

PSRIP
MANAGEMENT DOCUMENT
TERM 4 2021
GRADE 6

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Introduction

Dear EFAL teachers,

It is important to remember that prior to the Covid pandemic, reading had already been identified as one of the biggest challenges facing South African education.

The impact of school closures and rotational teaching is yet to be measured, but will no doubt prove to be significant.

Because of this, we urge every intermediate phase teacher to do their utmost to ensure that learners:

- **Know the letter-sound relationships (phonics) for all the sounds in the programme**
- **Can segment and blend sounds to read and write words**
- **Can read many words with automaticity (by sight)**
- **Can read decodable texts (in the reading worksheets) with reasonable fluency and accuracy**
- **Listen to and read as many of the shared reading texts as possible (first-read, second-read)**
- **Know as many of the theme vocabulary words as possible**

We also urge you to please try your best to engage parents and guardians to assist in this matter.

Wishing you a productive and successful term – you can do this!

The PSRIP team

Term 4 Learning Outcomes

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

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Say or sing 4 new rhymes or songs					
2. Discuss the listening text using a conversation frame					
3. Orally summarise the text that has been read					
4. Talk about their writing					
VOCABULARY					
Learners should be able to understand and use some of the following vocabulary:					
roof	window	brick	corrugated iron	audience	stilt
community	totem	guest	peaceful	shanty town	article
cosy	comfortable	enormous	cute	designer	homeless
spirits	income	utensil	shelter	bizarre	enthralled
assume	headbutt	dangling	domesticated	wild	investigate
nibble	beard	horizontal	vertical	pupil	digest
stomach	therapy	companion	tame	twigs	breed
rating	review	scale	accountability	App	fan
opinion	adore	recommend	recommendation	illustrate	plot
setting	positive	negative	necessity	obligation	reviewer
passenger	customer	motivated	publish	published	borrow
library	statistics	lifestyle	companion	incorporate	heritage
relate	connection	memory	artistic	critical	famous
journalist	afford				
READING& VIEWING: Phonic decoding					
Learners should be able to decode the following words, as well as other phonic words:					
knew	know	knock	lead	read	knead
slow	grow	own	how	now	joy
annoy	loyal	join	spoil	spark	bar
bark	part	mark	quick	queen	quit
out	about	house	devout	paw	laws
still	stem	best	first	right	bright
sigh	oats	gloat	boast		

Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
love	doesn't	window	over	yesterday	since
learn	warm	any	I've	goat	than
choice	stinky	horns	under	also	give
special	flower	taste	sweet	restaurant	say
or	still	write	long	should	question
sometimes	myself	has	I'll	small	that's
actually	doesn't	teacher	we'll		
COMPREHENSION					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Make predictions about a text by skimming and scanning a text and identifying key words 2. Monitor their own understanding of a text 3. Recall details from a text 4. Identify the main idea in a text 5. Sequence events from a story 6. Visualise, make connections, make inferences, make evaluations, and wonder about the text 7. Summarise and retell the text 8. Use sentence starters to answer comprehension questions in writing 9. Engage with and understand visual texts including website screenshot, photographs, restaurant review, flowchart 					
LANGUAGE STRUCTURES AND CONVENTIONS					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Recall and use new vocabulary in the correct context 2. Understand and be able to use adjectives before the noun, compound sentences, modals and conditionals. 3. Practice the identification and use of theme vocabulary, synonyms, homonyms, compound words, adjectives of degree, prefixes, modals, negative form, antonyms, adjectives of comparison 					
WRITING					
Learners should be able to:					
<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Descriptive essay • Questionnaire/survey • Poster • Newspaper article 					

Term 4 2021 ATP / PSRIP alignment

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

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

	DBE ATP WEEKS 1-2	PSRIP WEEKS 1-2: HOUSES AROUND THE WORLD
L&S	<ul style="list-style-type: none"> • Listens to a story • Presents an oral book review 	<ul style="list-style-type: none"> • Week 1 Listening: The Stilt Village of Nzulezo (story) • Week 1 Speaking: The Stilt Village of Nzulezo (story)
R&V	<ul style="list-style-type: none"> • Reads a story • Does comprehension activity • Reads poems • Practises reading 	<ul style="list-style-type: none"> • Week 1 Shared Reading: The shanty town storm (story) • Week 1-2 Oral activities: poems/rhymes • Week 1-2 Worksheet: A different kind of home (short story)
W&P	<ul style="list-style-type: none"> • Writes a simple story • Use the writing process • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 2 Process Writing: Descriptive essay • Week 1 Teach the genre: The big brick house (descriptive essay) • Week 1-2 Oral Activities: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly • Builds on knowledge of sight words and high frequency words <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Builds on use of demonstrative pronouns • Builds on use of adjectives (before nouns) • Uses the command form of the verb • Uses question forms • Progressive tense • Uses adverbs of time • Prepositions that show direction, time, possession <p>Vocabulary in context</p>	<ul style="list-style-type: none"> • Week 1: Theme vocabulary • Week 2: Theme vocabulary • Week 2 LSC: Adjectives (before the noun) • Week 1-2 Worksheet: synonyms, homonyms, compound words, adjectives of degree, prefixes

	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: GOATS
L&S	<ul style="list-style-type: none"> Participates in a teacher led discussion Listens to and discusses a talk 	<ul style="list-style-type: none"> Week 3 Listening: Strange creatures! (story) Week 3 Speaking: Strange creatures! (story) (discussion) Week 4 Writing: Discuss writing topic
R&V	<ul style="list-style-type: none"> Reads information text Comprehension Practices reading Reads and solves a word puzzle Reflects on texts read during independent/pair reading 	<ul style="list-style-type: none"> Week 3 Shared reading: The goat (information text) Week 3 Post Read: Summarise the story Week 3 Phonics: Word find Week 3-4 Worksheet: Fascinating facts about goats (information text)
W&P	<ul style="list-style-type: none"> Uses information from a visual text (e.g. tables, charts, mind-maps) Writes visual information text Uses the dictionary to check spelling and meaning of words Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> Week 4 Process Writing: Poster Week 4 Process Writing Planning: Make a mind-map Week 4 Teach the genre: All about goats (poster) Week 3-4 Oral Activities: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Uses dictionary correctly Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. <p>Working with words and sentences</p> <ul style="list-style-type: none"> Begins to understand there is no article with uncountable nouns Begins to use possessive pronouns Uses connecting words to show addition Constructs compound sentences using 'and' <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or independent reading texts 	<ul style="list-style-type: none"> Week 3: Theme vocabulary Week 4: Theme vocabulary Week 4 LSC: Compound sentences Week 3-4 Worksheet: compound sentences, antonyms, pronouns, suffixes
	DBE ATP WEEKS 5-6	PSRIP WEEKS 5-6: RATINGS AND REVIEWS
L&S	<ul style="list-style-type: none"> Listens to story Listens to poem/s Identifies and discusses comparisons Practices listening and speaking 	<ul style="list-style-type: none"> Week 5 Listening: Using your car as a business (information text) Week 5 Speaking: Using your car as a business (information text)
R&V	<ul style="list-style-type: none"> Reads a story Reading comprehension Reads poem/s Practices reading Reflects on texts 	<ul style="list-style-type: none"> Week 5 Shared Reading: A book review (review) Week 5-6: Group guided reading Week 5-6 Oral Activities: Rhyme/poem/songs Week 5-6 Worksheets: Booking an Airbnb (short story) Week 5-6 Worksheets: Holiday planning (short story)
W&P	<ul style="list-style-type: none"> Writes a book review Writes a personal letter Uses the writing process Uses the dictionary to check spelling 	<ul style="list-style-type: none"> Week 6 Process Writing: Questionnaire/survey Week 5 Teach the Genre: To quote myself (book review) Weeks 5-6 Oral: Use personal dictionaries

	<ul style="list-style-type: none"> Records words and their meanings in a personal dictionary 	
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Spells familiar words correctly Words belonging to the same lexical field <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses question forms Develops use of connecting Begins to use connecting words to show choice Future tense Uses direct and indirect speech Uses quotation marks for direct speech <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts 	<ul style="list-style-type: none"> Week 5: Theme vocabulary Week 6: Theme vocabulary Week 6 LSC: Modals (must) Week 5-6 Worksheet: modals, synonyms, compound words, negative form, antonyms, adjectives of comparison
	DBE ATP WEEKS 7-8	PSRIP WEEKS 7-8: WHY WE READ
L&S	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Week 7 Listening: The success of Edith Wharton (information text) Week 7 Speaking: The success of Edith Wharton (information text) Weeks 7-8 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Week 7 Shared Reading: National Book Week (information text) Week 7-8: Group guided reading
W&P	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Week 8 Process Writing: Newspaper article Weeks 7-8 Oral: Use personal dictionaries
LSC	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Week 7: Theme vocabulary Week 8: Theme vocabulary Week 7 LSC: Conditional

GRADE 4-6 REVISED ROUTINE: ROTATIONAL TEACHING

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

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

Classroom Management

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

REVISED CORE METHODOLOGIES

Week 1 Activity 1.1

Teach Vocabulary

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

Week 1 Activity 1.2

Phonics Review

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

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

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

Week 1 Activity 1.3

Paired Reading: Decodable Text

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

Week 1 Activity 2.1

Shared Reading: Pre-Read

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

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

Week 1 Activity 2.2

Shared Reading: First Read

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

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

Week 1 Activity 2.3

Shared Reading: Second Read

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

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

Week 2 Activity 3.1

Process Writing: Teach the Genre

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

Week 2 Activity 4.1

Process Writing: Planning

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

Week 2 Activity 4.2

Process Writing: Drafting

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

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

Week 2 Homework Activity 5.1

Process Writing: Editing

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

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

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

Week 2 Homework Activity 5.2

Process Writing: Publishing & Presenting

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

Publishing:

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

Presenting:

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

Term 4 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 1-2	<p>Listens to a story (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"> Asks relevant questions and responds to questions Summarises the story Answers and begins to ask and answer more complex questions, e.g. Why couldn't ...?; What...? How do you think ...? Discusses ethical, social and critical issues in a story, code switching if necessary <p>Presents an oral book review</p> <ul style="list-style-type: none"> Selects appropriate content and structure Expresses and explains own opinion Presents clearly with fluent Expression 	<p>Reads a story</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events Asks and answers more complex questions, Expresses and explains own opinion Discusses how characters represent a particular view of the world Discusses the role that visual images play Discusses alternative ways of presenting characters <p>Does comprehension activity on the text (oral or written) Include poetry from week 5 – 6 Reads poems</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. uses contextual clues Answers questions about the poem Expresses feelings stimulated by the poem Discusses rhyme and alliteration Discusses comparisons made in the poem (similes) <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read during independent/</p> <ul style="list-style-type: none"> pair reading Retells the story in 5 or 6 sentences (summarizes) 	<p>Writes a simple story</p> <ul style="list-style-type: none"> Uses story structure as a frame Uses language imaginatively especially a variety of vocabulary Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Uses appropriate grammar, spelling and punctuation Uses correct tense consistently Uses the dictionary to check spelling and meanings of words <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p>Spelling</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Builds on knowledge of sight words and high frequency words <p>Working with words and sentences</p> <ul style="list-style-type: none"> Builds on use of demonstrative pronouns (e.g. this, that, those, these) Builds on use of adjectives (before nouns), e.g. The small dog Uses the command form of the verb, Uses question forms, e.g. who, what, when, which, why, how Progressive tense (past, present, future) Uses adverbs of time (e.g. tomorrow, yesterday) prepositions that show direction (towards), time (on, during), possession (with) <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Antonyms (words that are opposite in meaning, e.g. loud/soft)

Week 1: Houses around the world

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Houses around the world • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: The Stilt Village of Nzulezo • Genre: Story • Third read • Model comprehension skill: Visualise • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: The Stilt Village of Nzulezo • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /kn/ /ea/ and /ow/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Model comprehension skill: Visualise • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Teach: Visualise 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Text illustration • Comprehension strategy: Visualise 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Descriptive essay • Sample text: The big brick house 	

WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	The cruel king who became kind, 168	
STUDY & MASTER Cambridge	The cosmic laundry basket, 171	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Flying high, 211	
VIA AFRICA Via Afrika	The circus, 163	
HEAD START Oxford	Welcome home, 130	
SOLUTIONS FOR ALL Macmillan Education	Ten Rand and a yellow dress, 149	
PLATINUM Pearson	A very different birthday, 156	
TOP CLASS Shuters	The parable of the eagle, 129	

Week 2: Houses around the world		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Descriptive essay • Topic: Write a story in which your house is the setting. You must make sure to describe the house in detail. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	

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

WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	LSC Activity: Adjectives	Date Completed
SUCCESSFUL OXFORD Oxford	Adjectives, 159	
STUDY & MASTER Cambridge	Write down the adjectives, 177	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 216	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	Describe each person, 159	
PLATINUM Pearson	Find the adjectives, 153	
TOP CLASS Shuters	Adjectives, 136	

WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Writing Activity: Descriptive Essay/story	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present your own story, 171	
STUDY & MASTER Cambridge	Write your own story, 176	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story, 218	
VIA AFRICA Via Africa	Write a simple story, 164	
HEAD START Oxford	Write a story, 134	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write a story, 159	
TOP CLASS Shuters	Write a story, 133	

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

Weeks 3-4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Participates in teacher led discussion</p> <ul style="list-style-type: none"> • Discusses advantages and disadvantages • Uses a concepts and vocabulary, e.g. those relating to other subjects • Takes turns • Respects others' opinions • Encourages others to speak <p>Listens to and discusses a talk</p> <ul style="list-style-type: none"> • Discusses main ideas and specific details • Records specific information on a chart or mind map 	<p>Reads information text, e.g. from across the curriculum</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: reads and discusses headings and pictures • Uses reading strategies, e.g. scans for information • Notices the role that pictures and photographs play in constructing meaning • Answers questions about the text • Identifies advantages and disadvantages • Summarises a paragraph with Support <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> • Spells words correctly • Shows understanding of meanings of words • Uses relevant vocabulary <p>Reflects on texts read during independent /pair reading</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read • Relates text to own life 	<p>Uses information from a visual text, e.g. charts/ tables /diagrams/mind-maps/ maps/pictures/ graphs to write a text</p> <ul style="list-style-type: none"> • Writes two to three paragraphs • Facts are correct and well organised • Spelling and punctuation are Correct <p>Writes visual information text</p> <ul style="list-style-type: none"> • Makes a mind map summary of a short text • Organises advantages and disadvantages into a table <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Uses knowledge of alphabetical order • and first letters of a word to find words in a dictionary. <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Begins to understand there is no article with uncountable nouns (e.g. I like fish.) • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • Uses connecting words to show addition (and) • Constructs compound sentences using 'and' <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

Week 3: Goats

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Goats • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Strange creatures! • Genre: Story • Third read • Model comprehension skill: Search the text • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Strange creatures! • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /oy/ and /oi/and /ar/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 90: The goat • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 90: The goat • Genre: information text • Model comprehension skill: Search the text • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 90: The goat • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 90: The goat • Genre: Information text • Teach: Search the text 	

Friday	Activity 1: Shared Reading Post-Read	
	<ul style="list-style-type: none"> • DBE Workbook 2 page 90: The goat • Genre: Information text • Oral recount • Comprehension strategy: Summarise / Search the text 	
Friday	Activity 2: Teach the Genre	
	<ul style="list-style-type: none"> • Poster • Sample text: All about goats! 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Reading Activity: Information text	Date Completed
SUCCESSFUL OXFORD Oxford	Read and view an advert, 205	
STUDY & MASTER Cambridge	Look at an advert, 212	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read advertisements, 255	
VIA AFRICA Via Afrika	Read a graphic media text, 205	
HEAD START Oxford	Read an advert/Poster, 163	
SOLUTIONS FOR ALL Macmillan Education	Read a poster, 180	
PLATINUM Pearson	Read and understand a poster, 187	
TOP CLASS Shuters	Looking at a poster, 160	

Week 4: Goats		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning	
	<ul style="list-style-type: none"> • Genre: Poster • Topic: Make a poster to teach someone about goats. This poster must include a picture or diagram. • Planning Strategy: Mind-map 	
Monday	Activity 2: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	
Tuesday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	

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

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	LSC Activity: Compound sentences	Date Completed
SUCCESSFUL OXFORD Oxford	Compound sentences, 186	
STUDY & MASTER Cambridge	Join sentences, 190	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Join sentences, 231	
VIA AFRICA Via Africa	-	
HEAD START Oxford	Connecting and compound words, 159	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	-	
TOP CLASS Shuters	Constructing compound sentences, 144	
DBE WORKBOOK 2	-	

WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Writing activity: Visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a poster, 207	
STUDY & MASTER Cambridge	Designing a poster, 213	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 261	
VIA AFRICA Via Africa	Design a fun day poster, 207	
HEAD START Oxford	Design a poster, 164	
SOLUTIONS FOR ALL Macmillan Education	Design a poster for a movie or music show, 181	
PLATINUM Pearson	Design a poster, 191	
TOP CLASS Shuters	Designing a poster, 164	

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

Weeks 5-6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 5-6	<p>Listens to a story</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Summarises the story Answers and begins to ask and answer more complex questions, e.g. Why? ...What? ...How do you think? Expresses an opinion, giving a reason for it, e.g. on ethical, social and critical issues in a story, code switching if necessary Uses tenses introduced in the earlier grades, e.g. simple past and future <p>Listens to a poem/s</p> <ul style="list-style-type: none"> Recalls main idea Discusses central idea Relates to own experience Identifies rhyme and words that begin with the same sounds (alliteration) <p>Identifies and discusses comparisons (e.g. similes)</p> <ul style="list-style-type: none"> Expresses feelings stimulated by the poem Performs song/selected lines <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem Plays a language game Gives and follows instructions/ directions Discusses a topic Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc. 	<p>Reads a story</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events, answering questions about what happened first, second, etc. Asks and answers more complex questions, e.g. Why couldn't ...?; What...? How do you think ...? Expresses and explains own opinion <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poems</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. uses contextual clues Answers questions about the poem Expresses feelings stimulated by the poem Discusses rhyme and alliteration Discusses comparisons made in the poem (similes) <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read during independent/pair reading</p> <p>Does a structured book review with good oral presentation</p>	<p>Writes a book review</p> <ul style="list-style-type: none"> Selects appropriate content and structure Expresses and explains own opinion Includes title, characters and Summary <p>Writes a personal letter</p> <ul style="list-style-type: none"> Selects appropriate content Uses a frame only if necessary Addresses the message correctly Orders the information logically Writes own name at the end Uses an informal style of writing appropriate for the purpose <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Words belonging to the same lexical field, e.g. cover and page belong to the lexical field 'book' <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses question forms, e.g. who, what, when, which, why, how Develops use of connecting words showing reason and purpose. Begins to use connecting words to show choice (e.g., either...or...). Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.') Uses direct and indirect speech Uses quotation marks for direct speech <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

Week 5: Ratings and reviews

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Ratings and reviews • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Using your car as a business • Genre: Information text • Third read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Using your car as a business • Genre: Information text • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /qu/ /ow/ and /aw/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 110: A book review • Genre: Diary entry • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 110: A book review • Genre: Review • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 42: Is honesty really important • Genre: Review • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 110: A book review • Genre: Diary entry • Teach: Make inferences 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 110: A book review • Genre: Diary entry • Written comprehension • Comprehension strategy: Make inferences / Summarise 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Review • Sample text: To quote myself 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Reading Activity Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Read a traditional story, 193	
STUDY & MASTER Cambridge	Reads a story, 196	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 240	
VIA AFRICA Via Africa	Reads a story, 189	
HEAD START Oxford	Listen to and read a story, 130	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 166	
PLATINUM Pearson	Read a story, 175	
TOP CLASS Shuters	Read a story, 147	

Week 6: Ratings and reviews		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Book review • Topic: Write a review of a text of your choice • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	

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

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	LSC: Modals	Date Completed
SUCCESSFUL OXFORD Oxford	--	
STUDY & MASTER Cambridge	Modal verbs, 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning	'must', 259	
VIA AFRICA	Use must, and exclamation and question marks, 209	
HEAD START Oxford	Connecting words, 159	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	--	
TOP CLASS Shuters	Must, 162	

WEEK 6 TEXTBOOK ACTIVITIES: Writing

Week 6		
Textbook	Writing Activity: Personal letter/book review	Date Completed
SUCCESSFUL OXFORD Oxford	Write a book review, 197	
STUDY & MASTER Cambridge	Write a book review, 198 Write a personal letter, 198	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a book review, 248 Write a personal letter, 247	
VIA AFRICA Via Africa	Oral book review, 192 Write a personal letter, 196	
HEAD START Oxford	Write a book review, 151	
SOLUTIONS FOR ALL Macmillan Education	Write a book review, 171	
PLATINUM Pearson	Write a book review, 178 Write a friendly letter, 179	
TOP CLASS Shuters	Write a book review, 152 Write a personal letter, 152	

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

Weeks 7-8 CAPS / ATP Reference

Please note that the CAPS ATP has allocated weeks 7-8 for revision activities.

Week 7: Why we read		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Why we read • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: The success of Edith Wharton • Genre: Information text 	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> • Re-read Text: The success of Edith Wharton • Genre: Information text • Individual discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /st/ and /igh/ and /oa/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 134: National Book Week • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 134: National Book Week • Genre: Information text • Model comprehension skill: Make evaluations / I wonder... • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 134: National Book Week • Genre: Information text • Model comprehension skill: Make evaluations / I wonder... • Oral comprehension • Formulate a question about the text 	

Thursday	Activity 2: Teach the Comprehension Strategy	
	<ul style="list-style-type: none"> • DBE Workbook 2 page 134: National Book Week • Genre: Information text • Teach: Make evaluations 	
Friday	Activity 1: Shared Reading Post-Read	
	<ul style="list-style-type: none"> • DBE Workbook 2 page 134: National Book Week • Genre: information text • Oral recount • Comprehension strategy: Make evaluations 	
Friday	Activity 2: Teach the Genre	
	<ul style="list-style-type: none"> • Information text: A newspaper article • Sample text: Placing reading at the centre 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Reading Activity: Information text/ Newspaper article	Date Completed
SUCCESSFUL OXFORD Oxford	Read a newspaper report, 209	
STUDY & MASTER Cambridge	Read a newspaper report, 213	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a newspaper article, 254	
VIA AFRIKA Via Afrika	Read a news report, 200	
HEAD START Oxford	Reading news reports, 156	
SOLUTIONS FOR ALL Macmillan Education	Read a news report, 163	
PLATINUM Pearson	Read a magazine article, 185	
TOP CLASS SHUTERS	Reading a news report, 158	

Week 8: Why we read

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Newspaper article • Topic: Pretend you are a reporter. Write an article about someone who learns how to do something individually, from a book! You can write about a fictional person, or about someone real. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: REVISE: Conditional • Use plan to draft a newspaper article 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit newspaper article using checklist • Publish and share article. 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	LSC Activity: Conditional	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	-	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Sentences with 'if'... 'then', 189	
TOP CLASS Shuters	Connecting words to show condition, 162	
DBE WORKBOOK 2	-	

WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Writing Activity: Newspaper article	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a newspaper report, 212	
STUDY & MASTER Cambridge	Write a newspaper report, 214	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a news report, 260	
VIA AFRICA Via Africa	Write a news report, 201	
HEAD START Oxford	Write a news report, 160	
SOLUTIONS FOR ALL Macmillan Education	Write a news report, 164,181	
PLATINUM Pearson	Write a news report, 190	
TOP CLASS Shuters	Writing a news report, 163	

Theme Reflection: Why we read

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

Term 4 2021 Programme of Formal Assessment

1. There are three formal assessment tasks for Grade 6 Term 4 2021.
2. Please complete these tasks as detailed below.

GRADE 6 TERM 4 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
7	Oral presentation of project (20 marks) <i>(see rubric below)</i>	20	<i>Continuation from Term 4:</i> Listen to individual learners present throughout the term during group guided reading lessons.			
8	Transactional writing: book review <i>(see rubric below)</i>	10	6	Mon, Wed, Fri	Writing	
9	Controlled Test: Response to Texts <i>(see sample questions and memoranda below)</i>		Weeks 9-10			
	Question 1: Literary / Non-Literary	20				
	Question 2: Visual	10				
	Question 3: Summary	5				
	Question 4: LSC	15				
Total		80				

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
MARKS	Maximum total of 20				
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4				
ACTIVITY	<p><i>Note: All project activities are embedded in the lesson plan.</i></p> <p>Stage 3 Learners present their research projects during the following lessons for the duration of Term 4 and 4:</p> <ul style="list-style-type: none"> ○ Group Guided Reading 				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
CONTENT and STRUCTURE	1-2	3-4	5-6	7-8	9-10
10 MARKS	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	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.	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.	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.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and a conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
FLUENCY and EXPRESSION	1-2	3-4	5-6	7-8	9-10
10 MARKS	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.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	Learner presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

FORMAL ASSESSMENT TASK 8: TRANSACTIONAL WRITING			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a text review		
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 6 the process writing task requires learners to write a review of a text they have read 		
ACTIVITY	<ol style="list-style-type: none"> Work through the process writing lessons as per the lesson plan. Collect learners' reviews at the end of the week for formal assessment. 		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting. The learner has attempted to give an opinion and recommendation about the text.	The learner's response is interesting and exceeds expectations. It includes a quotation from the text and the learner's opinion and recommendation about the text.
STRUCTURE	0	1	2
	The learner's review has no logical structure or flow. Paragraphs have not been used.	The learner has attempted to structure the review into logical paragraphs.	The learner has used the paragraphs to review all the different aspects of the text.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not written in a suitable style. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner's style of language is correct. The learner successfully edits their own work to correct grammar, spelling and punctuation.

Formal Assessment Task 9: Response to Texts

Please note that sample questions and corresponding memoranda are included below. You may choose to use these questions or to adapt or replace them, in accordance with directives from your District / Province.

GRADE 6 TERM 4 PAPER 2 ASSESSMENT TASKS

Name	Class
------	-------

QUESTION 1:

Reading Comprehension

Instructions:

- Read the story below twice.
- The numbers on the left side are the paragraph numbers.
- Answer the questions that follow.



Strength of mind and determination

1

And entrepreneur is someone who creates and runs her own business. Often an entrepreneur sees that there is something people need, that does not exist, and they will create what people need.

2

There are many young entrepreneurs in South Africa who have had brilliant ideas and started profitable companies. Here are two stories.

3	<p>Mikie Monoketsdi grew up in a Kimberly township After her first business and marriage failed, Mikie needed a new idea. She was interested in health and wanted to see how she could help people becoming healthier. Mikie went into townships to find out what people were using to flavour their food. Her idea was great, but the business nearly failed because she hadn't thought about how she would actually sell her product.</p>
4	<p>Once she found the right person to help her sell her product, <i>Mama's Herbs & Spices</i> became popular and successful. Over time, Mikie's business grew and grew. She has now reached the international market.</p>
5	<p>"You should not let your past control your dreams. Repeat what works and change what doesn't. You need money, but you need strength of mind and determination more," advises Mikie.</p>
6	<p>Ludwick Marishane's idea came from his lazy friend's problem. One day, Ludwick and his best friend were sunbathing in the sweltering heat of Limpopo. Marishane's friend said, "Man, why doesn't somebody invent something that you can just put on your skin instead of having to bathe?" Marishane, 17 at the time, thought: Yeah, why not?</p>
7	<p>It took six months of research to develop an anti-bacterial lotion, that cleans cheaply and easily. <i>DryBath</i> was popular with many and solved a problem, especially for the 2.5 billion people worldwide who don't have proper access to water and sanitation.</p>
8	<p>Marishane hopes to change the world for the better. He stated that the greatest lesson he has learned is that everyone is learning. Every person is figuring it out, from the richest person to the poorest, and this is what makes life interesting.</p>

1.	What is an entrepreneur? (paragraph 1) _____	
	_____	[1]
1.	Where did Mikie Monoketsdi grow up? (paragraph 3) _____	
	_____	[1]
2.	What was her focus? (paragraph 3) _____	
	_____	[2]
3.	How did she research (find out) what the people needed? (paragraph 3)	

	_____	[2]

4. Why did her great idea nearly fail? (paragraph 3) _____

[1]
5. What is the name of Mikie Monoketsdi's company? (paragraph 4)

[1]
6. Mikie gives three pieces of advice. Which do you think is the most important? Why? (paragraph 5) _____

[2]
- You should not let your past control your dreams.
Repeat what works and change what doesn't.
You need money, but you need strength of mind and determination more.*
7. Where did Ludwick's idea for his product come from? (paragraph 6)

[1]
8. Find and write down a synonym for 'global' (paragraph 4) and 'scorching'. (paragraph 6)

[2]
9. Why is Drybath so popular for people who do not have access to clean water? (paragraph 7) _____
[1]
10. Why do you think some excellent entrepreneurial ideas do not become successful businesses? _____

[2]
11. Which of these ideas (*Mama's Herbs and Spices* or *DryBath*) do you think is the better idea? Why? _____

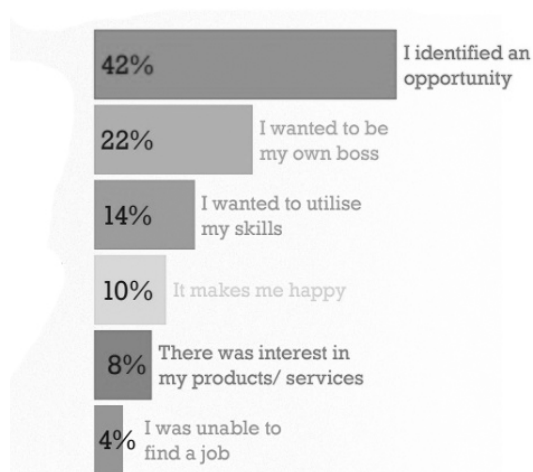
[2]
12. What kind of person do you have to be to become a successful entrepreneur? _____

[2]

TOTAL: 20 MARKS

QUESTION 2: VISUAL TEXT

Motivation to start



1. What was the most popular reason for wanting to start your own business? _____
_____ [1]
2. What was the least popular reason for wanting to start your own business?
_____ [1]
3. What are 2 reasons why some people would like to be their own boss or run their own company? _____
_____ [2]
4. Look at the following reasons why we should work:
a) you should have a job where your work helps other people
b) you should be happy in your work
c) you should make money
Rank (put in order of most to least important) these points and give a reason why you have put that choice at the top.
1. _____
2. _____
3. _____ [2]
5. Underline the word that is NOT a synonym for 'utilise': use / employ / spend [1]

6. Choose the correct meaning for the underlined idiom:
 She put blood, sweat and tears into starting her own business, but it was worth it.
her health / a lot of effort / lots of money [1]
7. The prefix 'un-' gives the word its opposite meaning, e.g. unable. Put the correct prefix before 'agree' to give it the opposite meaning. _____ [1]
8. Do you have the brainwave to make you the next young South African entrepreneur? Write down an idea that you think would be a good suggestion to start your own company. (Remember, it must be something new and creative!) _____ [1]
- TOTAL: 10 MARKS**

QUESTION 3: SUMMARY

Instructions:

- Read the text *Strength of mind and determination* again.

- Complete the summary:**
- Mikie Monoiketsi**
1. a. What was her business idea? _____ [1]
- b. What has she learnt from running her own company? _____ [1]
- Ludwick Marishane**
2. a. What was his business idea? _____ [1]
- b. What has he learnt about running his own company? _____ [1]
3. What is something important you have learnt from this text about being an entrepreneur? _____ [1]
- TOTAL: 5 MARKS**

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'Strength of mind and determination' once again.
- Complete the following:

1. Find and copy the following words:

- a) a possessive pronoun (paragraph 1) _____ [1]
b) a proper noun (paragraph 2) _____ [1]
c) a connecting word (paragraph 3) _____ [1]
d) an adjective (paragraph 6) _____ [1]

2. Rewrite this sentence – filling in all the punctuation marks.

Mikies idea started in South africa, but its gone all over the world

[4]

3. Join the sentences using one of these connecting words:

and / because / then / however

- a. We wanted to make water-proof school bags. We ran out of money.

- b. Their idea made them lots of money. It was giving the people something they really needed.

[2]

4. a. Change the following into the present perfect tense:

He wrote down all his ideas to show his business partner.

[1]

b. Change the following into the present progressive tense:

She employs hundreds of people from her community in her company.

[1]

5. Join the following two simple sentences to make a compound sentence:

I spoke to my neighbour about helping me to start a small business. She could only help me next month.

[1]

6. Complete the following sentence using the first conditional:

If you have the right business idea, _____

[2]

TOTAL: 15 MARKS

GRADE 6 TERM 4: PAPER 2 MEMORANDUM

QUESTION 1: *COMPREHENSION*

Instructions:

- *Read the story below twice.*
- *The numbers on the left side are the paragraph numbers.*
- *Answer the questions that follow.*

1. What is an entrepreneur? (paragraph 1) [1]

An entrepreneur is someone who creates their own business.

2. Where did Mikie Monoketsdi grow up? (paragraph 3) [1]

Mikie Monoketsdi grew up in a Kimberly township.

3. What was her focus and interest? (paragraph 3) [2]

She was interested in health and wanted to see how she could help people becoming healthier.

4. How did she research (find out) what the people needed? (paragraph 3) [2]

Mikie went into townships and saw what people were using in their kitchens to flavour their food.

5. Why did her great idea nearly fail? (paragraph 3) [1]

Her great idea nearly failed because she hadn't actually thought how she would sell her product.

6. What is the name of Mikie Monoketsdi's company? (paragraph 4) [1]

Mama's Herbs and Spices

7. Mikie gives three pieces of advice. Which do you think is the most important? Why? (paragraph 5) [2]

- *You should not let your past control your dreams.*
- *Repeat what works and change what doesn't.*
- *You need money, but you need strength of mind and determination more.*

I think ...is the most important piece of advice, because... learner's own response with a reason.

8. Where did Ludwick's idea for his product come from? (paragraph 6) [1]

Ludwick's idea came from his lazy friend's question.

9. Find and write down a synonym for 'global' (paragraph 4) and 'scorching'. (paragraph 6) [2]

'international' 'sweltering'

10. Why is Drybath so popular for people who do not have access to clean water? (paragraph 7) [1]

DryBath was so popular because now millions of people didn't need water to have a bath and get clean.

11. Why do you think some excellent entrepreneurial ideas do not become successful businesses? [2]

Not all excellent ideas become successful businesses because not everyone can get the money to start up a business. / ...not everyone has thought through all the practical aspects of running a business. / ...not everyone has done research and found out what people actually want or need. / ...learner's own response.

12. Which of these ideas (*Mama's Herbs and Spices* or *DryBath*) do you think is the better idea? Why? [2]

I think...is the better idea because...learner's own response with a reason.

13. What kind of person do you have to be to become a successful entrepreneur? [2]

A successful entrepreneur needs to be brave and confident, energetic, organised. / A successful entrepreneur needs to be able to fail and carry on. / ...needs to listen to what others say. / ...needs to be focused and never give up. / ...learner's own response.

TOTAL: 20 MARKS

QUESTION 2: VISUAL TEXT

1. What was the most popular reason for wanting to start your own business? [1]

The most popular reason for wanting to start your own business was someone identifying an opportunity.

2. What was the least popular reason for wanting to start your own business? [1]

The least popular reason for starting your own business was that someone was unable to find a job.

3. What do you think are 2 reasons why some people would like to be their own boss or run their own company? [2]

People would like to be their own boss so that they can decide what their job will be. / ...where they must work. / ...how many hours they will work. / ...no one can tell them what to do. / ...do what they love. / ...learner's own response.

4. Look at the following reasons why we should work:

- a) you should have a job where your work helps other people
- b) you should be happy in your work
- c) you should make money

Rank (put in order of most important to least important) these points and give a reason why you have put that choice at the top.

1. _____
2. _____
3. _____

I have chosen ...as the most important reason to work because... learner's own response.

5. Underline the word that is NOT a synonym for 'utilise': use / employ / spend [1]

6. Choose the correct meaning for the underlined idiom:

She put blood, sweat and tears into starting her own business, but it was worth it. her health / a lot of effort / lots of money [1]

7. The prefix 'un-' gives the word its opposite meaning, e.g. unable. Put the correct prefix before 'agree' to give it the opposite meaning. [1] disagree

8. Do you have the brainwave to make you the next young South African entrepreneur? Write down an idea that you think would be a good suggestion to start your own company. (Remember, it must be something new and creative!) [1]

Learner's own response! (Hopefully some creative thinkers out there!)

TOTAL: 10 MARKS

QUESTION 3: SUMMARY

- Read the text Strength of mind and determination again.

Complete the summary:

Mikie Monoiketsi

1. a. What was her business idea? [1]

Her idea was to help make people healthier by making them eat healthy food that tasted good.

b. What has she learnt from running her own company? [1]

She has learnt that you need to think practically about how to sell your product. / You should not let your past control your dreams. / You should repeat what works and change what doesn't. / To start your own business you need some money, but you need strength of mind and determination more. / Learner's own response. Any one.

Ludwick Marishane

2. a. What was his business idea? [1]

Ludwick wanted to create a product that allowed people to get clean without water.

b. What has he learnt about running his own company? [1]

Ludwick has learnt that you need an idea that will help solve a problem for people. / Ludwick had learnt that every person is always learning.

3. What is something important you have learnt from this text about being an entrepreneur? [1]

I have learnt that ... learner's own response.

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'First Aid to the rescue' once again.
- Complete the following:

1. Find and copy the following words:

- a possessive pronoun (paragraph 1) **her** [1]
- a proper noun (paragraph 2) **South Africa** [1]
- a connecting word (paragraph 3) **and / but** [1]
- an adjective (paragraph 6) **lazy / sweltering** [1]

2. Rewrite this sentence – filling in all the punctuation marks. [4]

Mikie's idea started in South Africa, but it's gone all over the world.

3. Join the sentences using one of these connecting words:

and / because / then / however [2]

- We wanted to make water-proof school bags **but** we ran out of money.
- Their idea made them lots of money **because** it was giving the people something they really needed.

4. a. Change the following into the present perfect tense: [1]

He wrote down all his ideas to show his business partner.

He has written down all his ideas to show his business partner.

b. Change the following into the present progressive tense: [1]

She employs hundreds of people from her community in her company.

She is employing hundreds of people from her community in her company.

5. Join the following two simple sentences to make a compound sentence:

I spoke to my neighbour about helping me to start a small business but she could only help me next month. [1]

6. Complete the following sentence using the first conditional:

If you have the right business idea, you will create a successful business. Learner's own response. [2]

TOTAL: 15 MARKS

Term 4 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: LILY LOVES HER HOUSE

1. Describe Lily's house.
Lily's house has big windows, many rooms and big beams.
2. Who lives with Lily in her house?
Lily's white dog lives with Lily in her house.
3. Why does Lily glow?
Lily glows because she loves her life.

NON-FICTION TEXT: DOLLAR STREET

1. What does Gapminder want people to see about each other?
Gapminder wants people to see that everyone around the world is actually very alike.
2. How did they achieve this goal?
They achieved this goal by taking photos of 264 different homes in 50 different countries
3. What would you say is the most important thing in your house?
The most important thing in my house is... (see learners' answers)
4. Do you think Dollar Street is a useful project or not?
I think / do not think that Dollar Street is a useful project because... (see learners' answers)
5. Using the table below, put the following words into four groups: happy, sad, angry, scared and mean. Rewrite and complete the table in your work book.

HAPPY	SAD	ANGRY	SCARED
Pleased	Unhappy	Nasty	frightened
Joyful	Depressed	Irritated	Afraid
Glad	Heartbroken	unkind	Terrified
		Furious	
		cross	

6. Identify the correct homonym in each sentence:
 - a) The sky is so (blew/blue) today. There are no clouds.
 - b) The wind was so strong, it (blew/blue) her hat off.
 - c) (One/Won) day, I will travel overseas.
 - d) After she trained hard, she (one/won) the race.
 - e) (Some/Sum) of my friends live near me.
 - f) The teacher helped me with the difficult (some/sum) in maths class.

FICTION TEXT: A DIFFERENT KIND OF HOME

1. What kind of a person was Nofoto?
Nofoto was a very kind and caring person.
2. How do you feel when you see a homeless person?
When I see a homeless person, I feel... (see learners' answers)
3. Which word is NOT a synonym:
a) shout: yell / whisper / ~~scream~~
b) eat: gobble / munch / ~~tickle~~
c) take: give / grab / take hold of
d) run: dash / enter / sprint
e) see: ~~contact~~ / look / observe
4. Identify the words that are NOT related to houses:
a) river
b) generous
c) shoes
d) restaurant

FICTION TEXT: PHI HOUSES

1. What does the word *phi* mean in Thai?
The word phi means spirit.
2. Would you like to build a house for spirits to live in? Why or why not?
I would / would like to build a house for spirits to live in... because... (see learners' answers)
3. Find a word in the text that is a synonym for:
a) Lovely – beautiful
b) passed away – died
c) sorrow – sadness
d) bright – colourful
e) kill – slaughter
f) guard – protect
4. Match words from the two columns to form compound words. Rewrite the correct compound words in your work book.
For example: house + work = housework
Pillowcase
Bookshelf
Clothesline
Cupcake
Tablecloth
Upstairs
Doorknob

VISUAL TEXT: DOLLAR STREET WEBSITE

1. What do you think this is a screenshot of?
I think this is a screenshot of the Dollar Street website.
2. Which countries would you search on this website, to see how people live?
I would search the countries of... (see learners' answers)
3. Choose the correct form of the adjectives of degree in the following sentences:
 - a) *The family from India is (bigger / biggest) than the family from Burundi.*
 - b) *In my family there are three children. I am the (tall / tallest).*
 - c) *The people in South Africa are (more generous / generouser) than the people in other countries.*
 - d) *The man in South Korea looks very (lonelier / lonely).*
 - e) *The Burundi family looks the (friendliest / friendlier) of them all.*
4. Provide a prefix to make the word mean the opposite.
For example: friendly = unfriendly
 - a) *misunderstand*
 - b) *unknown*
 - c) *dishonest*
 - d) *unsafe*
 - e) *impossible*

SUMMARY: PHI HOUSES

Summary: Phi houses

1. *This text is about Phi houses in Thailand.*
2. *I liked that the Phi houses are there in honour of the dead.*
3. *I learnt that phi houses are always very colourful and decorated.*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: GOATS IN THE GARDEN

1. What is the garden full of?
The garden is full of goats.
2. Why does the person in the story not like goats?
The person in the story doesn't like goats because they eat and spoil his/her garden.
3. Why does the person in the story love their dog?
The person loves their dog because his/her dog would never eat his/her garden.

FICTION TEXT: GOATS OF MOROCCO

1. Where is Morocco?
Morocco is in the North West part of Africa.
2. How high do the goats climb to get to the top of the Argan trees?
The goats climb almost 10 metres.
3. Do you think this is a good method for the farmers to collect the Argan seeds they need? Why or why not?
I think it is / is not a good method, because... (see learners' answers)
4. What was the most interesting place you've ever visited? Why was it so interesting?
The most interesting place I've visited was... because... (see learners' answers)
5. Join the simple sentences below into compound sentences, using the most fitting connecting word from the following: and / but / so
 - a) *The Grade 6s had to do an oral and most of them were happy to share their stories.*
 - b) *Nkosi's orals were always entertaining so the whole class listened carefully.*
 - c) *I've seen goats but I've never seen them climb trees!*
 - d) *The farmers are happy for the goats to eat the fruit and spit out the seeds and they collect the seeds and use the oil.*
 - e) *My oral was good but it wasn't as good as Nkosi's oral.*
6. Find antonyms in the story for the following words:
 - a) *boring – interesting*
 - b) *lengthy – long*
 - c) *awful – wonderful*
 - d) *tiny – huge*
 - e) *worthless – valuable*

FICTION TEXT: PET THERAPY

1. Where did Mbali spend her Saturday afternoons?
Mbali spent her Saturday afternoons at the local old age home.
2. Would you want a pet goat? Why or why not?
I would / would not want a pet goat because.... (see learners' answers)
3. In the following compound sentences, the subject is repeated. Change the second repeated subject to a pronoun.
For example: I love goats and goats are cute. I love goats and they are cute.
 - a) *Mbali was a kind girl and she visited the old age home regularly.*
 - b) *The seniors loved talking to her and they looked forward to her visits.*
 - c) *People were not sure about the goats, but they were very friendly.*
 - d) *Mbali wanted a goat and she asked her dad if they could get one.*
 - e) *Her dad did not think that was a good idea so he said she would have to wait.*
4. Add a suffix from the following options, to the unfinished words so that they make sense in the sentence. Rewrite completed sentences in your exercise book.
-wards / -ful / -hood / -ly / -less / -dom
 - a) *The children played happily at breaktime.*

- b) *First, we had to do our work. Afterwards we could play with our friends.*
- c) *Linda was very sad because there was nothing she could do. She felt hopeless.*
- d) *I was so thankful when my granny got better.*
- e) *Freedom is a responsibility.*
- f) *In my neighbourhood we all know each other and help where we can.*

NON-FICTION TEXT: FASCINATING FACTS ABOUT GOATS

1. What is the shape of goat's pupils?
Goat's pupils are rectangular shaped.
2. How do these strange pupils help goats?
These strange pupils help goats because then they can see 320 degrees around them and this helps them look out for danger.
3. Join the following simple sentence to form compound sentences using one of the following connecting words: for / nor / or / yet
Remember: try use the correct pronoun when repeating the subject.
 - a) *Goat's milk is very popular around the world for it milk is easier to digest.*
 - b) *I have seen many goats yet I did not know about their eyes.*
 - c) *Goats are not reptiles nor are not birds.*
 - d) *For my birthday I would like a goat or I would like a horse.*
4. Which words are NOT domesticated animals:
 - a) *tiger*
 - b) *cheetah*

VISUAL TEXT: IMAGES OF GOATS

1. Why do you think a goat's eye is different to a human eye?
I think a goat's eye is different to a human eye because they are a different species and their needs are different.
2. How many goats do you see in the tree?
I see 15 goats in the tree. (see learners' answers)
3. Put the apostrophe in the right place in the underlined words:
 - a) *The goat's eye allows it to see all around.*
 - b) *The goats' tails flicked up and down as they climbed the tree.*
4. Choose the correct meaning for the underlined idiom:
Whenever he boasts and talks about his wonderful holidays, he really gets my goat.
 - a) *annoys me*
 - b) *interests me*
 - c) *bores me*

SUMMARY: PET THERAPY

Summary: Pet therapy

1. *The text is about therapy animals and how they help people.*
2. *I liked that pets make people feel happier and more comfortable.*
3. *I learnt that goats can also be therapy pets.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: NAMHLA IS SCARED

1. What did Namhla have to do to make her own restaurant?
Namhla had to work very hard.
2. What are three thoughts that Namhla had when people came to her restaurant for the first time?
Three thoughts she had when people came to the restaurant for the first time, would they like the food she made, would they find flaws and if opening her restaurant was a mistake.
3. Why do you think they crowned Namhla the queen of food?
I think they crowned her the queen of food because she is very good at cooking.

FICTION TEXT: BOOKING AN AIRBNB

1. Where was Boitumelo going on holiday?
Boitumelo was going on holiday to Cape Town.
2. What was Boitumelo worried about?
She was worried about money.
3. How did Boitumelo feel about staying with other people?
Boitumelo felt excited and scared about staying with other people.
4. Do you think Boitumelo ended up booking to stay at Blue Bay 1? Why or why not?
I think Boitumelo booked / did not book to stay at Blue Bay 1 because... (see learners' answers)
5. Complete these sentences using modals 'must' or 'have to' to show necessity:
 - a) *I must do all my homework today or I will be in trouble.*
 - b) *We must practice very hard for next week's match.*
 - c) *You have to pay for everything before you leave the shop.*
 - d) *I must take all my medicine so that I can get better.*
 - e) *You have to leave immediately before my parents come home!*
6. Find synonyms in the story for the following words:
 - a) *Vacation – holiday*
 - b) *Eager - excited*
 - c) *Concerned – worried*
 - d) *rely on – trust*
 - e) *a fortnight – two weeks*

FICTION TEXT: HOLIDAY PLANNING

1. Why was Boitumelo feeling calm about her trip to Cape Town?
She felt calm because she had carefully planned everything she was going to do.
2. Boitumelo wants to visit Robben Island and hike up Table Mountain. What can you infer about Boitumelo from these choices?
I can infer that she wants to learn more about history and is an active person. (see learners' answers)
3. Do you think websites like Trip Advisor and Airbnb are helpful? Why or why not?
I do / do not think websites like Trip Advisor and Airbnb are useful because... (see learners' answers)
4. Complete the following sentences using the modals and your own verbs.
For example: You have to listen to your parents.
 - a) You have to go to school to learn from your teachers.
 - b) She must save the money for their holiday accommodation.
 - c) We have to contact the hosts about our booking.
 - d) He must visit to Cape Town to see the whales.
 - e) I have to go Cape Town before I am old.
5. Match words from the two columns to form compound words. Rewrite the correct compound words in your work book. For example: air + plane = airplane

<i>outside</i>	<i>lighthouse</i>
<i>sunset</i>	<i>sailboat</i>
<i>moonlight</i>	<i>waterfront</i>
<i>postcard</i>	

NON-FICTION TEXT: A BOOK REVIEW – SOCCER SECRETS

1. What is the name of the book that is being reviewed and who wrote it?
The book is called Soccer Secrets and the author is Jayne Bauling.
2. After reading the review, would you want to read Soccer Secrets? Why or why not?
I would / would not want to read Soccer Secrets, because... (see learners' answers)
3. Change the following sentences into the negative form.
For example: Zinzi has to work hard at her schoolwork. → Zinzi doesn't have to work hard at her schoolwork.
 - a) *Zinzi doesn't have to practice daily to stay fit and ready.*
 - b) *Zinzi must not make a choice.*
 - c) *Luyanda must not keep Zinzi's secret.*
 - d) *This book doesn't have to be in the library.*
 - e) *I must not read this book.*
4. Choose the correct antonym from the two options given.
 - a) *important: insignificant*
 - b) *friend: enemy*
 - c) *youthful: mature*
 - d) *real: fictitious*
 - e) *hard: simple*

VISUAL TEXT: RESTAURANT REVIEW

1. What is the average rating for the Best Burger Zone restaurant?
The average rating is 4.5 stars.
2. Which do you think is most important at a restaurant: the food, the service, the value for money, or the atmosphere? Why?
I think... is the most important, because... (see learners' answers)
3. Do you think it is a good idea to read the reviews of a place before going there? Why or why not?
I do / do not think it is a good idea to read the reviews of a place before going there, because... (See learners' answers)
4. Choose the correct adjectives of comparison in the following sentences:
 - a) The food is (more important) / most important) than the atmosphere when you're at a restaurant.
 - b) They serve (better / the best) chicken burgers at the restaurant close to my house.
 - c) The waiter is always (friendly) / friendlier) and helpful when we eat there.
 - d) She will only eat (delicious) / deliciouser) food.
 - e) The salad at the other restaurant is (worse) / bad) than the salad at the Best Burger Zone.
5. Identify the words that are NOT about restaurants
 - a) penguin
 - b) necklace
 - c) medicine
 - d) grandparent
 - e) soccer

SUMMARY: THE IMPORTANCE OF HAVING FRIENDS

Summary: A book review – Soccer Secrets

1. The text is about how good Soccer Secrets is as a book.
2. I liked that the text shows us how to write a book review.
3. I learnt that it books can be very moving.

WEEKS 7 & 8 MEMORANDA

DECODABLE TEXT: WHY WE READ

1. Why do you think the children don't like reading?
I think the children don't like reading because they found it hard.
2. Why are the children happy with themselves at the end?
The children are happy with themselves because they learnt that it is fun to read.
3. Why do we read?
We read to help us learn new things.

NON-FICTION TEXT: A DETERMINED YOUNG MAN

1. Where is William Kamkwamba from?
William Kamkwamba is from Wimbe in Malawi.

2. Once William's windmill was working and producing energy, what were his family able to use in their home?
William's family were able to use four lights and two radios in their home.
3. How do you think reading helped William?
I think reading helped William because he learnt how to make the windmill to help his family.
4. Do you think it was a good thing that William had to leave school? Why or why not?
I think it was a good / bad thing, because... (see learners' answers)
5. Write these sentences in the first conditional. Pay attention to the verbs and use correct the tenses:
 - a) *If you go to school, you will learn many things.*
 - b) *If you want to, you will teach yourself new ideas.*
 - c) *If she has enough money, she will buy herself some new books.*
 - d) *If they won't hard, they will not pass the test.*
 - e) *If we don't to our teacher, we will not understand the work.*
6. Complete the sentences choosing the correct idiom from the list below, to complete the following sentences. Rewrite the full, correct sentence in your work book.
judge a book by its cover / in her good books / bookworm / by the book
 - a) *He is always so worried everything must be done exactly right. With him we always have to do everything by the book.*
 - b) *My boss was cross with me but now we've fixed the problem and I'm back in her good books.*
 - c) *She is always reading. She is a complete bookworm.*
 - d) *I always thought he was mean, but when I spoke to him, he was just shy. I mustn't judge a book by its cover.*

FICTION TEXT: DARK CLOUD OVER NANCY

1. Why didn't Nancy have many friends?
Nancy did not have many friends because she was very shy and insecure.
2. Why did Nancy connect with the main character in the book?
Nancy connected with the main character in the book because she looked like her and also did not fit in with her peers.
3. Have you ever read a story that had a big impact on your life? How did it change your life?
The story... changed my life because... (see learners' answers)
4. Write these sentences in the second conditional Pay attention to the verbs and use correct the tenses :
 - a) *If I met the President, I would tell him about myself.*
 - b) *If we had enough money, we would buy a bigger house.*
 - c) *If I lived in Tanzania, I would speak Swahili.*
 - d) *If she had more time to practice, she would be a great pianist.*
 - e) *If we had more money, we would throw a big party for her.*

NON-FICTION TEXT: SCIENTIFIC FACTS ABOUT READING

1. What is Alzheimer's?
Alzheimer's is a disease that makes you lose your memory and become very confused.

2. If you are going through a hard time, why should you read a book?
If you are going through a hard time you should read a book because it can be very relaxing.
3. What do you think the purpose of this text is?
I think the purpose of this text is to show how reading can help improve everyone's lives. (see learners' answers)
4. Say whether the following sentences are the first or second conditional.
 - a) *If you read more, you will become a critical thinker. First*
 - b) *If we had more money, we would be happier. Second*
 - c) *If she learns to love herself, she will be happier. First*
 - d) *If the President came to visit, I would tell him how to make the country better. Second*
 - e) *If I were a world leader, I would make sure books were free for everyone. Second*

VISUAL TEXT: IF YOU READ FOR TWENTY MINUTES PER DAY

1. How many hours of reading has Student A done by Grade 6?
By Grade 6, Student A has done 851 hours of reading.
2. How much better will Student B do than their classmates in exams?
Student B will do 50% better than their classmates in exams.
6. Do you think the number of words that you hear is important or not? Why?
I do / do not think the number of words i hear is important, because...(see learners' answers)
3. How much time do you spend reading at home every day? Do you think you must try to read more? Why or why not?
I spend... minutes reading at home every day. I think I must / must not try to read more because... (see learners' answers)
4. Punctuate the following sentences correctly:
 - a) *Why is it important to read every day?*
 - b) *If you read daily, you'll do better at school.*
 - c) *She's the best reader and she's so interesting because she knows lots of facts.*
 - d) *Where's the best place to buy great books?*
 - e) *I can't believe he won't share his books!*
1. Identify the correct homonym in each sentence:
 - a) *I love reading folk (tales/tails).*
 - b) *Next (weak/week) I'm going back to the library to get new books.*
 - c) *(knew/new) all the answers because I've been reading every day.*
 - d) *My teacher showed us how (too/to/two) choose books we'll enjoy.*
 - e) *My neighbours said I could borrow (their/there) books whenever I want.*

SUMMARY: A DARK CLOUD OVER NANCY

Summary: A dark cloud over Nancy

1. *This text is about how books can help us feel better.*
2. *I liked that Nancy felt so much better after reading the book!*
3. *I learnt that books can change your life!*