

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 3 2021**  
**GRADE 5**

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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 a 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 theme vocabulary: |                 |            |             |               |             |
| vicious   | imagine         | imaginary  | sword       | creature      | shriek      |
| destroy   | beckon          | tremble    | grip        | terrified     | underneath  |
| disappeared   | appeared        | unknown    | tapping     | burglar       | tiptoe      |
| suddenly  | all of a sudden | react      | sting/stung | painful       | suspect     |
| allergic  | disturb         | convince   | fact        | opinion       | edible      |
| nutritious  | habitat         | reaction   | protect     | protection    | fake        |
| real  | dots            | predator   | attack      | disappointing | conserve    |
| conservation  | wildlife        | endangered | species     | poachers      | environment |
| bare  | valuable        | destroy    | destruction | plastic       | single-use  |
| carbon  | dioxide         | chemical   | pollution   | teach         | plant       |
| clean up  | invitation      | rescue     | donate      | organisation  | habit       |
| overweight  | exhausted       | diet       | fit         | whoa          | slow        |
| banned  | throw           | anytime    | flush       | waste         | energy      |
| raw   | concentrate     | active     | passive     | obesity       | prevent     |
| disease   | surprised       | shocked    | promotion   | eventually    | accepted    |
| suspicion   | suspicious      | slight     | chatter     | catch on      | prepare     |
| preparation   | decorate        | decoration | guest       | invite        |             |
| once-in-a-while   |                 |            |             |               |             |

| <b>READING &amp; VIEWING: Phonic Decoding</b>   |           |           |         |            |         |
|---|-----------|-----------|---------|------------|---------|
| Learners should be able to decode the following words, as well as other phonic words:   |           |           |         |            |         |
| fly   | flash     | made      | fade    | name       | fading  |
| flying  | blink     | thank     | think   | bite       | hide    |
| side  | spill     | spilled   | spend   | hope       | rode    |
| poke  | helped    | hoped     | when    | which      | mute    |
| cube  | tube      | flute     | cool    | food       | book    |
| took  | sleep     | slip      | slap    | speed      | spunk   |
| beep  | cheep     | feel      | wheel   |            |         |
| <b>Sight &amp; High Frequency Word Recognition</b>  |           |           |         |            |         |
| Learners should be able to read the following words by sight:   |           |           |         |            |         |
| dark  | hard      | scary     | scared  | support    | strong  |
| breath/breathe  | I'm       | if        | saw     | insect     | spiders |
| day   | by        | over      | or      | who        | ran     |
| nice  | man       | our       | special | magic      | earth   |
| care  | only      | green     | leaves  | harm       | us      |
| healthy   | delicious | body      | fresh   | vegetables | more    |
| well  | old       | must      | use     | doesn't    | friends |
| party   | excited   | celebrate | laugh   | change     | stay    |
| say/says  | never     | noise     |         |            |         |
| <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 diagram, table, illustration/poster, pie chart</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 exclamation marks, simple present tense, direct speech and active and passive voice.
3. Practice the identification and use of theme vocabulary, negative statements, idioms, present progressive tense, noun and verb forms, simple present tense, gender, plural forms, compound nouns

## **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:
  - Short story
  - Educational poster
  - Line graph & questionnaire
  - Report
  - Story with dialogue
  - Dialogue

## Term 3 2021 ATP / PSRIP alignment

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

Please note that for Grade 5 Term 3:

- the ATP for Weeks 1-2 is implemented in PSRIP Weeks 5-6
- the ATP for Weeks 3-4 is implemented in PSRIP Weeks 9-10
- the ATP for Weeks 5-6 is implemented in PSRIP Weeks 1-2
- the ATP for Weeks 7-8 is implemented in PSRIP Weeks 3-4
- the ATP for Weeks 9-10 is implemented in PSRIP Weeks 7-8

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

|                | DBE ATP WEEKS 1-2  | PSRIP WEEKS 5-6: CONSERVATION  |
|----------------|--|--|
| <b>L&amp;S</b> | <ul style="list-style-type: none"> <li>• Listens to a poem</li> <li>• Listens to and gives personal recounts</li> </ul>  | <ul style="list-style-type: none"> <li>• Week 5 Shared Reading: Saving our trees (story)</li> <li>• Weeks 5-6 Oral: Rhyme/poem/song</li> </ul>   |
| <b>R&amp;V</b> | <ul style="list-style-type: none"> <li>• Reads poem</li> <li>• Reads a story with a dialogue</li> <li>• Does comprehension activity on the text</li> </ul>   | <ul style="list-style-type: none"> <li>• Week 5 Shared Reading: Saving our trees (story)</li> <li>• Week 5-6 Oral Activities: Practise reading poems</li> <li>• Week 5-6 Worksheet: Thuli learns how to recycle (story with dialogue)</li> </ul>                                       |
| <b>W&amp;P</b> | <ul style="list-style-type: none"> <li>• Writes a simple story including a dialogue</li> <li>• Uses the writing process</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>  | <ul style="list-style-type: none"> <li>• Week 6 Process Writing: Story which includes dialogue</li> <li>• Week 5 Teach the Genre: Story (narrative essay)</li> <li>• Week 5-6 Oral activities: Personal dictionaries</li> </ul>  |
| <b>LSC</b>     | <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Words starting with a k sound and followed by e or i</li> <li>• Punctuates correctly</li> </ul> <p><b>Working words and sentences</b></p> <ul style="list-style-type: none"> <li>• Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/her book'</li> <li>• Begins to use connecting words to</li> </ul> | <ul style="list-style-type: none"> <li>• Week 5: Theme vocabulary</li> <li>• Week 6: Theme vocabulary</li> <li>• Week 6 LSC: Direct speech</li> <li>• Week 5-6 Worksheet: direct speech, contractions, present and past tense, descriptive words, abbreviations, adjectives</li> </ul> |

|                |   |  |
|----------------|---|--|
|                | <p>show condition (if, then)</p> <ul style="list-style-type: none"> <li>• Develops use of direct speech.</li> <li>• Begins to recognise and use reported speech.</li> <li>• Vocabulary in context</li> </ul>  |  |
|                | <b>DBE ATP WEEKS 3-4</b>  | <b>PSRIP WEEKS 9-10: SURPRISES</b>   |
| <b>L&amp;S</b> | <ul style="list-style-type: none"> <li>• Takes part in conversation on a familiar topic</li> <li>• Practices one Daily Listening and Speaking practice activity</li> </ul>  | <ul style="list-style-type: none"> <li>• Week 9 Listening and Speaking: Akona's Surprise (story and discussion)</li> <li>• Week 9-10 Oral activities: Rhyme/song, question of the day</li> </ul>   |
| <b>R&amp;V</b> | <ul style="list-style-type: none"> <li>• Reads a play</li> <li>• Does comprehension activity</li> <li>• Reflects on texts independently</li> </ul>  | <ul style="list-style-type: none"> <li>• Week 9 Shared Reading: Having a party (extract from a play)</li> <li>• Week 9 Teach the Genre: Dialogue</li> </ul>  |
| <b>W&amp;P</b> | <ul style="list-style-type: none"> <li>• Writes a short dialogue/play script using a frame</li> <li>• Uses writing process</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>  | <ul style="list-style-type: none"> <li>• Week 9 Teach the Genre: Dialogue</li> <li>• Week 9-10 Oral Activities: Theme vocabulary</li> <li>• Week 10 Process Writing: Dialogue</li> <li>• Week 9-10 Oral Activities: Use personal dictionaries</li> </ul>   |
| <b>LSC</b>     | <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Add -es to form plurals of words ending in -s, -sh, -ch, or -z</li> <li>• Punctuates correctly</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses the gender forms of some nouns</li> <li>• Revises 'a' and 'the' with nouns.</li> <li>• Uses regular forms of the verb</li> <li>• Uses direct and indirect speech correctly</li> <li>• Builds on understanding and use of simple past and present</li> </ul> | <ul style="list-style-type: none"> <li>• Week 9: Theme vocabulary</li> <li>• Week 10: Theme vocabulary</li> <li>• Week 10 LSC: indirect speech, direct speech, idioms, apostrophes, synonyms</li> </ul>  |
|                | <b>DBE ATP WEEKS 5-6</b>  | <b>PSRIP WEEKS 1-2: FINDING OUT MORE ABOUT SHORT STORIES</b>   |
| <b>L&amp;S</b> | <ul style="list-style-type: none"> <li>• Listens and participates in a class discussion on project work based on literature study</li> </ul>  | <ul style="list-style-type: none"> <li>• Week 1: Introduce the theme (discussion on research and literature text)</li> <li>• Week 1 Listening: Why are stories important? (information text)</li> <li>• Week 1 Speaking: Why are stories important? (information text) (conversation frame on literature)</li> </ul> |
| <b>R&amp;V</b> | <ul style="list-style-type: none"> <li>• Reads a story</li> <li>• Reading comprehension</li> <li>• Practices reading</li> </ul>   | <ul style="list-style-type: none"> <li>• Week 1 Shared Reading: There's a monster in my cupboard (story)</li> <li>• Week 1-2 Worksheets: A dark winter's night (short story)</li> </ul>  |
| <b>W&amp;P</b> | <ul style="list-style-type: none"> <li>• Rewrites a story in their own words</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>  | <ul style="list-style-type: none"> <li>• Week 2 Process Writing: Report, short story</li> <li>• Weeks 1-2 Oral: Theme vocabulary</li> <li>• Week 1-2 Worksheet: Self defence moves (write definitions in learner books)</li> </ul>   |



|                          |  |  |
|--------------------------|--|--|
| <b>LSC</b>               | <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly</li> <li>• Words starting with a g followed by -e, -l, -y</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Countable nouns</li> <li>• Personal pronouns</li> <li>• Comparative adjectives</li> <li>• Subject verb concord</li> <li>• Verb form 'to be'</li> <li>• Exclamation marks</li> </ul> <p><b>Vocabulary in context</b></p>   | <ul style="list-style-type: none"> <li>• Week 1: Theme vocabulary</li> <li>• Week 2: Theme vocabulary</li> <li>• Week 2 LSC: exclamation marks</li> <li>• Weeks 1-2 Worksheets: exclamations, question forms</li> </ul>  |
| <b>DBE ATP WEEKS 7-8</b> |  | <b>PSRIP WEEKS 3-4: INCREDIBLE INSECTS</b>   |
| <b>L&amp;S</b>           | <ul style="list-style-type: none"> <li>• Listens to and talks about a familiar topic with preparation</li> <li>• Practices listening and speaking</li> </ul>   | <ul style="list-style-type: none"> <li>• Week 4 Listening: A bee in the classroom (story)</li> <li>• Week 4 Speaking: A bee in the classroom (story)</li> </ul>  |
| <b>R&amp;V</b>           | <ul style="list-style-type: none"> <li>• Reads information text with visuals</li> <li>• Comprehension activity</li> <li>• Practises reading</li> </ul>   | <ul style="list-style-type: none"> <li>• Week 4 Shared Reading: Good enough to eat (magazine article)</li> <li>• Week 4-3: Group guided/independent reading</li> <li>• Week 4 Teach the Genre: Advertisement posters and notices</li> <li>• Week 3-4: Types of insects (table)</li> <li>• Week 3-4 Worksheet: Mind-map summary (facts about ladybugs)</li> </ul>     |
| <b>W&amp;P</b>           | <ul style="list-style-type: none"> <li>• Draws/completes and labels simple visual text</li> <li>• Makes a mind map summary of a short text</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>   | <ul style="list-style-type: none"> <li>• Week 3 Process Writing: Educational poster</li> <li>• Weeks 4-3 Oral: Theme vocabulary</li> </ul>   |
| <b>LSC</b>               | <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Words starting with c and followed by - e, -i or -y</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses the simple present to describe universal truths</li> <li>• Begins to use determiners such</li> <li>• Begins to use possessive pronouns</li> <li>• Uses different types of adjectives including those relating age/ temperature/what things are made of</li> </ul> <p><b>Vocabulary in context</b></p> | <ul style="list-style-type: none"> <li>• Week 4: Theme vocabulary</li> <li>• Week 4 Introduce the LSC in Context: Simple present tense</li> <li>• Week 3 LSC: Simple present tense</li> <li>• Week 4-3 Worksheet: negative statements, idioms, present progressive tense, noun and verb forms, simple present tense, gender, plural forms, compound nouns</li> </ul> |

|                | <b>DBE ATP WEEKS 9-10</b>  | <b>PSRIP WEEKS 7-8: HEALTHY EATING</b>  |
|----------------|--|---|
| <b>L&amp;S</b> | <ul style="list-style-type: none"> <li>Plays language games</li> <li>Practices listening and speaking</li> </ul>   | <ul style="list-style-type: none"> <li>Week 7 Oral Activities: Song/rhyme</li> <li>Week 7 Oral Activities: Question of the Day</li> <li>Week 7 Listening and Speaking: Marang gets healthy (story)</li> </ul>   |
| <b>R&amp;V</b> | <ul style="list-style-type: none"> <li>Reads information text from across the curriculum</li> <li>Comprehension activity</li> <li>Practices reading</li> </ul>   | <ul style="list-style-type: none"> <li>Week 7 Shared Reading: Eat well (chart with visuals)</li> <li>Week 7 Post-Read: Eat well (summary activity)</li> <li>Week 7 Teach the Genre: Muffins sold at Sunny Primary (line graph)</li> <li>Week 7-8 Worksheet: Healthy learners at Mondo Primary (short informative story)</li> <li>Week 7-8 Worksheet: Water and our bodies (information text)</li> </ul> |
| <b>W&amp;P</b> | <ul style="list-style-type: none"> <li>Writes information text</li> <li>Records words and their meanings in personal dictionaries</li> </ul>   | <ul style="list-style-type: none"> <li>Week 7 Teach the Genre: Muffins sold at Sunny Primary (line graph)</li> <li>Week 8 Process Writing: Line graph and questionnaire</li> </ul>  |
| <b>LSC</b>     | <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Words starting with c and followed by - e, -i or -y</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Develops understanding and use of connecting words showing addition, sequence and contrast.</li> <li>Uses prepositions that show position and direction</li> <li>Understands and uses reported speech.</li> <li>Understands and uses negative forms</li> <li>Uses the passive voice</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Joining prefixes and suffixes to base words</li> </ul> | <ul style="list-style-type: none"> <li>Week 7-8: Theme vocabulary</li> <li>Week 7 Introduce the LSC in Context: Active and passive voice</li> <li>Week 8 LSC: Active and passive voice</li> <li>Week 7-8 Worksheet: passive voice, active voice, adjectives of degree</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><br>1.1. Teach vocabulary<br>1.2. Phonics review<br>1.3. Paired reading: decodable text | <b>Shared Reading:</b><br>2.1. Pre-Read<br>2.2. First-Read<br>2.3. Second Read | Learners must take their Reading Worksheets and exercise books home.<br><br>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><br>3.1. Teach the genre  | <b>Writing:</b><br>4.1. Planning<br>4.2. Drafting                              | <b>Writing:</b><br>5.1. Editing<br>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

---

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

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

| SKILLS              | LISTENING AND SPEAKING (ORAL)  | READING & VIEWING   | WRITING & PRESENTING   | LANGUAGE STRUCTURES & CONVENTIONS   |
|---------------------|--|---|--|---|
| <b>WEEK<br/>5-6</b> | <p><b>Listens and participates in a class discussion on project work based on literature study</b></p> <ul style="list-style-type: none"> <li>• Listens to information about project</li> <li>• Respects other learners by listening to them</li> <li>• Encourages other group members to support fellow learners</li> <li>• Code switches if necessary</li> <li>• Asks and answers questions</li> <li>• Shares ideas and opinions</li> <li>• Uses a framework to present ideas/ thoughts/plans:</li> </ul> <p>-Topic<br/>-Main points and supporting ideas<br/>-Research / investigation to be done</p> | <p><b>Reads a story</b></p> <p>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny / fantasy/real life stories/historical fiction).</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Understands the features of the text</li> <li>• Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences</li> <li>• Expresses cause and effect in a story, e.g. What happened when...?</li> <li>• Answers questions about the story</li> <li>• Identifies and discusses characters</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency and expression</li> </ul> | <p><b>Rewrites the story in own words, using a frame (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Uses the simple past tense</li> <li>• Identifies the main events</li> <li>• Tells the events in the correct order</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p> | <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Words starting with g and followed by</li> <li>• -e, -i or -y: start with g even though it sounds like j, e.g. germ</li> </ul> <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 personal pronouns (e.g. I, you, it, us, them)</li> <li>• Builds on understanding and use of comparative adjectives</li> <li>• Builds on use of subject verb concord, e.g. There is one book/There are two books ... Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were</li> <li>• Uses exclamation marks</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> |

### Week 1: Finding out more about short stories

| Day       | CAPS content, concepts, skills  | Date completed |
|-----------|---|----------------|
| Monday    | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Finding out more about short stories</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: Why are stories important?</li> <li>• Genre: Information text</li> <li>• Third read</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>  |                |
| Tuesday   | Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: Why are stories important?</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 /f/ /a-e/ and /-ing/</li> </ul>  |                |
| Tuesday   | Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard</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 2-3 and 6: There's a monster in my cupboard</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>   |                |
| Thursday  | Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul> |                |
| Thursday  | Activity 2: Teach the Comprehension Activity <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard</li> <li>• Genre: Story</li> <li>• Teach: Visualise</li> </ul>  |                |

|        |  |  |
|--------|--|--|
| Friday | Activity 1: Shared Reading Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard</li> <li>• Genre: Story</li> <li>• Text Illustration</li> <li>• Comprehension strategy: Visualise</li> </ul> |  |
| Friday | Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Report</li> <li>• Sample text: Children and games</li> </ul>  |  |

### WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 1  |   |                |
|---|---|----------------|
| Textbook  | Reading Activity<br>Reads a story   | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | My hero, Mr Lucas Radebe, 112   |                |
| STUDY & MASTER<br>Cambridge                           | Read a pictograph, 123<br>From Soweto to Soccer star, 125<br>Life after Leeds 127 |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Do you know? 108<br>Incredible elephant tales, 110                                |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | The boy and the tokoloshes, 118   |                |
| HEAD START<br>Oxford                                  | My life so far, 86<br>Matthew Goniwe, 90  |                |
| VIA AFRICA  | Lesiba and the tall tree, 107   |                |
| PLATINUM<br>Pearson                                   | The story of Richard Simelane, 88   |                |
| TOP CLASS<br>Shuters                                  | Ghosts and guardians of the forest, 70<br>The yellowwood tree, 71                 |                |

| Week 2: Finding out more about short stories |  |                |
|--|--|----------------|
| Day  | CAPS content, concepts, skills   | Date completed |
| Monday                                       | Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Report, short story</li> <li>• Topic: Write a report on the literature genre of short stories AND write a short story</li> <li>• Planning Strategy: Write a list and a table</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: Exclamation marks</li> <li>• Use plan to draft a descriptive essay</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 report and short story using checklist</li> <li>• Publish and share report and short story essay</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: | <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>  |  |

### WEEK 2 TEXTBOOK ACTIVITIES: LSC

| Week 2  |                             |                |
|---|-----------------------------|----------------|
| Textbook  | Exclamation marks           | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | --                          |                |
| STUDY & MASTER<br>Cambridge                           | Exclamation marks, 121      |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Exclamation marks, 117      |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              |                             |                |
| HEAD START<br>Oxford                                  | --                          |                |
| VIA AFRIKA  | --                          |                |
| PLATINUM<br>Pearson                                   |                             |                |
| TOP CLASS<br>Shuters                                  | Using exclamation marks, 73 |                |

## WEEK 2 TEXTBOOK ACTIVITIES: WRITING

| Week 2  |   |                |
|---|---|----------------|
| Textbook  | Narrative/descriptive essay                   | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Write a paragraph about your sports hero, 114 |                |
| STUDY & MASTER<br>Cambridge                           | Draw and label a pictograph, 130              |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Rewrite a story in your own words, 119        |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Write a story using the writing frame, 62     |                |
| HEAD START<br>Oxford                                  | Write a story, 92                             |                |
| VIA AFRIKA  | Rewrite the story in order of events, 111     |                |
| PLATINUM<br>Pearson                                   | Rewrite a story in your own words, 92         |                |
| TOP CLASS<br>Shuters                                  | Rewrite a story, 72                           |                |

| Theme Reflection: Finding out more about short stories                               |             |
|--|-------------|
| 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

Please note that the PSRIP programme for Weeks 3-4 is aligned to Weeks 7-8 of CAPS / the ATP.

| SKILLS   | LISTENING AND SPEAKING (ORAL)   | READING & VIEWING  | Writing: & PRESENTING   | LANGUAGE STRUCTURES & CONVENTIONS   |
|----------|---|--|---|---|
| WEEK 7-8 | <p><b>Listens and talks about a familiar topic with preparation</b></p> <ul style="list-style-type: none"> <li>Plans and prepares important points</li> <li>Says at least 5 sentences on the topic</li> <li>Answers questions</li> </ul> <p><b>Practises Listening and Speaking</b></p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows simple instructions/directions</li> </ul> <p>Tells own news</p> | <p><b>Reads information texts with visuals,</b> e.g. charts/tables/ diagrams/ mind maps/maps/pictures/ graphs</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: scans for important details</li> <li>Discusses main information given and the specific details</li> <li>Selects relevant details to answer questions</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency and expression</p> | <p><b>Draws/completes and labels simple visual texts,</b> e.g. charts/tables/ diagrams/ maps/pictures/graphs</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Uses information from a visual or written text</li> <li>Organises information neatly</li> <li>Conveys information correctly</li> <li>Uses appropriate symbols/diagrams</li> </ul> <p><b>Makes a mind map summary of a short text</b></p> <ul style="list-style-type: none"> <li>Identifies at least three main points</li> <li>Uses the correct structure</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p> | <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Words starting with c and followed by - e, -i or -y: pronounce as s, e.g. centre, city</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses the simple present to describe universal truths e.g. The sun sets in the west.</li> <li>Begins to use determiners such as one, two, etc. and first, second, last.</li> <li>Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</li> <li>Uses different types of adjectives including those relating age/ temperature/what things are made of</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read text</li> </ul> |

### Week 3: Incredible insects

| Day       | CAPS content, concepts, skills  | Date completed |
|-----------|---|----------------|
| Monday    | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Incredible insects</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 Bee in the Classroom</li> <li>• Genre: Story</li> <li>• Third read</li> <li>• Model comprehension skill: Make evaluation</li> <li>• Oral comprehension</li> </ul>                                       |                |
| Tuesday   | Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: A Bee in the Classroom</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 /nk/ and /i - e/</li> </ul>  |                |
| Tuesday   | Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 22: Good enough to eat</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 22: Good enough to eat</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Evaluate</li> <li>• Oral comprehension</li> </ul>   |                |
| Thursday  | Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 22: Good enough to eat</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Make connections</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul> |                |
| Thursday  | Activity 2: Teach the Comprehension Activity <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 22: Good enough to eat</li> <li>• Genre: Story</li> <li>• Teach: Evaluate</li> </ul>  |                |

|        |   |  |
|--------|---|--|
| Friday | Activity 1: Shared Reading Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 22: Good enough to eat</li> <li>• Genre: Story</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise / Make evaluations</li> </ul> |  |
| Friday | Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Advertisement posters and notices</li> <li>• Sample text: All about ants!</li> </ul>   |  |

### WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 3  |  |                |
|---|--|----------------|
| Textbook  | Reading Activity<br>Reads information text with visuals      | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Read a fantasy story, 132                                    |                |
| STUDY & MASTER<br>Cambridge                           | Read an information text, 151                                |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Read a procedural text, 151<br>Read an information text, 153 |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Read a story, 167  |                |
| HEAD START<br>Oxford                                  | Read a report, 116   |                |
| VIA AFRIKA  | Read an information text, 132                                |                |
| PLATINUM<br>Pearson                                   | Read about pyramids, 116                                     |                |
| TOP CLASS<br>Shuters                                  | Scan an information text, 76                                 |                |

### Week 4: Incredible insects

| Day       | CAPS content, concepts, skills   | Date completed |
|-----------|--|----------------|
| Monday    | Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Poster</li> <li>• Topic: Make a poster about an insect of your choice. Remember: this poster is meant to educate (teach) someone about the insect you have chosen AND make them want to learn more about insects!</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: Simple present tense</li> <li>• Use plan to draft a poster</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 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: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>   |                |

### WEEK 4 TEXTBOOK ACTIVITIES: LSC

| <b>Week 4</b>   |  |                       |
|---|--|-----------------------|
| <b>Textbook</b>                                       | <b>Simple present tense (universal statements)</b> | <b>Date Completed</b> |
| SUCCESSFUL OXFORD<br>Oxford                           | --   |                       |
| STUDY & MASTER<br>Cambridge                           | Simple present tense, 134                          |                       |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Simple present tense, 132                          |                       |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Reported speech, 141                               |                       |
| HEAD START<br>Oxford                                  | Pronouns and punctuation, 98                       |                       |
| VIA AFRIKA<br>Via Afrika                              | --   |                       |
| PLATINUM<br>Pearson                                   | Simple present tense, 128                          |                       |
| TOP CLASS<br>Shuters                                  | Universal statements, 79 and 108                   |                       |

### WEEK 4 TEXTBOOK ACTIVITIES: Writing

| <b>Week 4</b>   |   |                       |
|---|---|-----------------------|
| <b>Textbook</b>                                       | <b>Draws, completes and labels simple visual texts</b>  | <b>Date Completed</b> |
| SUCCESSFUL OXFORD<br>Oxford                           | Design symbols and organise information in a table, 123 |                       |
| STUDY & MASTER<br>Cambridge                           | Complete a mind map, 132                                |                       |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Complete a simple visual text, 132                      |                       |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Complete a visual text 154                              |                       |
| HEAD START<br>Oxford                                  | Write an information text in graphs, 96                 |                       |
| VIA AFRIKA  | Write a mind map summary, 115                           |                       |
| PLATINUM<br>Pearson                                   | Draw and label a diagram, 101                           |                       |
| TOP CLASS<br>Shuters                                  | Write an information text, 97                           |                       |

### Theme Reflection: Incredible insects

|  |             |
|--|-------------|
| 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

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

| SKILLS          | LISTENING AND SPEAKING (ORAL)   | READING & VIEWING  | WRITING & PRESENTING   | LANGUAGE STRUCTURES &   |
|-----------------|---|--|--|---|
| <b>WEEK 1-2</b> | <p><b>Listens to a poem</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Talks about the poem (what the poem is about)</li> <li>Relates to own experience</li> <li>Identifies rhyme and rhythm</li> <li>Gives personal response (likes/ dislikes)</li> </ul> <p><b>Listens to and gives personal recounts</b></p> <ul style="list-style-type: none"> <li>Recalls own experiences in the right sequence</li> <li>Answers questions about what happened first, second, etc.</li> </ul> | <p><b>Reads poem</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>Discusses topic and main idea</li> <li>Discusses rhyme and comparisons (similes)</li> <li>Expresses feelings stimulated by the Poem</li> </ul> <p><b>Reads a story with dialogue</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Understands how a plot and characters can represent a particular view of the world</li> <li>Answers questions about story</li> <li>Identifies the moral/main message of the story</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> | <p><b>Writes a simple story including dialogue (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>Writes an interesting story</li> <li>Story has a beginning, a middle and an ending</li> <li>Uses an appropriate tense</li> <li>Co-ordinates sentences with 'and' and 'but'</li> <li>Uses a wider range of punctuation, including inverted commas</li> <li>Begins to use the writing process</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using, e.g. mind maps</li> <li>Writes first draft</li> <li>Checks spelling</li> <li>Writes final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes 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>Words starting with a k sound and followed by e or i: use a k to spell the word</li> <li>Punctuates correctly</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/ her book'</li> <li>Begins to use connecting words to show condition (if, then)</li> <li>Develops use of direct speech.</li> <li>Begins to recognise and use reported speech.</li> </ul> <p><b>Vocabulary in context</b><br/>Words taken from shared or individually read texts</p> |

## Week 5: Conservation

| Day       | CAPS content, concepts, skills   | Date completed |
|-----------|--|----------------|
| Monday    | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Conservation</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: Puleng and the Rhinos</li> <li>• Genre: Story</li> <li>• Third 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>• Re-read Text: Puleng and the Rhinos</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/ and /e-d/</li> </ul>   |                |
| Tuesday   | Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 36: Saving our trees</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 36: Saving our trees</li> <li>• Genre: Story (narrative essay)</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>                               |                |
| Thursday  | Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 36: Saving our trees</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 Activity <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 36: Saving our trees</li> <li>• Genre: Story</li> <li>• Teach: Make inferences</li> </ul>  |                |



|        |             |   |  |
|--------|-------------|---|--|
| Friday | Activity 1: | Shared Reading Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 36: Saving our trees</li> <li>• Genre: Story</li> <li>• Written comprehension</li> <li>• Comprehension strategy: Make inferences</li> </ul> |  |
| Friday | Activity 2: | Teach the Genre <ul style="list-style-type: none"> <li>• Story (narrative essay)</li> <li>• Sample text: Little Thabo</li> </ul>  |  |

### WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 5  |                                  |                |
|---|----------------------------------|----------------|
| Textbook  | Reading Activity<br>Reads a poem | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Read a poem, 137                 |                |
| STUDY & MASTER<br>Cambridge                           | Read a poem, 145                 |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Read a poem(s), 140              |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Read a poem, 157                 |                |
| HEAD START<br>Oxford                                  | Read a poem, 110                 |                |
| VIA AFRIKA  | Read a poem, 124                 |                |
| PLATINUM<br>Pearson                                   | Read a poem, 108                 |                |
| TOP CLASS<br>Shuters                                  | Read a poem, 85                  |                |

| Week 6: Conservation |  |                |
|----------------------|--|----------------|
| Day                  | CAPS content, concepts, skills   | Date completed |
| Monday               | Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Story (narrative essay)</li> <li>• Topic: Write a story about a character who cares about conservation! This story must include a conversation (dialogue) between two characters.</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: Revise direct speech</li> <li>• Use plan to draft a story.</li> </ul>  |  |
| Wednesday | Activity 2: | Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 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 story using checklist</li> <li>• Publish and share story.</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>• Review word find</li> <li>• Conclusion</li> </ul>  |  |

### WEEK 6 TEXTBOOK ACTIVITIES: LSC

| Week 6  |                                 |                |
|---|---------------------------------|----------------|
| Textbook  | Direct Speech                   | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Direct speech, 139              |                |
| STUDY & MASTER<br>Cambridge                           | Direct speech, 143, 162         |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Direct speech, 143 and 173      |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Direct speech, 135, 141         |                |
| HEAD START<br>Oxford                                  | Direct and reported speech, 108 |                |
| VIA AFRIKA  | --                              |                |
| PLATINUM<br>Pearson                                   | Direct and reported speech, 110 |                |
| TOP CLASS<br>Shuters                                  | Direct speech, 88               |                |

## WEEK 6 TEXTBOOK ACTIVITIES: Writing

| Week 6  |   |                |
|---|---|----------------|
| Textbook  | Story (narrative/descriptive)               | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Write and present a story, 136              |                |
| STUDY & MASTER<br>Cambridge                           | Write a story, 118                          |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Write a story with speaking parts, 145      |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Write a story using a frame, 86             |                |
| HEAD START<br>Oxford                                  | Write your own myth, 109                    |                |
| VIA AFRIKA  | Write a story, 125                          |                |
| PLATINUM<br>Pearson                                   | Write a story about people and animals, 111 |                |
| TOP CLASS<br>Shuters                                  | Write a story, 88                           |                |

| Theme Reflection: Conservation   |             |
|--|-------------|
| 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

Please note that the PSRIP programme for Weeks 7-8 is aligned to Weeks 9-10 of CAPS / the ATP.

| SKILLS               | LISTENING AND SPEAKING (ORAL)  | READING & VIEWING   | Writing: & PRESENTING   | LANGUAGE STRUCTURES & CONVENTIONS   |
|----------------------|--|---|---|---|
| <b>WEEK<br/>9-10</b> | <p><b>Plays language game/s</b></p> <ul style="list-style-type: none"> <li>Follows instructions correctly</li> <li>Uses a range of vocabulary</li> <li>Takes turns, giving others a chance to speak</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 short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows instructions / directions</li> </ul> <p>Tells own news</p> | <p><b>Reads information texts from across the curriculum</b>, e.g. a short report, description or explanation from another subject</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and headings and pictures/visuals</li> <li>Uses reading strategies, e.g. skimming</li> <li>Discusses main ideas and specific details</li> <li>Interprets and discusses visuals</li> </ul> <p><b>Does comprehension activity</b></p> <p><b>Practices reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with appropriate pronunciation, fluency and expression</li> </ul> | <p><b>Writes information text, e.g.</b> texts used in other subjects</p> <ul style="list-style-type: none"> <li>Writes two to three paragraphs</li> <li>Organizes information logically</li> <li>Uses formal language</li> <li>Includes specific details</li> <li>Uses passive voice appropriately</li> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Uses the writing process</li> <li>Brainstorms ideas using, e.g. mind maps</li> <li>Writes first draft</li> <li>Checks spelling</li> <li>Writes final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes 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>Spells familiar words correctly, using a personal dictionary</li> <li>Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Develops understanding and use of connecting words showing addition, sequence and contrast.</li> <li>Uses prepositions that show position and direction</li> <li>Understands and uses reported speech.</li> <li>Understands and uses negative forms Uses the passive voice</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>Joining prefixes or suffixes to a base word</li> </ul> |

### Week 7: Healthy Eating

| Day       | CAPS content, concepts, skills  | Date completed |
|-----------|---|----------------|
| Monday    | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Healthy Eating</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: Marang Gets Healthy</li> <li>• Genre: Story</li> <li>• Third read</li> <li>• Model comprehension skill: Make evaluations</li> <li>• Oral comprehension</li> </ul>                               |                |
| Tuesday   | Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: Marang Gets Healthy</li> <li>• Genre: Story</li> <li>• Individual discussions to respond to text</li> </ul>  |                |
| Tuesday   | Activity 2: Phonics Review<br>Word find with /wh/ /u-e/ /oo/  |                |
| Tuesday   | Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 64: Eat well</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 64: Eat well</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Make evaluations</li> <li>• Oral comprehension</li> </ul>   |                |
| Thursday  | Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 64: Eat well</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Make evaluations</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul> |                |
| Thursday  | Activity 2: Teach the Comprehension Activity <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 64: Eat well</li> <li>• Genre: Story</li> <li>• Teach: Make evaluations</li> </ul>  |                |

|        |             |   |  |
|--------|-------------|---|--|
| Friday | Activity 1: | Shared Reading Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 64: Eat well</li> <li>• Genre: Story</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise / Make evaluations</li> </ul> |  |
| Friday | Activity 2: | Teach the Genre <ul style="list-style-type: none"> <li>• information text: Graph</li> <li>• Sample text: Muffins sold at Sunny Primary School</li> </ul>  |  |

### WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 7  |  |                |
|---|--|----------------|
| Textbook  | Reading Activity<br>Reads information text                   | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Read a fantasy story, 132                                    |                |
| STUDY & MASTER<br>Cambridge                           | Read an information text, 151                                |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Read a procedural text, 151<br>Read an information text, 153 |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Read a story, 167  |                |
| HEAD START<br>Oxford                                  | Read a report, 116   |                |
| VIA AFRIKA  | Read an information text, 132                                |                |
| PLATINUM<br>Pearson                                   | Read about pyramids, 116                                     |                |
| TOP CLASS<br>Shuters                                  | Scan an information text, 76                                 |                |

| Week 8: Healthy Eating |  |                |
|------------------------|--|----------------|
| Day                    | CAPS content, concepts, skills   | Date completed |
| Monday                 | Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Line Graph</li> <li>• Topic: Make a graph to show how much protein your classmates eat</li> <li>• Planning Strategy: Questionnaire</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: Active and passive voice</li> <li>• Use plan to draft a questionnaire</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 line graph article using checklist</li> <li>• Publish and share line graph</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: LSC

| Week 8  |                               |                |
|---|-------------------------------|----------------|
| Textbook  | Active and passive voice      | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Passive voice, 151            |                |
| STUDY & MASTER<br>Cambridge                           | --                            |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Passive voice, 157            |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | --                            |                |
| HEAD START<br>Oxford                                  | Active and passive voice, 114 |                |
| VIA AFRIKA  | --                            |                |
| PLATINUM<br>Pearson                                   | --                            |                |
| TOP CLASS<br>Shuters                                  | --                            |                |

## WEEK 8 TEXTBOOK ACTIVITIES: Writing

| Week 8  |                                |                |
|---|--------------------------------|----------------|
| Textbook  | Writes information text        | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Write an information text, 147 |                |
| STUDY & MASTER<br>Cambridge                           | Write an information text, 157 |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Write an information text, 159 |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Write an information text, 155 |                |
| HEAD START<br>Oxford                                  | Write an information text, 122 |                |
| VIA AFRIKA  | Write an information text, 133 |                |
| PLATINUM<br>Pearson                                   | Draw and label a diagram, 101  |                |
| TOP CLASS<br>Shuters                                  | Write an information text, 97  |                |

| Theme Reflection: Healthy Eating   |             |
|--|-------------|
| 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

Please note that the PSRIP programme for Weeks 9-10 is aligned to Weeks 3-4 of CAPS / the ATP.

| SKILLS              | LISTENING AND SPEAKING (ORAL)   | READING & VIEWING   | WRITING & PRESENTING   | LANGUAGE STRUCTURES &   |
|---------------------|---|---|--|---|
| <b>WEEK<br/>3-4</b> | <p><b>Takes part in a conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Respects other learners by listening to them</li> <li>Encourages other group members to support fellow learners</li> <li>Code switches if necessary</li> <li>Asks and answers more complex questions, e.g. What would you do...?</li> </ul> <p><b>Practises Listening and Speaking</b></p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows instructions/ direction</li> <li>Tells own news</li> </ul> | <p><b>Reads a play</b></p> <p>Text from the textbook or reader/s 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, setting and action</li> <li>Expresses feelings stimulated by the text</li> <li>Discusses the play format</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Reflects on texts read Independently</b></p> <p>Compares texts read</p> | <p><b>Writes a short dialogue/play script using a frame</b></p> <ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Organises the dialogue and action logically</li> <li>Uses direct speech</li> <li>Uses an informal style of writing</li> <li>Uses appropriate punctuation, e.g. colon, exclamation and question marks</li> </ul> <p><b>Uses writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft with correct spacing</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul> | <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Add -es to form plurals of words ending in -s, -sh, -ch, or -z</li> <li>Punctuates correctly</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses the gender forms of some nouns</li> <li>Revises 'a' and 'the' with nouns.</li> <li>Uses regular forms of the verb walk, walked</li> <li>Uses direct and indirect speech correctly</li> <li>Builds on understanding and use of simple past</li> <li>Builds on understanding and use of simple present</li> </ul> |

## Week 9: Surprises

| Day       | CAPS content, concepts, skills  | Date completed |
|-----------|---|----------------|
| Monday    | Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Surprises</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: Akhona's Surprise!</li> <li>• Genre: Dialogue / A play</li> <li>• Third read</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>                             |                |
| Tuesday   | Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: Akhona's Surprise!</li> <li>• Genre: Dialogue/A play</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 /sl/ and /ee/</li> </ul>   |                |
| Tuesday   | Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Having a party</li> <li>• Genre: Dialogue/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 44: Having a party</li> <li>• Genre: Dialogue/play</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>  |                |
| Thursday  | Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Having a party</li> <li>• Genre: Dialogue</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 Activity <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Having a party</li> <li>• Genre: Dialogue/play</li> <li>• Teach: Make inferences</li> </ul>   |                |

|        |             |  |  |
|--------|-------------|--|--|
| Friday | Activity 1: | Shared Reading Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 2 page 44: Having a party</li> <li>• Genre: Dialogue/play</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>• Dialogue/play</li> <li>• Sample text: Lerato's bad birthday</li> </ul>  |  |

### WEEK 9 TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 9  |   |                |
|---|---|----------------|
| Textbook  | Reading Activity<br>Reads a play                    | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Read a play, 155                                    |                |
| STUDY & MASTER<br>Cambridge                           | Read a dialogue, 160-161                            |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Read a play, 168                                    |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Tortoise and Hare, 168                              |                |
| HEAD START<br>Oxford                                  | Read a play script, Funeka finds a true friend, 124 |                |
| VIA AFRIKA  | Read a play, 140                                    |                |
| PLATINUM<br>Pearson                                   | Read a play, 126                                    |                |
| TOP CLASS<br>Shuters                                  | Read a play, 103                                    |                |

## Week 10: Surprises

| 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 that includes a surprise. In your dialogue, one character could feel surprised about something. Or the characters in your dialogue could be planning a surprise.</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: Indirect Speech</li> <li>• Use plan to draft a dialogue</li> </ul>   |                |
| Wednesday | Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 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>• Review word find</li> <li>• Conclusion</li> </ul>  |                |

### WEEK 10 TEXTBOOK ACTIVITIES: LSC

| Week 10   |                                   |                |
|---|-----------------------------------|----------------|
| Textbook  | Indirect speech (Reported speech) | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Indirect speech, 139              |                |
| STUDY & MASTER<br>Cambridge                           | Reported speech, 156              |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Reported speech, 144, 158 and 174 |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | Reported speech, 141              |                |
| HEAD START<br>Oxford                                  | Direct and reported speech, 108   |                |
| VIA AFRIKA  | Reported speech, 139 and 146      |                |
| PLATINUM<br>Pearson                                   | Direct and reported speech, 110   |                |
| TOP CLASS<br>Shuters                                  | Reported speech, 90 and 98        |                |

### WEEK 10 TEXTBOOK ACTIVITIES: Writing

| Week 10   |                                     |                |
|---|-------------------------------------|----------------|
| Textbook  | Dialogue / Play                     | Date Completed |
| SUCCESSFUL OXFORD<br>Oxford                           | Write a play, 162                   |                |
| STUDY & MASTER<br>Cambridge                           | Write words for speech bubbles, 163 |                |
| INTERACTIVE ENGLISH<br>St Mary's Interactive Learning | Write a play script, 175            |                |
| SOLUTIONS FOR ALL<br>Macmillan Education              | -                                   |                |
| HEAD START<br>Oxford                                  | Write a play script, 129            |                |
| VIA AFRIKA  | Write a short dialogue, 146         |                |
| PLATINUM<br>Pearson                                   | Write a play, 129                   |                |
| TOP CLASS<br>Shuters                                  | Write a play, 105                   |                |

### Theme Reflection: Surprises

|  |             |
|--|-------------|
| 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 5 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>short stories</b><br><b>Stage 1: Research</b><br><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<br><b>Stage 2: Writing</b><br><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)<br><br><i>(see rubric below)</i>   | 20        | Commence with this task in Term 3 and conclude in Term 4 when the mark will be recorded.<br>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><br/>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><br/>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.                                    |



| <b>STRUCTURE</b>     | <b>1-3</b>   | <b>4-7</b>   | <b>8-10</b>   |
|----------------------|--|--|---|
|                      | There is no title.<br>The report has not used paragraphs. There is no logical structure.   | The learner has attempted to give a title.<br>The report is written using paragraphs which have/attempt to have a logical flow.  | The report has an appropriate title.<br>The learner has used well-structured paragraphs to write about the literary genre.                              |
| <b>PLANNING</b>      | <b>1-3</b>   | <b>4-7</b>   | <b>8-10</b>   |
|                      | 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.                    |
| <b>EDITING / LSC</b> | <b>1-3</b>   | <b>4-7</b>   | <b>8-10</b>   |
|                      | The report is not written in the correct style, using formal or factual language.<br>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.<br>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.<br>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><br/>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  |
| <p><b>10 MARKS</b></p> <ul style="list-style-type: none"> <li>• Shows evidence of research</li> <li>• Uses appropriate structure: introduction, body and conclusion</li> <li>• Presents central idea and supporting details</li> <li>• Participates and maintains discussion</li> </ul>           | <p>The learner has not researched the literary genre. The oral is confusing and unstructured. 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. The learner struggles to respond to the questions.</p> | <p>The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.</p> | <p>The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.</p> | <p>The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and a conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.</p> |
| FLUENCY and EXPRESSION  | 1-2  | 3-4   | 5-6  | 7-8   | 9-10  |
| <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>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>Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.</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>Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.</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: I NEED HELP TO BE STRONG

1. When does the person in the story need help?  
*The person in the story needs help when things are scary.*
2. What sorts of things does the person in the story find scary?  
*The sorts of things that the person in the story finds scary are big things that fly and bite.*
3. Who helps the person in the story feel strong and safe?  
*His/her mum and dad help the person in the story feel strong and safe.*

### FICTION TEXT: DALUXOLO'S NEW NEIGHBOURS

1. Why do you think Daluxolo went to live with his uncle in Cape Town?  
*I think Daluxolo went to live with his uncle in Cape Town because he had never live there before.*
2. What was the dark shape in the ocean?  
*The dark shape in the ocean was a shark.*
3. What does the name Daluxolo mean in isiXhosa?  
*The name Daluxolo means peacemaker.*
4. Visualise Daluxolo's face when he sees the shark. Describe what you visualise.  
*I visualise that his eyes are wide and his mouth is wide open in disbelief. (see learners' answers)*
5. Are the following exclamations or questions? Punctuate the following sentences with an exclamation mark or a question mark.
  - a) *Are you going to the beach?*
  - b) *I am so scared of sharks!*
  - c) *Do sharks eat people?*
  - d) *I'm never swimming in the sea!*
  - e) *Get away from there!*
6. Choose the correct explanation for the underlined idiom:  
When Daluxolo started at his new school, he felt like a fish out of water.  
This means he felt: *b. uncomfortable*

### FICTION TEXT: A DARK WINTER'S NIGHT

1. What was keeping Mangaliso awake?  
*There were strange noises.*
2. Why was Magaliso breathing very fast when he got up?  
*He was breathing fast because he was very scared and nervous.*
3. Punctuate the following sentences correctly.
  - a) *Mangaliso was very brave!*
  - b) *His brother Thamsanqa was fast asleep.*

- c) *Why did you wake me up?*
- d) *It was so scary!*
- e) *I can't go back to sleep.*

4. Circle the word that is NOT a synonym:
- a) cold – chilly / warm / freezing
  - b) scared – bold / frightened / terrified
  - c) burglar – thief / robber / monster
  - d) shout – scream / sigh / yell

**NON-FICTION TEXT: HOW TO STAY SAFE**

1. What must you do if you're home alone?  
*If you're home alone ask a neighbour to listen out for you.*
2. Why should we move to where there are other people?  
*We should move to where there are other people because they can help/it will scare the criminal away.*
3. Complete the following conditional sentences with your own responses. Begin each sentence with a verb in the simple present tense:
  - a) *If you are scared, call the police.*
  - b) *If you don't know the adult, move away to where other people are.*
  - c) *If you are walking in your neighbourhood, tell a trusted adult where you are.*
4. Complete the table below with the abbreviations or the full words:

| Word/s:             | Abbreviation |
|---------------------|--------------|
| World Wide Web      | www.         |
| President           | Pres.        |
| Minute              | min.         |
| October             | Oct          |
| As soon as possible | asap         |
| Rest in Peace       | R.I.P.       |

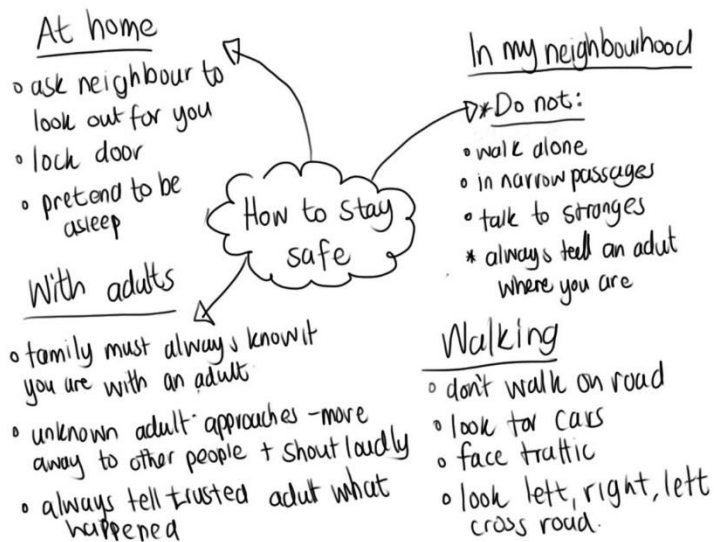
**VISUAL TEXT: SELF DEFENCE MOVES**

1. How many self-defence moves are there in the visual text?  
*There are four self-defence moves.*
2. Which do you think would be the most effective move? Why?  
*I think the most effective move would be eye poke because the eyes are extremely sensitive. (see learners' answers)*
3. Which of the self-defence moves would you be too afraid to try? Why?  
*I would be afraid to try an ear slap because I don't think it will work. (see learners' answers)*
4. Write the following words with their definitions in your book.  
For example: **self defence – protecting yourself**  
*Selfish - only care for and worry about yourself*

Self-employed - you are your own boss  
 Selfless - generous and caring for other people  
 Self-conscious - embarrassed and unsure of yourself  
 Self-taught - learnt something yourself, without a teacher

## SUMMARY: HOW TO STAY SAFE

Summary: How to stay safe



## WEEKS 3 & 4 MEMORANDUM

### DECODABLE TEXT: SCARY SPIDERS

- Who are the two people speaking in the story?  
*The two people speaking in the story are a man and Lihle.*
- Where did the spider bite the man?  
*The spider bit the man on his side.*
- How will they stay safe from the scary spiders?  
*They will stay safe from the scary spiders by helping each other spot the spiders. (see learners' answers)*

### FICTION TEXT: LUCKY LADYBUGS

- What was Liyana doing?  
*Liyana was having a tea party with her friends.*
- What was on Liyana's arm?  
*There was a tiny ladybug on her arm.*

3. Make an evaluation about Silindokuhle. What kind of person do you think he is? Why?  
*I think he is an animal lover because he knows about ladybugs and he was careful with the ladybug. (see learners' answers)*
4. Do you believe that certain things can bring good or bad luck? Why or why not?  
*Yes, I believe... because... or No, I don't believe... because... (see learners' answers)*
5. Change the following statements into negative statements:
  - a) *Ladybugs don't have stripes on their body.*
  - b) *Insects do not have four legs.*
  - c) *Insects never harm people.*
6. Match the following idioms with their correct meaning:  
For example, in your book write:
  - 1 – E
  - 2 – A
  - 3 – F
  - 4 – B
  - 5 – D
  - 6 – C

#### FICTION TEXT: BUSI LEARNS A LESSON

1. What did Busi put on Khwezi's plate?  
*Busi put a fake bug on Khwezi's plate.*
2. Would you have had the same reaction as Khwezi to Busi's trick? Why or why not?  
*I would / not have the same reaction... because... (see learners' answers)*
3. Change the following sentences into the present progressive tense:
  - a) *Khwezi and Busi are eating their dinner.*
  - b) *Busi is playing tricks on Khwezi.*
  - c) *Busi is bullying many people.*
  - d) *Khwezi is making Busi think about her actions.*
  - e) *Busi is feeling ashamed.*
4. Use the following words twice each to show how they can be used as both a noun and a verb:  
answer   glue   milk   train   play   laugh
  - a) *On a farm, you have to milk the cows every day.*
  - b) *When he heard the joke, his laugh was so loud, everyone heard him.*
  - c) *I love to sit quietly and watch the actors during the play.*
  - d) *All the players train hard for their netball match.*
  - e) *'I have the answer!' shouted Thembi, sticking her hand up.*
  - f) *Milk is full of calcium and it's very good for you.*
  - g) *You need to glue everything into your book.*
  - h) *The children loved to go outside and play in the sunshine.*
  - i) *I hate it when the train and the bus are late.*
  - j) *Please answer the questions in your books neatly.*
  - k) *They laught at the teacher's jokes.*
  - l) *Please can I use your glue? Mine's finished.*

### NON-FICTION TEXT: FACTS ABOUT LADYBUGS

1. What do ladybugs eat?  
*Ladybugs eat aphids and mites.*
2. What can you evaluate about the ladybug's ability to protect themselves?  
*I can evaluate that ladybugs are good at protecting themselves because they have a few methods that they use to protect themselves. (see learners' answers)*
3. Remember: Simple present tense can be used to describe **regular actions** or a **universal statement**. Say whether the following are **regular actions** or **universal statements**.
  - a) *Ladybugs are happy to live in most habitats. **universal statement.***
  - b) *I look for insects outside every day. **Regular action***
  - c) *A ladybug is small, and has a round, hard shell. **Universal statement***
  - d) *In the summer evenings, we hear the loud insects' noises. **Regular action***
  - e) *Ladybugs help in the garden by eating harmful aphids and mites. **Universal statement***
  - f) Write the table in your exercise book. Fill in the missing male and female forms of these nouns:

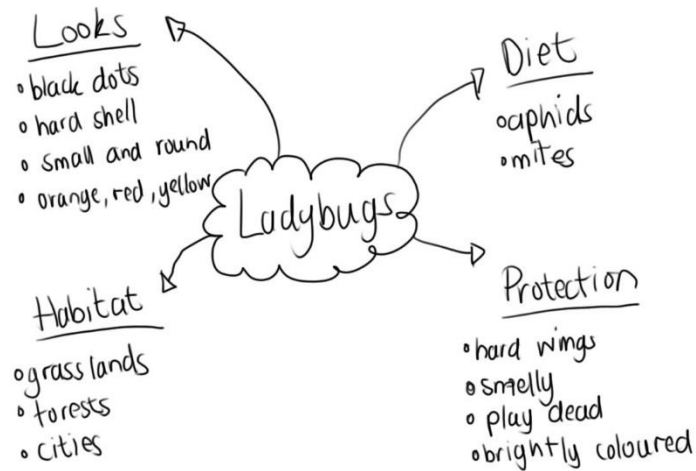
| FEMALE  | MALE     |
|---------|----------|
| witch   | wizard   |
| lioness | lion     |
| cow     | bull     |
| sow     | pig/boar |
| ewe     | sheep    |
| niece   | nephew   |
| hen     | cock     |

### VISUAL TEXT: TYPES OF INSECTS

1. Which of these insects are herbivores?  
*Bees are herbivores.*
2. Which of these 'Interesting Facts' do you think is the most interesting or strange? Why?  
*I think ... because... (see learners' answers)*
3. Put the following words into their plural form:
  - a) *body – bodies*
  - b) *wing – wings*
  - c) *city – cities*
  - d) *eye – eyes*
  - e) *person – people*
4. Put the words from column A and column B together to form compound nouns.  
For example: **grasshopper**  
*Rainstorm*  
*Daytime*  
*Earthworm*  
*Footprint*

## SUMMARY: FACTS ABOUT LADYBUGS

Summary: Facts about ladybugs



## WEEKS 5 & 6 MEMORANDUM

### DECODABLE TEXT: TREES ARE MAGIC

1. Why does Zara think trees are magic?  
*Zara thinks that trees are magic because trees help us breathe.*
2. Why must the earth be taken care of?  
*The earth must be taken care of because it is our only home.*
3. What needs our help?  
*The Earth and the trees need our help.*

### FICTION TEXT: THULI LEARNS HOW TO RECYCLE

1. What mistake did Thuli make?  
*The mistake that Thuli made was that she threw her empty on the ground.*
2. Describe a mistake that you have made before, that you learnt an important lesson from.  
*A mistake I've made before was... The lesson I learnt from this is... (see learners' answers)*
3. What three steps must you follow when you recycle?
  - a. *First you must make sure your recycling is clean.*
  - b. *Then you must separate glass, plastic, tin and paper waste.*
  - c. *And then you must take the recycling to a special recycle drop-off place.*
4. Punctuate the following sentences to show direct speech.
  - a) *'I'm so sorry, I will learn how to recycle' said Thuli.*
  - b) *Kgomotso said, 'Don't throw the bottle on the floor please.'*
  - c) *Thuli asked the librarian, 'Do you have any books about recycling?'*



5. Make the following words into contractions, placing the apostrophe in the right place:
- should not – shouldn't*
  - did not – didn't*
  - let us – let's*
  - have not – haven't*
  - has not – hasn't*
  - could not – couldn't*
  - will not – won't*
  - Give the past tense verbs for the following:

6. Give the past tense verbs for the following:

| Present tense verbs | Past tense verbs |
|---------------------|------------------|
| throw               | threw            |
| catch               | caught           |
| walk                | walked           |
| awake               | awoke            |
| fly                 | flew             |
| write               | wrote            |
| choose              | chose            |

#### FICTION TEXT: RIDHA'S TRIP TO THE RHINOS

- Where were Ridha and his family going to see?  
*Ridha and his family were going to the conservation site to see the rhinos.*
- Why did the rhinos have to be kept safe at the conservation site?  
*The rhinos had to be kept safe because they are endangered.*
- Ridha saw that the rhinos were big, grey, and had sharp horns.  
The underlined words are descriptive words.  
How would you describe the following animals? Give three descriptive words for each.
  - Ant – small, brown, strong*
  - Lion – big, golden, prideful*
  - Shark – grey, scary, big*
  - Frog – small, green, slimy*
- Give the abbreviations for the following words.
  - January - Jan*
  - Road – Rd.*
  - Centimetres - cm*
  - Kilogram – kg.*
  - kilometre - km*

#### NON-FICTION TEXT: GRETA THUNGBERG

- Where was Greta born?  
*Greta was born in Sweden.*
- What does Greta try to convince powerful leaders around the world to do?  
*Greta tries to convince powerful leaders around the world to take more action and fight for the environment.*

3. If you were at a protest to fight for the environment, and you had to make a sign to hold, what would your sign say?

*My sign would say... (see learners' answers)*

4. Greta wants to rescue the environment with all her heart.

What do you think the phrase "with all her heart" means?

*I think the saying "with all her heart" means... (see learners' answers)*

### **VISUAL TEXT: SAVE ENERGY, SAVE EARTH, SAVE LIFE**

1. What are three adjectives that describe the picture on the right-hand side of the poster?

*Three adjectives are sad, scary and ugly.*

2. What are three adjectives that describe the picture on the left-hand side of the poster?

*Three adjectives are hopeful, pretty, and peaceful.*

3. What is this poster urging us to do?

*This poster is urging us to reduce, reuse and recycle and to save energy.*

4. What are three ways that we can help save our planet, according to this poster?

*According to this poster, three ways we can help save our planet are to reduce, reuse and recycle.*

### **SUMMARY: GRETA THUNGBERG**

Summary: Greta Thunberg



## WEEKS 7 & 8 MEMORANDA

### DECODABLE TEXT: VEGETABLES ARE COOL

1. Why does this person like to eat vegetables?  
*She likes to eat vegetables because they taste nice and they are good for me.*
2. Why are vegetables cool?  
*Vegetables are cool because vegetables give us energy.*
3. When does the person in the story want more vegetables?  
*The person in the story wants more vegetables in the day and in the night.*

### FICTION TEXT: HEALTHY LEARNERS AT MONDO PRIMARY

1. Why did the teachers at Mondo Primary School call a meeting?  
*They called a meeting because they wanted to make sure their learners were fit and healthy.*
2. What did you learn from Mrs Machaka's conversation with the parents at the parents' meeting?  
*I learned that... (see learners' answers)*
3. Think about your own eating habits.
  - a) *What healthy foods do you enjoy? (see learners' answers)*
  - b) *What kind of unhealthy foods do you think you could eat less of? (see learners' answers)*
4. Do you think it is more important to have knowledge and skills or to be healthy and fit? Why?  
*I think it is more important... because... (see learners' answers)*
5. Change the following sentences into the passive voice.
  - a) *The parents are called to a meeting by the school.*
  - b) *Good advice is given to the parents by Mrs Machaka.*
  - c) *Protein can be eaten by children.*
  - d) *Food with a lot of sugar should not be eaten by children.*
6. Circle the words below that are NOT about food:
  - a) *sugar*
  - b) *protein*
  - c) *pencil*
  - d) *salt*
  - e) *fruit*
  - f) *music*
  - g) *vegetables*
  - h) *vitamins*
  - i) *nutritious*
  - j) *car*

### FICTION TEXT: NO COOLDRINKS FOR NOFOTO!

1. Why did Nofoto bring her drink into the classroom?  
*She brought her drink into the classroom because she didn't finish it.*
2. Do you think Ms Khumalo had the correct reaction to Nofoto's drink? Why or why not?  
*I think Ms Khumalo had the correct / incorrect reaction because... (see learners' answers)*
3. Change the following sentences from the passive into the active voice:
  - a) *The 500ml bottle contains 32 teaspoons of sugar.*
  - b) *Nofoto drank the cooldrink.*
  - c) *Ms Khumalo gives the class advice.*
  - d) *Learners hear her wise words.*
4. Choose from the list of words to complete the sentences:  
teaspoons litres minutes cups Celsius vegetarian
  - a) *The cake needs to bake for 45 minutes.*
  - b) *My friend doesn't eat meat, so I need to make vegetarian food for her.*
  - c) *My uncle takes three teaspoons of sugar in his tea, which is not healthy.*
  - d) *The chicken recipe needs two cups of water for the sauce.*
  - e) *The biscuits need to bake at 180 degrees Celsius.*
  - f) *Some people say you should drink two litres of water every day.*

### NON-FICTION TEXT: WATER AND OUR BODIES

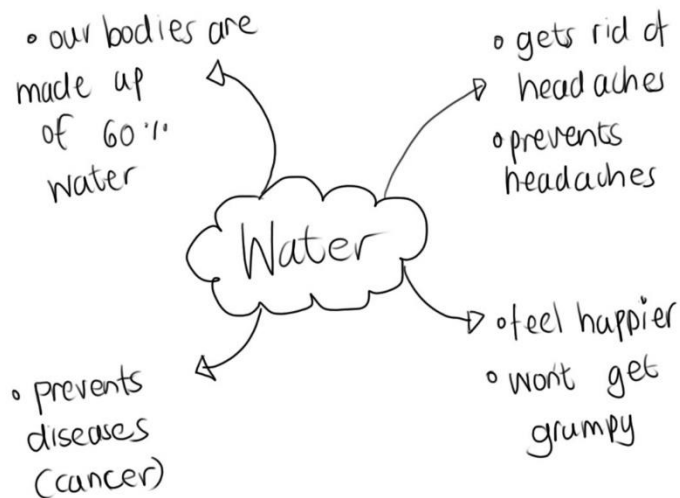
1. What is 60% of the human body made from?  
*60% of the human body is made from water.*
2. What do you infer would happen if a person did not drink water for many days?  
*I can infer that they would get very sick/die.*
3. Does this text convince you that water is good for you? Why or why not?  
*This text convinces / does not convince me that water is good for me because... (see learners' answers)*
4. Change these sentences from the passive voice in active voice:
  - a) *She drinks 8 glasses of water every day.*
  - b) *Drinking water prevents diseases.*
  - c) *Our bodies absorb water in fresh fruit and vegetables that we eat.*
  - d) *Drinking water prevents diseases such as cancer.*
  - e) *Sweating cleans away bad bacteria.*

### **VISUAL TEXT: GRAPH SHOWING PARENTS' RESPONSES AFTER THE MEETING**

1. What percentage of parents said they would maybe change their habits?  
*The percentage of parents who will maybe change their habits is 5%.*
2. What did the majority (most) of the parents say they would do?  
*The majority of the parents said they would definitely change their habits.*
3. How do you think you could encourage the parents who said they would not change their habits?  
*I could encourage them by...(see learners' answers)*

### **SUMMARY: WATER AND OUR BODIES**

Summary: Water and our bodies



### **WEEKS 9 & 10 MEMORANDA**

#### **DECODABLE TEXT: I DON'T LIKE SURPRISES**

1. What does the person in the story not like?  
*The person in the story does not like surprises.*
2. Why did the mum give the person in the story a surprise party?  
*The mum gave them a surprise party because she wanted to be nice.*
3. When did the person in the story slip away?  
*The person slipped away when it was late.*

#### **FICTION TEXT: BONGANI'S BIRTHDAY SURPRISE**

1. Who did Bongani's mother invite to his birthday party?  
*Bongani's mother invited all his friends from school, his cousins, aunties and uncles and grandparents to his birthday party.*
2. What can you infer Bongani's surprise from his grandparents was? Why?

*I can infer Bongani's surprise from his grandparents was excited because he started jumping up and down. (see learners' answer)*

3. If you were planning your party, what would your theme be? Why?  
*My theme would be... because... (see learners' answer)*
4. Do you think it is important to celebrate birthdays? Why or why not?  
*I think it is / isn't important... because... (see learners' answer)*
5. Change the following into indirect speech:
  - a) *Bongani's mother said that it was his big day.*
  - b) *Bongani exclaimed that he was so glad all his friends were at the party.*
  - c) *Bongani asked what the surprise could be.*
  - d) *Bongani's grandparents said that they hope he likes his surprise present.*
6. Circle the words that are NOT about birthdays:
  - a) teach
  - b) engine
  - c) ant

#### **FICTION TEXT: MAMA'S SURPRISE PARTY**

1. Why were the guests quiet?  
*The guests were quiet because they didn't want mother to suspect anything.*
2. How can you infer that Khensani's mother felt happy?  
*I can infer that she was happy because she laughed and cried with joy.*
3. What do you think the best part of the party was?
4. *I think the best part of the party was... (see learners' answers)*
5. Choose the correct idiom that means surprised in each sentence:
  - a) *Khensani's mother was (caught off guard / over the moon) by her surprise party.*
  - b) *She was (in a black mood / blown away) by all the secret planning.*
  - c) *She (was rooted to the spot) wouldn't hurt a fly) at finding all her friends and family hiding in her garden.*

#### **NON-FICTION TEXT: SURPRISING FACTS**

1. How many questions a day does the average 4-year-old ask?  
*The average 4-year-old asks 400 questions a day.*
2. Would you rather be the president or win the lottery? Why?  
*I would rather...because... (see learners' answers)*
3. Use the apostrophe to join the underlined words:
  - a) There's a beautiful cake at the party!
  - b) I didn't know that about cockroaches!
  - c) That's a lot of ants!
  - d) I've never heard these facts before.
  - e) I wouldn't have believed them.

4. Circle the words that are NOT synonyms for surprise
  - a) unfair
  - b) unkind
  - c) eye-opener

**VISUAL TEXT: HOW CHILDREN FEEL ABOUT SURPRISE PARTIES**

1. What percentage of children would like to have a surprise party?  
*80% of children would like to have a surprise party.*
2. Why do you think some children would not like to have a surprise party?  
*I think some children would not like to have a surprise party because (see learners' answers)*
3. Would you like to have a surprise party? Why or why not?  
*I would / would not like to have a surprise party, because... (see learners' answers)*
4. Write out the following percentages and numbers in words:
  - a) 80% - eighty percent
  - b) 14% - fourteen percent
  - c) 724 – seven hundred and twenty-four
  - d) 3650 – three thousand six hundred and fifty

**SUMMARY: MAMA'S SURPRISE PARTY**

Summary: Mama's surprise party

