE SUPERHERO

1. What do you think a real-life superhero is?  
*I think a real-life superhero is someone who works in the community to make it a better place.*

2. If you walked past Mr Xtreme in the street, how would you know he was a real-life superhero?  
*I would know Mr Xtreme was a real-life superhero because he is dressed in a cape, mask, and helmet, like a superhero.*
3. What do the people in the 'Real Life Superhero Project' do?  
*The people in the 'Real Life Superhero Project' work in the community to fight the bad and protect the good.*
4. Why did Mr Xtreme become a real-life superhero?  
*Mr Xtreme became a real-life superhero because he loved superheroes and comic books so much that he decided to become one / he has been lonely and struggled in life and wanted to change that for other people like him.*
5. Add an adjective for each of the nouns in the following sentences. Hint: some sentences have more than one noun!
  - a. *There is a lot of dangerous crime in my friendly neighbourhood.*
  - b. *I wish there was a brave superhero who could help us fight the petty crime.*
  - c. *Sometimes when I'm scared, I find a loyal friend to talk to.*
  - d. *My wonderful parents are my superheroes!*
6. Write a short sentence that has at least three alliterative words, using the following consonants:
  - a. Benjamin loves to eat big bananas
  - b. The tall tower toppled over the town.

#### **FICTION TEXT: KHWEZI THE STAR SUPERHERO**

1. What was Kwezi's superpower?  
*Kwezi's superpower was that she helps children not be afraid of the dark.*
2. If you could fly anywhere, where would you fly to, and why?  
*If I could fly, I would fly to... because... (see learners' answers)*
3. Kwezi showed that she was kind because she helped children who were afraid of the dark. How else would you describe Kwezi? Use the descriptions from the text below to help you:
  - a. *'Bright, smiling eyes'. This tells us that Kwezi is a happy person.*
  - b. *'Kwezi would fly to visit other people'. This tells us that Kwezi is a friendly person.*
4. Sometimes stories can help us visualise whole new worlds – like Kwezi the star girl's world of the night's sky. Use your own imagination to picture what Kwezi's home in the night's sky looks like. Then write a description of your visualisation.  
*I can visualise Kwezi's home in the night's sky looking like...(see learners' answers).*

#### **NON-FICTION TEXT: ANIMALS WITH SUPERPOWERS**

1. What does immortality mean?  
*Immortality means that something cannot die.*
2. What can you infer about the animal that eats a sea cucumber, if the sea cucumber becomes safe by slipping through small spaces between rocks?  
*I can infer that the animal that eats the sea cucumber are bigger and not slippery.*

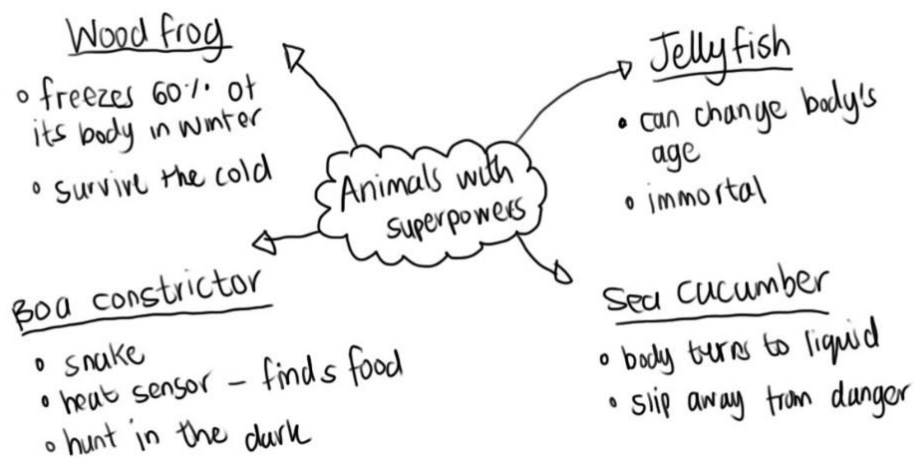
3. Animals are often called by a shortened name because their full names are too long. We can see this in the text, where *T. dohrrii* is just called 'jellyfish'. Give the full names of the following animals:
- rhino – rhinoceros
  - ellie – elephant
  - mozzie – mosquito
  - kitty – cat

### VISUAL TEXT: PERCENTAGE OF AGE GROUPS THAT WATCH SUPERHERO MOVIES

- Which age group watches the most superhero movies?  
*Those who watch the most superhero movies are people between the ages of 18-29.*
- If you were 41 years old, what percentage of people your age would watch superhero movies?  
*56% of my age group would watch superhero movies if I was 41 years old.*
- Put the following sentences in past tense.
  - I watched 10 superhero movies a year.*
  - I thought that I would have always loved superhero movies.*
  - When I am 50 years old, I will try to watch Spiderman movies.*
- What do the following symbols stand for?
  - % - percentage
  - °C – degrees Celsius
  - \$ - dollar
  - R – Rand

### SUMMARY: ANIMALS WITH SUPERPOWERS

Summary: Animals with superpowers



## WEEKS 7 & 8 MEMORANDA

### DECODABLE TEXT: POEMS GIVE US HOPE

1. Which word rhymes with drink?  
A word that rhymes with drink is.. link, pink, stink.
1. Which word rhymes with ring?  
*A word that rhymes with ring is wing, ping and fling.*
2. Which word rhymes with sale?  
*A word that rhymes with sale is male, trail and pale.*

### NON-FICTION TEXT: BEST FRIENDS

1. Who is speaking in the first three lines of the poem?  
*In the first three lines of the poem, the best friend (dog) is speaking.*
2. What do these lines mean?  
*These lines mean that the dog is begging her owner to come and play with her.*
3. Why do you think the poet write some words in capital letters?  
*I think the poet writes some words in capital letters because she wants to emphasise the words.*
4. What do you think this means :) ? Why do you think the poet writes this?  
*I think it means a smiley face.*  
*I think the poet writes this to show that she is happy and content.*

### FICTION TEXT: BUSH ANIMALS

1. Which animal do you think Sizwe spots (a big beast, huge and grey)?  
*I think Sizwe spots an elephant.*
2. How many syllables are in lines 5 and 6?  
*There are 9 syllables in line 5.*  
*There are 8 syllables in line 6.*
3. Which words rhyme in lines 7 and 8?  
*The words that rhyme in lines 7&8 are air and care.*

### FICTION TEXT: KING

1. Break up the word 'silently' into syllables, like this: per/fect/ly  
*Si/lent/ly*
2. Which two words describe how the lion looks?  
*The two words that describe how the lion looks are golden and strong.*
3. In your exercise book, draw the picture that this poem creates for you.  
*See learners' answers.*

## WEEKS 9 & 10 MEMORANDUM

### DECODABLE TEXT: MANY CONSEQUENCES

1. What mistake did they make when buying a new house?  
*The mistake was that they bought a haunted house.*
2. What sounds did the door make in the new house?  
*The door made the sounds slow, slip and stop.*
3. What did the friends say?  
*The friends said that they must think before they decide.*

### FICTION TEXT: KHOSI'S DECISION

1. What did Dineo want to do after school?  
*After school, Dineo wanted to play soccer.*
2. What did Khosi decide to do?  
*Khosi decided to go home and study instead of play soccer.*
3. Did Khosi make a good or bad decision? Why?  
*Khosi made a good / bad decision because... (see learners' answers)*
4. What would you have done if you were Khosi and you had to make that decision?  
*If I were Khosi, I would have... (see learners' answers)*
5. Change the following sentences into the future tense. Use the 'is / are going to' structure. For example: Khosi learns hard for his test. Khosi is going to learn hard for his test.
  - a. *Khosi is going to walk home with his friends.*
  - b. *Dineo is going to bring her soccer ball.*
  - c. *Khosi is going to make a difficult decision.*
  - d. *Khosi is getting the highest mark in the class.*

### FICTION TEXT: DAD'S DIET

1. What good decision did Simphiwe's father make?  
*The good decision Simphiwe's father made was to stop eating and drinking unhealthy food.*
2. Can you visualise Simphiwe's father's face (how he looked) when the doctor told him he was not going to live a long and healthy life if he didn't change his diet?  
*I can visualise that Simphiwe's father's face looked... (see learners' answers)*
3. Add the correct word (must, will, have to, or might) to complete the following sentences:
  - a. *The decisions you make will affect your life.*
  - b. *I must do some exercise today because yesterday I forgot.*
  - c. *She will have to change her lifestyle or else she might die.*
4. Join the following words using an apostrophe to show where the letter/s are left out.
  - a. *Should not – Shouldn't*
  - b. *I have – I've*
  - c. *Let us – Let's*
  - d. *I will – I'll*



### NON-FICTION TEXT: HOW TO MAKE A GOOD DECISION

1. What is the first thing you must do to make a good decision?  
*The first thing you must do is think before you act.*
2. Visualise a time you made a difficult decision. Write down the pros and cons for each choice.
  - a. *A difficult decision I made was...*
  - b. *Pros for the decision were...*
  - c. *Cons for the decision were... (see learners' answers)*
3. Change the following sentences into the future tense using the 'will \_\_\_\_' structure. For example: My friend thinks carefully. My friend will think carefully.
  - a. *You will write down the different points.*
  - b. *She will take a long time to decide.*
  - c. *Your choices will change your future.*
  - d. *I will remember this feeling.*
4. Many words come from the same root. Use the root of the word to form verbs and nouns. Complete the table:

VERB	NOUN
to decide	a decision
to build	a building
to act	an act
to sing	a song
to choose	a choice
to create	a creation
to organise	an organisation

### VISUAL TEXT: MAKING A DECISION

1. What are the three questions you must ask yourself when trying to make a decision?  
*The three questions I must ask myself are:*
  - a. *Will it be good for me?*
  - b. *Will this be doing good for the people around me?*
  - c. *Will doing this make me feel good?*
2. Why could it be difficult to go through this process every time you need to make a decision?  
*It could be difficult because...*
3. Punctuate the following sentences correctly. Make sure your punctuation shows direct speech.
  - a. *'What should I do?' Noli asked Thato.*
  - b. *'I'm not sure. Let's think what the best decision will be.' Thato replied.*
4. Write down the correct meaning for the following idiomatic expression:
  - a. *When it comes to making a decision, she always sits on the fence.*  
*to put yourself last / to avoid making a decision / to sit on an uncomfortable chair*
  - b. *We were all on the same page at the meeting.*  
*understanding the situation in the same way / reading the same book / everyone has to share*

## SUMMARY: HOW TO MAKE A GOOD DECISION

Summary: How to make a good decision

