

GRADE 5

**FIRST ADDITIONAL
LANGUAGE
LESSON PLAN
ENGLISH**

TERM 2 2020

FOREWARD

Dear Intermediate Phase Teachers,

Welcome to Term 2 of the PSRIP!

We do hope that by now, the routine and core methodologies are more familiar to you, and that you are enjoying the programme.

Please remember that the focus of this programme is to ensure that all learners can read, and that they can read with understanding. Because of this, remember to focus on:

- Technical decoding – revising English phonics, blending and segmenting with learners
- Improving fluency – always model fluent reading for your learners; read with the correct pace, intonation and expression
- Building vocabulary and general knowledge – this helps learners to anticipate and recognise words, but it also helps them to understand what they are reading
- Building comprehension skills – model and explicitly teach the skills of prediction, searching the text, making comparisons, making evaluations, making inferences and of summarising.

We wish you all a happy and successful term, and we thank you most sincerely for your commitment to this programme!

Best wishes

The PSRIP Team

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LEARNING OUTCOMES

Term 2 Learning Outcomes

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

Listening & Speaking					
1. Learners should be able to say or sing 4 new rhymes or songs 2. Learners should be able to discuss the listening text using a conversation frame 3. Learners should be able to orally summarise the text that has been read 4. Learners should be able to talk about their writing 5. Learners should understand and be able to use some of the following vocabulary					
banned	blog	inspired	infuriate	famous	humiliate
defeat	opponent	generation	suffer	climate change	solar power
suffer	humiliation	prevent	disease	infection	starvation
Jewish	concentration camp	ally	allies	blame	possibility
deadly	cramp	symptom	rushed	survive	poisonous
prey	capture	spit	web	rare	common
itchy	sore	liquid	thread	pounce	self-defence
defend	attack	tackle	captain	announce	competitive
badge	nominate	elect	vote	distribute	responsibility
qualities	honesty	strength	encourage	admit	robot
clear	specific	computer programmer	step-by-step	intersection	corner
directions	as a result	block	contrast	reason	turn
straight	recipe	spicy	soak	concentrate	chile
pepper					

Reading: Learners should be able to decode the following words, or other words that use the phonic sounds revised					
chain	chop	chat	chip	chick	chart
rain	pain	mail	sail	train	trip
trust	trail	trick	bird	shirt	skirt
girl	thin	thick	think	with	third
thank	tray	pray	stay	pay	say
bring	brick	brat	brush	sing	ring
sung	song	long	wing	fling	

Reading: Learners should be able to read the following words by sight					
country	change	believe	fight	around	during
proud	decided	young	terrible	fought	soldiers

bitten	scream	because	scared	simple	cover
probably	pain	practice	would	laughed	hour
spider	blue	break	clear	piece	ready
spread	follow	which	family	noise	afternoon
favourite					

Reading: Learners should be able to read a connected text at an appropriate level, for example:

Stopping the Bullies

Nelly was a smart girl who got good marks. Nelly was also a very good netball player. A few of the other Grade 5 girls felt jealous of Nelly, and so they bullied her. Every day, Nelly's lunch was stolen. Sometimes, books were taken from her schoolbag and thrown on the floor. Most learners knew this was going on, but they were not brave enough to stand up to the bullies.

But Sindiswa, another Grade 5 learner, was sick of the bullies. She decided to do something about it! Sindiswa felt brave enough to stand up to the bullies! Sindiswa wrote a long letter to the school principal. In the letter, Sindiswa explained what was happening to Nelly. She told the principal that most of the children in Grade 5 were sick of the bullies. Then, Sindiswa got all the Grade 5 learners to sign the letter.

The school principal read Sindiswa's letter. The principal immediately made sure that all bullying in the school stopped. The principal told Sindiswa that she was a very good leader. Nelly was grateful for Sindiswa's bravery and leadership.

Reading: Comprehension

1. Learners should be able to make predictions about a story by skimming and scanning a text and identifying key words
2. Learners should be able to recall details about a story
3. Learners should be able to sequence events in a story
4. Learners should know what it means to visualise, make connections, make inferences, make evaluations and wonder about the text
5. Learners should be able to summarise and retell the story
6. Learners should be able to use sentence starters to answer comprehension questions in writing

Writing

1. Learners should be able to plan, draft, edit, publish and present their writing
2. Learners should be able to use their plans to complete 2 paragraphs
3. Learners should know the format to write a newspaper article, a descriptive essay, instructions and a haiku poem.

Materials and Resources Provided

Please note that all resources provided belong to the school.

In Term 2, the PSRIP provides you with the following resources:

ITEM	QUANTITY	NOTES
Term 2 Lesson Plan	1	Use this lesson plan to see what to teach on a daily basis. The core methodologies included tell you how to teach each lesson.
Term 2 Tracker	1	Use this document to complete your ATP and Term Planner. Tick off and date each lesson and assessment activity as it is done. Reflect on your teaching.
Term 2 Resource Pack	1	The resource pack includes all the flashcard words and theme vocabulary illustrations required. Cut them up and store them in an orderly fashion. Display these words and illustrations for the two weeks that you teach the theme.
Term 2 Reading Worksheets	4	Use these worksheets with all learners during group guided reading.

Cycle Routine

COMMON ROUTINE: GRADE 4-6

MONDAY / DAY 1	TUESDAY / DAY 2	WEDNESDAY / DAY 3	THURSDAY / DAY 4	FRIDAY / DAY 5
L&S / LSC THEME INTRO ORAL ACTIVITIES	L&S SPEAKING ACTIVITY	L&S / LSC ORAL ACTIVITIES	R&V SHARED READING: SECOND READ	R&V SHARED READING: POST-READ
L&S LISTENING ACTIVITY	R&V PHONICS REVIEW SHARED READING: PRE-READ	R&V / LSC SHARED READING: FIRST READ LSC IN CONTEXT	R&V TEACH COMPREHENSION STRATEGY	W&P TEACH THE GENRE
MONDAY / DAY 1	TUESDAY / DAY 2	WEDNESDAY / DAY 3	THURSDAY / DAY 4	FRIDAY / DAY 5
W&P PLAN WRITING	L&S ORAL ACTIVITIES	W&P / LSC TEACH LSC DRAFT WRITING	L&S ORAL ACTIVITIES	W&P EDIT & PRESENT WRITING
R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION	R&V GROUP GUIDED READING & COMPREHENSION

L&S: 2 HOURS; LSC: 1 HOUR, R&V: 5 HOURS; W&P: 2 HOURS

Cycle Preparation

- It is important to remember that the PSRIP programme has reduced the need for teachers to PLAN, but that PREPARATION is still required!
 - One afternoon per week, get together with your colleagues (all Intermediate Phase EFAL teachers), and do your preparation together.
 - When doing your preparation, remember to:
 1. **Read through the lesson plan** for the cycle.
 2. Make sure that you **know and understand the methodologies** that must be used. If not, go to the section titled 'Core Methodologies' and revise accordingly.
 3. Next, check which **flashcards** and **illustrations** are needed for theme vocabulary and the writing frame. Get these flashcards and illustrations ready as follows:
 - Cut the flashcards or illustrations out
 - Try to stick them onto cardboard or paper
 - If possible, laminate or cover in plastic
 - Store theme flashcards together in an envelope, or with a rubber band around them
 4. **Prepare your Worksheets for the cycle.** Slip a Worksheet into a plastic sleeve for each learner / pair of learners. Have these ready to use in the second week of each cycle.
 5. **Collect any other resources** that you may need, including pictures or real objects.
 6. Read through any the activities in the **DBE Workbook** that you will complete. Pay attention to the text that will be read for the SHARED READING lessons.
 7. **Practice** doing the **writing lessons**.
- It is also a good idea to see that your **Tracker** is up-to-date from the previous week, and that you have completed all activities and ticked them off in the Tracker.
 - Keep your **Group Guided Reading Groups** up to date.
 - Finally, if you are doing any **formal assessments** that week, read through the rubrics and make sure that you know what to do.

Themes and Reading Schedule

WEEK NUMBER	THEME	LITERATURE TEXT	LISTENING TEXT	INDEPENDENT READING TEXT
1	People who changed history	DBE Workbook 1 page 70 : Nelson Mandela	The story of a brave young woman	Week 2 Worksheet
2				
3	Spiders	DBE Workbook 1 page 98: Spinning a web	Woman survives after bite from deadly spider!	Week 4 Worksheet
4				
5	Leadership	DBE Workbook 1 page 116: Choosing a leader	Choosing a soccer captain	Week 6 Worksheet
6				
7	Breaking things down	DBE Workbook 1 page 132: Following instructions	Programming a robot	Week 8 Worksheet
8				
9	ASSESSMENT WEEKS			
10				

Term 2 Programme of Assessment

1. There are three formal assessment tasks for Grade 5 Term 2.
2. Please complete these tasks in Weeks 6, 8 and 9 as detailed below.
3. You will find the rubrics and memoranda either in the lesson plan, or in the tracker, with the Worksheet Memoranda.

GRADE 5 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Paper 1 Listening comprehension & Conversation	20	9	ASSESSMENT WEEK		
2	Writes a transactional text	10	8	Mon, Wed, Fri	Writing	
	Writes an essay	20	6	Mon, Wed, Fri	Writing	
3	Paper 2 Literary / non-literary text comprehension	15	9	ASSESSMENT WEEK		
	Visual text comprehension	10				
	Summary writing	5				
	Language Structures and Conventions in Context	10				
Total		90				

EFAL Theme Display

1. Every two weeks, a different theme is implemented.
2. Try to select a wall in the classroom for **EFAL theme displays**.
 - Every two weeks, please stick up the theme heading, the theme vocabulary words, and the theme vocabulary illustrations.
 - You can also stick up pictures and magazine or newspaper articles that relate to the theme.
 - You may also want to create a theme table with real objects or items that relate to the theme.
 - Once you have taken down a set of words, file them carefully for the next year.
3. Also select a wall in the classroom for the **phonic words** and **sight words**.
 - If possible, try to create a 'word wall' where you display these words in alphabetical order as a reference for learners.
4. Look after these words so that you can use them again the following year.

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.**
5. On the Friday (Day 5) at the end of the cycle, review the word find with learners. Ask learners to say the words that they have built from the table, and write these from the chalkboard. Show learners how to build one or two of the more complex words, by sounding them out.

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.

Oral Activities

Oral activities are done four times per cycle. In the first week, they take place on the Monday (Day 1) and Wednesday (Day 3). In the second week, they take place on the Tuesday (Day 2) and Thursday (Day 4). These lessons form part of the listening and speaking activities of the programme. They are carefully designed to give learners individual opportunities to speak. They also address some of the Language Structures & Conventions (LSC) requirements, as they explicitly develop learners' vocabulary.

1. **Oral Activities: Song / Rhyme / Poem**
 - a. The specific song, rhyme or poem which you are to do with the learners is listed in the lesson plan.
 - b. Over time, the learners will get to know these songs, rhymes and poems, and they will sing or say them automatically.
 - c. However, when they are first introduced, you need to teach learners the words, action and tune (if there is one).
 - d. On the first Tuesday teach the song, rhyme or poem to the learners, line-by-line as follows:

- Sing or say the song, rhyme or poem, and then explain the meaning of it to learners, using code-switching if necessary.
 - Sing or say the first line, and then let learners repeat after you.
 - Sing or say the second line, and then let learners repeat after you.
 - Sing or say the first two lines together, and then let learners repeat after you.
 - Continue on in this manner until you have taught learners the whole song or rhyme.
- e. For the rest of the cycle, repeat the song, rhyme or poem with the learners.
- f. Always include appropriate actions with the song, rhyme or poem. Many learners are kinesthetic learners, which means that the physical movements added help them to retain what they are learning.

2. Oral Activities: Theme Vocabulary

- a. Every time you do Oral Activities, you will teach new theme vocabulary words to learners, just before the Question of the Day.
- b. Use the methodology 'PATS' to teach new vocabulary.
- c. PATS is an acronym for Point, Act, Tell and Say.
- d. It is not always possible to do all four actions for each theme word – just do what is appropriate.
 - **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.
- e. Once you have taught the theme vocabulary for the week, display the words on the yellow display board.
- f. At the end of the Oral Activities, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition and sentence.

3. Oral Activities: The Question of the Day

Once the new vocabulary words are introduced, learners use these new words to answer a question. This method of vocabulary introduction ensures that learners interact with each new theme vocabulary word. This activity creates a context for learners to think about, discuss, and answer questions using new vocabulary words.

The purpose of the Question of the Day:

- a. The question of the day reinforces new theme vocabulary for learners.
- b. It helps learners to use and repeat the target vocabulary words in complete oral sentences.
- c. It creates regular opportunities for learners to hear and speak simple English in a real context.
- d. It requires listening, thinking, doing, speaking and seeing, which activates learners'

total physical response.

- e. The question of the day asks learners an opinion-based question (there is no right or wrong answer) or a prediction type question, or a question about what they know or like. These types of questions allow learners to interact with new words without the fear or stress of making a mistake.

Getting ready for the Question of the Day:

- a. Divide your learners into groups for the Question of the Day. Then, call only one group per lesson to answer the question.
- b. Divide learners into 4 groups. This will allow all learners in the class to answer the Question of the Day at least once per cycle.
 - On Week 1 Mondays (Day 1), Group 1 will answer
 - On Week 1 Wednesdays (Day 3), Group 2 will answer
 - On Week 2 Tuesdays (Day 2), Group 3 will answer
 - On Week 2 Thursdays (Day 4), Group 4 will answer
- c. Write the Question of the Day on the chalkboard before the lesson begins.
- d. Draw a two or three column graph below the question of the day and fill in the options.
- e. Write the answer frame on the chalkboard for learners to see.
- f. For example:

Question of the day: **Where would you like to travel to?**

Answer frame: **I would like to travel to...**

India	the USA	Ethiopia

Filling out the graph:

- a. Modelling:
 - Read the question out loud to the learners.
 - Point to and read the options from which learners may choose.
 - Explain which option you prefer.
 - Write your vote in the correct column by drawing an X.
- b. Learners:
 - Give learners a few seconds to think about which option they will choose.
 - Call a group to come up to the chalkboard to write their answers onto the graph. It is important that you choose a system for this, and that it is always the same so

that the learners get used to the routine.

- Learners line up at the chalkboard.
- Learners draw their cross on the graph.
- Once learners have added their response, they return quietly to their seats.
- As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, where would **you** like to travel to?*

*Pretty: **I** would like to travel to the USA.*

*Teacher: **She** would like to travel to the USA.*

(For African language speakers learning English, pronouns are a particularly difficult language feature to learn. For this reason, it is important to model the correct use of pronouns for learners, whenever possible. The question of the day gives teachers an opportunity to do this authentically and in context.)

- Once learners have added their response, they return quietly to their seats.

Discussing the Question of the Day:

- Count the number of crosses in each column.
- Write the total number at the bottom of each column.
- Ask learners to identify where most learners would like to travel to.
- Ask individual learners the follow-up questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example, if the question is "Where would you like to travel to?" You could say:
 - I would like to travel to Ethiopia.
 - I see that 6 learners would like to travel to Ethiopia.
 - If you would like to travel to Ethiopia, raise your hand. *(Instruct learners to raise their hands)*
 - Peter, where would you like to travel to? *(Ask individual learners)*

Shared Reading & Teaching the Comprehension Skill

1. In Grades 4-6, Shared Reading & Teaching the Comprehension Skill all happen in the first week of the cycle as follows:
 - Week 1 Tuesday (Day 2): **Pre-Read**
 - Week 1 Wednesday (Day 3): **First Read**
 - Week 1 Thursday (Day 4): **Second Read**
 - Week 1 Thursday (Day 4): **Teach the Comprehension Strategy**
 - Week 1 Friday (Day 5): **Post-Read**
2. For these Shared Reading sessions, make sure all learners are settled with their DBE Workbooks.
3. Explain to learners that they must listen carefully and think about the text as you read it.
4. Also explain that you will share your own thoughts about the text as you read.
5. **The main purposes of the Shared Reading lessons in this programme are as follows:**
 - a. The learners experience what it is like to read an entire story as a fluent reader. Because learners are not worried about the technical part of reading, they can focus on elements of the text, like the storyline and the characters. The learners can also enjoy the text, and develop a love for reading.
 - b. As the teacher reads the story aloud, she incidentally models certain reading skills: she reads fluently and at a good pace; and she reads with expression; she uses the correct intonation; and she follows punctuation marks, which all adds to the meaning of the text. Learners incidentally learn many skills by observing a fluent reader.
 - c. As the teacher reads, she embeds meaning by: pointing to a part of the picture; by using a gesture or action; and by adding expression to her voice. The teacher also explicitly adds meaning, by stopping to explain a word or phrase. By listening to the teacher and watching her, the learners are acquiring new language.
 - d. Then, very importantly, the teacher models how to think about a text, by explicitly sharing her thoughts about the text. In this programme, we have chosen to build comprehension skills by modelling and teaching different comprehension strategies.
 - e. The programme focusses on the following comprehension strategies:
 1. Predict
 2. Visualise
 3. Search the text
 4. Summarise
 5. Think about the text (wonder)
 6. Make connections
 7. Make inferences
 8. Make evaluations

Below is a description of the core methodology of each of the five Shared Reading lessons: Pre-Read; First Read; Second Read; Teach the Comprehension Strategy and Post-Read. Read these descriptions to get a clear understanding of the flow of each lesson.

Pre-Read

In the Pre-Read, we build comprehension and story-telling skills through prediction. We get learners to think about the text before it is read to them.

1. Instruct learners to look at the pictures and any headings on the page. Ask learners what clues the pictures and heading give them about the topic of the text.
2. **Ask a learner to read the title of the text. Explain the meaning of the title.**
3. **Next, instruct the learners to skim or scan the text.**
 - a. Explain that skimming is to read the text quickly, to get a general idea of the meaning.
 - b. Explain that scanning is allowing your eyes to quickly run over the text to find a certain word or piece of information.
 - c. Instruct learners to underline any words they might think are important to telling us what the text is about.
 - d. Also instruct learners to circle words that they do not understand.
 - e. Give learners a few minutes to skim the text and underline important words, and circle words they do not understand.
 - f. Ask learners: Which words did you underline? Why?
 - g. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
 - h. Ask learners: Which words did you circle?
 - i. Write these words on the chalkboard. Then, identify words that will help learners to understand the text, and explain the meanings in context.
 - j. Finally, instruct learners to think about the heading and the words listed on the board.
4. **Ask learners predictive questions, like:**
 - a. What do you think we will learn from this text?
 - b. Why? (What evidence do you have?)
 - c. What do you think the text will tell us first?
 - d. What do you think the text will tell us next?
 - e. Do you think this text is fiction or non-fiction? Why?

First Read

1. **In the First Read, we first build comprehension skills by reading and explaining the text to learners.**
 - a. Read each paragraph or section fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
 - b. 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 story.
2. **At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.**
 - a. In the lesson plan, the text is written in columns. In the second column, you will see additional text that is there to help us teach and model the comprehension strategy.
 - b. 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 thinking. Learners must clearly be able to see when you are reading and when you are thinking aloud.
 - c. The think aloud in the First Read is focused on using the comprehension strategy to understand the text in a deeper way.
3. **Finally, we give learners the opportunity to answer questions.**
 - a. Ask different learners to answer the questions that follow the text, at the end of the First Read.
 - b. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.
4. **Introduce the LSC in context**
 - a. At the end of the first read lesson, you will tell learners which Language Structure and Convention you will focus on for the cycle.
 - b. Point out an example of this to learners in the shared reading text.(in lesson plan)
 - c. Give a simple explanation of the LSC. (in lesson plan)

Second Read

Comprehension Strategy: *The same strategy is used in the First and Second Reads. This is identified in the lesson plan.*

1. **In the Second Read, we continue to build comprehension skills by reading and explaining the text to learners.**
 - a. Read each paragraph or section fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
 - b. Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
 - c. This repeated reading helps learners to gain a basic understanding of the text, and to learn new vocabulary and sentence structures.
2. **During the Second Read, we also continue to model and teach a comprehension strategy to learners.**
 - a. In the lesson plan, the text is written in columns. In the second column, you will see additional text that is there to help us teach and model the comprehension strategy.
 - b. Read the paragraph in Column 1, and then say the text in Column 2. Pause before saying the Column 2 text, and show learners that you are thinking. Learners must clearly be able to see when you are reading and when you are thinking aloud.
 - c. The think aloud in the Second Read is again focused on giving learners a deeper understanding of the text by using the comprehension strategy.
3. **Next, we give learners the opportunity to answer questions.**
 - a. Ask different learners to answer the questions that follow the text, at the end of the Second Read.
 - b. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.
4. **Finally, ask learners to formulate a question about the text.**
 - a. Ask learners to independently think of a question that they can ask about the text.
 - b. 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.
 - c. Tell learners to turn and talk, and share their questions with each other.
 - d. Then, ask a few learners to share their questions with the class.
 - e. Give other learners the opportunity to answer these questions.

Note: Formulating questions is an important part of critical thinking, and must therefore be encouraged and developed. It is important to equip learners with the skills and confidence to pose meaningful questions, and to start to think critically about all texts and issues.

Teach the Comprehension Strategy

1. On Thursdays (Day 4), we explicitly teach the comprehension strategy that has been modelled and practiced throughout the week.
2. This is done through a I DO, WE DO, YOU DO process.
 - a. First, we explicitly tell learners which strategy we have been focussing on that week. Then, we demonstrate how to use this strategy – I DO.
 - b. Next, we involve learners in helping us to use the strategy. We do the examples together – WE DO.
 - c. Finally, we set an activity for learners to complete without our help. We get learners to use the strategy independently – YOU DO.
3. Every lesson ends with learners writing down or re-reading a simple reminder of the strategy.
4. Sometimes, we use two or even three strategies together.
5. Ultimately, we want to develop learners who instinctively use all the comprehension strategies every time they read. This explicit teaching and practicing of strategies is a step in that direction.
6. The table below provides the purpose/s of each strategy.

Strategy 1: Predict	
Explanation	When learners predict, they say what they <u>think</u> will happen in a story. Learners can predict what will happen by looking at the pictures in a book. They can also predict what will happen next after they have read a page of the text. Finally, learners can predict how they think the story might end.
Purpose	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.
Steps (For predicting with pictures)	<ol style="list-style-type: none"> 1. Look at the picture. 2. Ask learners: What do you think is happening here? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question.
Examples (For predicting with pictures)	<ol style="list-style-type: none"> 1. What do you think is happening here? 2. How do you think this character feels? Why? 3. What do you think you will see in the next picture?

Steps (For predicting with text)	<ol style="list-style-type: none"> 1. Read a page of text. 2. Ask learners: What do you think happens next? 3. Let learners think about the question. 4. If learners cannot answer, give an example answer to the question.
Examples (For predicting with text)	<ol style="list-style-type: none"> 1. What do you think happens next? 2. What do you think this character does next? 3. How do you think this story ends?
Strategy 2: Visualise	
Explanation	When learners visualise, they must think about what is happening in the story like a scene from a movie. They must try to see the story as it happens.
Purpose	Visualisation helps learners to see how the events in the text are connected to each other. This helps them to think about the story as a whole, rather than just page by page. This also helps to give meaning to the words on the page – by turning them into a scene from a movie in our minds.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Say: Now we are going to visualise the story as if we were watching a movie. 3. Instruct learners to close their eyes. Explain that learners must listen to the words and make a movie in their mind. 4. Read the text again. 5. Tell learners what you visualised. (Model the skill.) 6. Ask learners: What did you see? (What happened in your movie?) 7. Listen to and discuss learner answers. Make sure learners' answers are relevant to what is happening in the story.
Examples	<ol style="list-style-type: none"> 1. I visualised.... 2. What did you visualise? What happened in your movie?
Strategy 3: Search the text	
Explanation	<i>Search the text</i> questions are the most basic type of comprehension questions. These questions ask learner to think about or look at the words on the page, and to recall information.
Purpose	These questions are a basic check for understanding of the words on the page.

Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners a question about the information in the text, like: What did x do? 3. Let learners answer the question. 4. NOTE: There is only one correct answer to this type of question. If the learner answers the question incorrectly, you must read the sentence with the correct answer out loud and/or point to the picture for support. Then, give the correct answer to the question. It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.
Examples	<p>These kind of questions usually begin with:</p> <ul style="list-style-type: none"> • Who? • What? • When? • Where? • Name... • List... • Describe...
Strategy 4: Summarise	
Explanation	When learners summarise, they think about the most important points in a text. They explain the main points in a few, concise sentences. Summarising can be done orally or in writing.
Purpose	Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding.

Steps	<ol style="list-style-type: none"> 1. Read the text. 2. Remind learners: When we summarise, we think of the most important parts of a text. 3. Explain: Today we will summarise the text we just read. That means we will explain only the main points of the text. 4. If the text is a story, you may want to think about: what happened first; what happened next; and what happened last. 5. You could also summarise a story by thinking about: <ul style="list-style-type: none"> • Who are the main characters? • Where does the story take place? • What happens first? • What problem arises? • How is the problem solved? • How does the story end? 6. If the text is non-fiction, think about: what are the main things this text teaches me? 7. Always give learners time to think about the text. 8. Always instruct learners to turn and talk and tell their summary to a friend (oral recount). 9. Next, instruct learners to write their summary down. 10. Give learners a frame to help with more complex summaries.
Examples	<p>Summarise the story in the following way:</p> <ol style="list-style-type: none"> 1. Who were the main characters in the story? 2. What was the story about? 3. What problem arose in the story? 4. How was the problem resolved?
Strategy 5: Think about the text (Wonder)	
Explanation	When the teacher wonders, the teacher thinks out loud about the text. She lets the learners hear what she is thinking about the text.
Purpose	<p>By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text.</p> <p>By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves.</p>

Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Think of a question or idea that a fluent reader might have about the text. (Ideas have been provided in the First Read and Second Read columns in the lesson plans.) 3. Say: I see / I notice ... 4. Say: I wonder ... 5. Let learners think about the question. 6. Give a sample answer to the question. 7. Learners do not need to answer the question.
Example	I see that xx. I wonder how xx?
Strategy 6: Make connections	
Explanation	When learners <i>make connections</i> , they compare the story to their own lives, or to another text. Sometimes, they think about how something from the story is like something in their own lives. Sometimes, these questions ask learners to think about what they would have done if they were in the story. Sometimes, learners must connect the character's feelings and actions to those of characters in other stories they have read.
Purpose	These kinds of questions help learners relate to the story and make good guesses about feelings and personal experiences. This helps learners to develop empathy and understanding for the feelings and experiences of other people.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners a question, like: When was a time that you felt x? 3. Use modelling to give a sample answer, like: xx
Examples	<ol style="list-style-type: none"> 1. How does this remind you of your own life? 2. Tell me about a time when something similar happened to you. 3. If you were x, what do you think you would have done? 4. How do you think x felt when x? 5. Which other character does this remind you of?
Strategy 7: Make inferences	
Explanation	<p>Making an inference involves using what you know to make a good guess about what you don't know. This is what is meant by 'reading between the lines'. When learners make an inference, they make a good guess about something using what they have read together with their own experiences and knowledge.</p> <p>Sometimes, the author does not write down every single detail of the story. The author leaves parts of the story unfinished, so readers can work it out for themselves.</p>

Purpose	Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners: What do you know about this? What does the text say? 3. Ask learners: What else can we guess about this? Is there something that the text does not say? 4. Listen to and discuss learners' answers. Make sure learners' answers are logical. 5. If learners struggle, give them an example of an inference. Use the following sentence frame to help: Based on ... I think ...
Example	<p>Text: We saw Thuli, who got married about a year ago, shopping for nappies and baby clothes.</p> <p>Inference: Based on the fact that Thuli got married recently, and that she is buying nappies and baby clothes, we guess that she might be pregnant.</p>
Strategy 8: Evaluate	
Explanation	When we evaluate a text, we make a judgement about an aspect of the text.
Purpose	<p>Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations.</p> <p>Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.</p>
Steps	<ol style="list-style-type: none"> 1. Read the text on the page. 2. Ask learners an evaluation question, and ask them to support their answer. For example: Do you think x did the right thing? Why or why not? 3. Listen to and discuss learners' answers. Make sure learners' answers are logical. 4. If learners struggle, share your own evaluation as an example: I think x did the right thing because x
Example	<p>Some evaluation questions start with:</p> <ol style="list-style-type: none"> 1. Do you think... 2. Do you agree with... 3. In your view... 4. Did you like...

Post-Read

The purpose of the Post-Read activity is to give learners an opportunity to consolidate their understanding of the story, and to practice using the new comprehension skill that they have learnt.

In Grades 4-6 Term 2, during the Post-Read you will do one of the following activities:

1. Written comprehension
2. Oral recount (summary)
3. Visualise

Written comprehension (written activity)

- a. Before the lesson, write the title of the text as a heading on the chalkboard.
- b. Next, write the comprehension questions on the chalkboard, together with the sentence starters for the answers. (Where applicable.)
- c. Instruct learners to open their exercise books and write the heading.
- d. Tell learners that today, they are going to think about and write the answers to these questions.
- e. Read through the questions with learners, and explain if required.
- f. Tell learners they do not need to write down the questions, only the answers.
- g. Walk around and help learners who struggle.
- h. In the last two minutes, go through the answers with learners, and allow them to correct their own work.

Oral or Written Recount (Summary)

- a. Settle the learners so that you have their attention.
- b. Write the summary frame on the chalkboard before the lesson.
- c. Explain to learners that when we summarise a text, we share what we think are the most important points about the text. This can include what we have learnt or what we think about the text.
- d. Read through and explain the summary frame to learners.
- e. Remind learners that they can skim and scan the text again, before writing their summaries. This can help them remember what the text was about.
- f. Give learners 10-15 minutes to write their own summaries in their exercise books, using the summary frame.
- g. Then, tell learners to turn and talk, and share their summaries with a partner.
- h. Finally, create a class summary together – ask different learners to answer each part of the frame.
- i. Write down the class summary.
- j. Ask learners to go back to their own summaries, and to see if they missed any important details. Give learners time to correct their summaries.

Text Illustration (Visualise)

- a. Settle the learners at their desks, with their exercise books or blank paper, pencils and crayons.
- b. Tell learners that they are going to visualise something from the text. Remind learners that when they visualise something, they think about what it looks like, smells like, feels like, and sounds like. They also visualise how they feel about this character, event or item from the text.
- c. Ask learners to close their eyes and relax. Read the text to them once more.
- d. Then, ask learners to open their eyes, and draw what they have visualised from the text. Learners can add labels to explain smell, taste, etc.
- e. Then, learners must use the sentence starter/s to write a sentence or two about what they have visualised.
- f. Finally, allow learners to turn and talk, and to share their visualisations with a partner.

Listening Lessons

1. **One of the first lessons of the week is the listening lesson.**
 - a. This lesson takes place on the first day of the new theme, just after the introduction to the new theme and oral activities.
 - b. This introduces learners to some of the key vocabulary, language structures and concepts of the theme, by allowing them to listen to the teacher read the text provided.
 - c. The teacher must be well prepared to read the text. In the 30 minute lesson, she must read the text three times.
2. **For the first read, the teacher reads the text fluently and with expression.**
 - a. As she reads, she embeds meaning by pointing to pictures or real objects, by using actions, gestures and facial expressions, and by using vocal expression.
 - b. The teacher also explicitly build meaning by pausing to explain something, or even by code-switching.
3. **For the second read, the teacher once again reads the text fluently and with expression.**
 - a. Again, the teacher embeds meaning as she reads.
 - b. With this read, after reading each part of the text, the teacher shares her thoughts on the text. The teacher is given cues on how to do this in the lesson plans.
 - c. This is a critically important skill to model properly – learners must see that good readers always think about what they are reading.
 - d. Make sure that there is a clear distinction between what you are reading, and what you are thinking.
4. **Finally, on the third read, the teacher reads the text fluently and with expression.**
 - a. Again, the teacher embeds meaning as she reads.
 - b. With this third and final read, the teacher asks questions about the text.
 - c. The teacher must direct and distribute these questions in order to include many learners in the lesson.
 - d. The teacher must encourage learners as they try to answer, and ask further prompting questions to 'flesh out' partial answers.
5. **The purpose of these repeated readings is very clear:**
 - a. Learners acquire new vocabulary and language in context by hearing the repeated readings with embedded meaning.
 - b. Learners see how the teacher 'thinks' about the text, and in time, will start to develop their own critical thinking about texts.
 - c. Learners have the opportunity to orally and individually answer questions on the text.
 - d. Learners become familiar with the structure of stories, which helps them to develop their own story-telling skills.
 - e. Learners develop a love for stories, by hearing engaging stories read to them by a fluent, expressive reader.

Speaking Lessons

1. **The Speaking lesson follows the Listening lesson. In this lesson, learners will reflect on the text they have listened to.**
 - a. The Speaking text takes place on the first Tuesday (Day 2) of the cycle.
 - b. The teacher starts by writing the conversation frame on the chalkboard.
 - c. Next, the teacher reads the conversation frame to learners, followed by a fourth reading of the listening text.
2. **Next, the teacher explains the routine for the speaking lesson.**
 - a. The teacher divides the learners into discussion groups (approximately 3-4 learners).
 - b. These groups should be groups of proximity – arrange groups so that learners can easily and quickly get into these groups.
 - c. In the video example, we see that the teacher forms groups of four by asking learners at every second desk to turn around and face their partners.
3. **The teacher explains the routine and rules for the Discussion Groups.**
 - a. The teacher explains that every learner in the group will take a turn to answer each discussion question.
 - b. Talking and listening may be controlled by a 'talking stick' or some other strategy.
 - c. In the video example, the teacher sets the rule as the person who is holding the talking stick gets to talk, and once he or she is finished, the stick is passed to the next person.
 - d. Each person in the group answers question 1, then each person answers question 2, and so on.
 - e. Learners understand that there is no judgement of answers to open-ended questions – differing answers and opinions are welcomed.
4. **At the end of the lesson, the teacher calls the class to attention.**
 - a. In the last few minutes, the teacher asks different learners or a specific group to share their answers.
 - b. The teacher thanks learners for their answers and contributions.
 - c. She also corrects them if answers are incorrect, or asks prompting questions if the answers need to be expanded on.

Group Guided Reading

The purpose of group guided reading is to listen to each learner read individually, to teach learners technical reading skills, and to allow them to practice reading and comprehending in English.

What to do with the rest of the class:

1. Before you begin the group guided reading session with a group, you must first settle the rest of the class with their **exercise books and worksheets**.
 - a. Put the worksheet for the week into a plastic sleeve for each learner, or pair of learners.
 - b. Train learners not to remove the worksheets from the plastic sleeve, or to write on them. This will allow you to collect the worksheets and re-use them the following year.
 - c. Next, give the class a quick overview of each text, explaining how it links to the theme.
2. Train learners to work independently or in pairs to complete the activities on the worksheet during Group Guided Reading.

Structure of the Group Guided Reading Worksheets:

1. **Phonic Words, Sight Words and Decodable Texts**
 - Learners must complete as many activities as possible during each group guided reading lesson.
 - The activities are always structured in exactly the same way. This should be explained to learners. Once learners see that the activities follow the same structure, this will help them to develop confidence about completing these activities independently.
 - The worksheets are structured as follows:
 - a. **PHONIC WORDS**
 - The worksheet starts with a list of the phonic words for the cycle. Go through these words with learners, sounding them out.
 - b. **SIGHT WORDS**
 - Next, there is a list of the sight words for the cycle. Remind learners that they need to remember these words by sight – they cannot be sounded out. Go through these words with learners.
 - c. **DECODABLE TEXTS**
 - The first two texts on the worksheet are both decodable. This means that they are made up from phonic and sight words that have been taught to learners. Learners should be able to read every word in these texts.
 - These texts are very useful to use with struggling readers, as they have the opportunity to practice sounding out simple words, as well as recognizing sight words that have been taught.
 - d. **TEACHER ACTIVITY**
 - This activity is done with the teacher. The learners must **not** do this activity until their group is called to work with the teacher.
 - Each group will have a chance to work with the teacher once during the week.
 - This is a fiction or non-fiction text that relates to the theme.
 - The questions are designed to practice the comprehension skill of the week.

e. **ACTIVITY 1**

- This is usually a story, a story that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

f. **ACTIVITY 2**

- This is always a 'non-fiction text', an information text that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

g. **ACTIVITY 3**

- This is always a 'visual text': a graph; a table; a poster; a picture; or a chart that relates to the theme.
- Learners are required to: read the text silently on their own; think about the answers to the questions; read the text together with a partner; discuss the questions with a partner; write down the answers to the questions in their exercise books.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.
- If learners cannot 'read' the visual texts on their own, this is a good teaching opportunity. Take some time to explain to learners how to access the information in a visual text.

h. **ACTIVITY 4**

- Activity 4 always requires learners to write their own summary of one of the week's activities.
- Learners are required to: re-read the text silently on their own; re-read the text together with a partner; discuss the summary frame with a partner; and then work independently to write down their summary in their exercise books.
- For Term 3, mind-mapping has been selected as the summary strategy to be used.
- The teacher may either go through the answers with the class at the end of the lesson, or, display the memorandum for learners to correct their own work.

*Note: Look after these worksheets carefully and store them properly once they have been used. You should be able to use the same worksheets for many years, as learners do **not** write on them. Instead, they write in their exercise books.*

Assigning Group Guided Reading groups and text selection:

1. In the first two weeks of school, listen to every learner read individually.
2. Assign learners to same-ability groups.
3. Use the rubric below to sort learners according to their abilities.
4. Ideally, try to have 5 groups, with no more than 12 learners per group.
5. However, if you have a very large class, you may have to have more groups and manage your time differently.
6. **Please note:** this rubric divides learners based on their technical reading skills.
7. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
8. **In a Grade 4 class of 54 learners, there may be:**
 - 4 learners at level 1 – you may have to find time to work with these learners on a more regular basis.
 - 1 group x 10 learners at level 2
 - 2 groups x 10 learners at level 3
 - 1 group x 10 learners at level 4
 - 1 group x 10 learners at level 5

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<ul style="list-style-type: none"> This learner knows no or very few words. This learner does not seem to recognise many letter-sound relationships. 	<ul style="list-style-type: none"> This learner knows just a few common words. This learner does not seem to recognise some letter-sound relationships, OR this learner needs a lot of help to read previously unseen words. 	<ul style="list-style-type: none"> This learner knows many common words. This learner needs help to decode previously unseen words. 	<ul style="list-style-type: none"> This learner knows many common words and can decode most previously unseen words. This learner occasionally needs help to decode more challenging words. This learner reads with some fluency. 	<ul style="list-style-type: none"> This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.

What to do with each group during Group Guided Reading:

1. Call a group to read to you.
 - a. Make sure they all bring their worksheet.
 - b. Seat the group in a circle.
2. Go through the phonic words, sight words and decodable texts. If it is a group of struggling readers, spend as much time as required on this. If the group does not need this, then move on quickly to the Teacher Activity.
3. Talk about the title of the text. Explain what it means.
4. Next, give learners a few minutes to skim the text in silence.
5. Then, ask each learner to read part of the text aloud, on his or her own.
6. Listen carefully as each learner reads.
 - a. If the learner is stuck on a word, give him or her some time to try and figure it out.
 - b. Then, help the learner to sound out the word.
 - c. If the word is irregular, and cannot be sounded out, tell the learner the word.
 - d. Ask the learner to re-read the sentence.
7. If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.
8. Next, go through the questions with learners.
 - a. Give learners an opportunity to discuss and answer the questions.
 - b. Use this time to further teach and practice the comprehension skill, or skills.
 - c. Show learners that there may be different answers to the same question, particularly when it comes to opinions.
9. Praise and encourage learners for their efforts as well as their successes.
10. Remember – confidence is a big part of reading – we need learners to feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

1. Keep these groups as small as possible, preferably 2-4 learners per group.
2. Call the group to come and work with you.
3. Practice sounding out the phonic words with learners.
4. Next, practice reading the sight words with learners.
5. Then, give learners a chance to try and read the decodable texts by themselves.
6. Finally, listen to each learner read a text on his or her own.
7. As each learner reads, do the following:
 - a. Be kind and patient.
 - b. Give the learner some time to try and work out the word alone.
 - c. Then, help the learner to sound out the word. (If the word is irregular and cannot be sounded out, then say the word and get the learner to repeat it.)
 - d. Once the learner has managed to read all the words in a sentence, get him or her to reread the sentence.
 - e. Thank learners for their efforts, and praise learners for any improvements.

Note: If these decodable texts are still too difficult for some learners, use flashcards of different sound to teach learners phonics, and to help them build and break down words.

Alternative to Group Guided Reading

Remember that the point of Group Guided Reading is to listen to each learner read individually, in order to help them build technical reading skills. If you do not have enough space in your classroom for this, or if you struggle to control the class's behaviour whilst you listen to a group read, there is an alternative.

During the time for Group Guided Reading, settle all learners at their desks with the reading worksheets. Then, do the following:

1. Call individual learners one at a time to your table to read aloud to you.
2. Listen to each learner read a text from the Worksheet, or any other level appropriate texts that you may have.
3. Build the learner's technical reading skills.
4. Continue to call individual learners to your table to read aloud to you.

If you decide to use this alternative method of listening to reading, you must ensure that you listen to every learner read at least once per cycle.

Writing

The writing process consists of the following four lessons:

Teach the Genre

1. This lesson takes place on WEEK 1 FRIDAY (Day 5).
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 to learners.
4. Tell learners to write down the brief summary notes in their exercise books, as a reminder of the genre.
5. Tell learners that they will use these genres all the way to matric, the length and complexity of tasks will increase, but if they have a good understanding of the genre now, it will be very helpful to them.

Plan the writing

1. This lesson takes place on WEEK 2 MONDAY (Day 1).
2. This programme focusses on teaching learners how to plan using:
 - a. A list
 - b. A mind map
3. Before learners create their own plan, you must model this for them, so that they know exactly what to do. The lesson plan guides you to do this.
4. Explain to learners that you always THINK about what you are going to write. You must explain your thoughts out loud, so that learners can hear them.
5. Use the planning template to create your own writing plan.
6. Next, give learners a few minutes to think about what they are going to write.
7. Allow learners to turn and talk, and share their ideas with a partner.
8. Finally guide and support learners as they then use the planning template to complete their own plans.

LSC and Drafting

1. This lesson takes place on WEEK 2 WEDNESDAY (Day 3). Before the lesson begins, rewrite your planning frame from the MONDAY (Day 1) lesson on the board. Write the writing frame template on the board.
2. Before learners start their draft, there is a quick LSC lesson to equip learners with useful knowledge as they prepare to draft their own writing.
3. The LSC lesson follows the I DO, WE DO, YOU DO pattern.
4. Work through the steps of the LSC lesson with learners.
5. Next, briefly explain and model how learners will use their plans to create a draft.
6. Show learners the writing frame template that helps them to do this.
7. As learners complete their draft, walk around the classroom and offer support.

Editing and Presenting

1. This lesson takes place on WEEK 2 FRIDAY (Day 5).
2. Write the editing checklist from the lesson plan on the chalkboard.
3. Read through and explain the criteria to learners.
4. You may want to show learners how to correct a common mistake.
5. Allow learners time to edit and correct their own writing, using the checklist.
6. Then, instruct learners to neatly rewrite their final version.
7. At the end of the lesson or week, give learners the opportunity to swap books and read each other's writing.
8. Collect learners' books. You are only required to formally mark 2 pieces of writing per term using the rubrics provided. However, please read and comment on the learners' final writing pieces for every cycle.
9. Again, confidence is an important part of developing writing skills.

Writing Strategies

1. Confidence is a very important part of becoming a successful writer.
2. Start by calling your learners **writers** during writing lessons. Let them know that they are not people 'pretending' to write, but that by expressing their own thoughts and opinions in writing, they are indeed writers.
3. Routine, doing the same thing over and over again, can make learners feel more secure and confident.
4. Routines also give learners direction, so that they know what to do next.
5. In addition, the strategies listed below provide further scaffolding and support for learners who may be struggling.
6. Teaching these writing strategies to learners, and using them over and over again, will give learners direction and confidence when writing.
7. Train learners to recognise these key phrases, and to understand what they must do when they hear them.

Strategy 1: Teacher models writing first

- a. The teacher first demonstrates the task to the class (she shows the class exactly what they are going to do).
- b. By watching the teacher, the learners have a clear idea of the task.
- c. Part of modelling writing is to explain the way good writers think about writing. The teacher must verbalise all of the thoughts she has as she goes through the writing process.

Strategy 2: Writers think before they write

- a. Writing is the act of putting thoughts onto paper.
- b. This means that writers must think first and decide what to write about before writing.
- c. It also means that there are no correct or incorrect 'answers' when writing – every writer has his or her own thoughts to write about.
- d. Always build in time for learners to think about what they want to write.

Strategy 3: Writers draw a line for each word

- a. Use this as a remediation strategy for struggling learners.
- b. Learners think about the sentence they want to write, and say it aloud.
- c. They count how many words there are in the sentence, and draw a line to represent each word.
- d. Lines must be drawn from left to right and from the top of the page to the bottom.
- e. Lines must be the approximate length of the words. Say the word as you are drawing the line.
- f. Spaces must be left between words.
- g. At the end of the sentence, the learner puts a punctuation mark.
- h. With lines in place, the learner fills in words that are known, or must try to write down the starting sounds of a word before asking for help.
- i. This gives a structure to the learner's writing, which builds confidence. Even learners who really struggle can start the writing process in this way.

Strategy 4: Writers use resources to write words

- a. Teach learners not to ask for help to write all unknown words. They should first use other resources to find out how to write the unknown word. For example:
 - Words on a word wall
 - Other books
 - Personal dictionaries
 - Classmates
 - Their own memories

Strategy 6: Writers say words slowly like a tortoise

- a. Teach learners to say an unknown word very slowly to hear its different sounds. (Segmenting)
- b. Next, teach learners to write down every sound that they can hear. (They may not spell the word correctly, but this will be a starting point to write unknown words. For example, **special** may be written as **speshil**. The teacher can then build on this and show the writer the correct spelling.)
- c. Try to read the learner's phonetic writing, and praise them for using their phonetic knowledge to try and build words. This is an important skill to encourage.

Strategy 7: Writers read what they write

- a. Learners read their sentences aloud to themselves or to a peer. Reading one's writing to a classmate makes the writing process more meaningful.
- b. As they do this, they check they have not left out any words.
- c. They also check that the word order is correct.
- d. Most importantly, set this up so that learners enjoy the reading process, and feel proud of what they have written.

Strategy 8: Writers Turn and Talk

- a. At different times in the lesson, learners can turn to a partner, and take turns to talk to each other.
- b. This can be used to share ideas about what to write about, to read their writing to each other, to tell each other about their pictures, or to check that they understand what to do.
- c. Teach learners to face each other, take turns, and talk quietly when they turn and talk.

Strategy 9: Hold Mini-Conferences

- a. This is a useful strategy to use as learners are writing.
- b. Walk around the room, and stop where you see a learner struggling.
- c. Hold a mini-conference with that learner.
- d. Engage with the learner's work, listen to the learner, and help the learner as needed.
- e. Remember to try and give all learners some individual attention, and to praise their efforts and improvements.

GRADE 5 - TERM 2

WEEK 1

THEME:
PEOPLE WHO CHANGED HISTORY

"Things don't have to change the world to be important."
– Steve Jobs

TERM 2: WEEK 1	
OVERVIEW	
THEME	People who changed history
THEME VOCABULARY	banned, blog, inspired, infuriate, famous, humiliate, defeat, opponent, generation, suffer
LSC	Conditional
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Story
WRITING TOPIC	Write a story about something you would like to do to change history!
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous term. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about people that changed history. 5. Try to find some pictures of people that changed history, for example: Nelson Mandela, Steve Biko, Malala Yousafzai, Rosa Parks, etc. 6. Do some research in preparation for this theme, for instance: Find some TED Talks given by people who changed history.

WEEK 1: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES

PICTURE	<ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 70. 3. Instruct learners to look at the pictures and the title. 	
INTRODUCE THE THEME	<ul style="list-style-type: none"> • Ask learners: What kind of text do you think we will read this week? • Listen to learner responses. This will help you understand what learners already know. • Explain that we will read a story. • Ask learners: What do see on the page? What do you think this story will be about? • Explain that the topic of the story is Nelson Mandela. • Explain that this is related to our theme this week: People who changed history. In this theme, we will talk and think about different people who have changed our world for the better! 	
SONG / RHYME	Lyrics	Actions
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>
	Anyone can change history	-
	Even you and me.	<i>Point to your friend and point to yourself</i>
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>
	It doesn't matter if you're old or young	-
	There's no golden rule!	<i>Wave your forefinger</i>
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>
	There's always something you can do,	-
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>
	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
THEME VOCABULARY	banned, blog, inspired, infuriate, famous	

QUESTION OF THE DAY	
Question	Who makes you feel more inspired?
Graph	2 COLUMN GRAPH
Options	Malala Yousafzai / Nelson Mandela
Follow up questions	
Question	How many learners feel more inspired by Malala Yousafzai?
Answer	__ learners feel more inspired by Malala Yousafzai.
Question	How many learners feel more inspired by Nelson Mandela?
Answer	__ learners feel more inspired by Nelson Mandela.
Question	Who makes more learners feel more inspired?
Answer	More learners feel more inspired by __.
Question	Who makes fewer learners feel more inspired?
Answer	Fewer learners feel more inspired by __.
Question	Who makes you feel more inspired?
Answer	I feel more inspired by Malala Yousafzai.
Answer	I feel more inspired by Nelson Mandela.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to a story: **The story of a brave young woman**
2. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Malala Yousafzai is a brave young woman who has helped to change history. Malala grew up in a place called Swat Valley in a country called Pakistan, a country in southern Asia. An organisation called the Taliban took over Swat Valley and became the leaders of this area. The Taliban believe that girls should not be educated. They believe that only boys should have the right to an education. Therefore, in Swat Valley, they banned girls from going to school.	I can infer that the Taliban banned Malala from going to school, because she was a young woman growing up in the Swat Valley.	<ol style="list-style-type: none"> 1. Who is Malala Yousafzai? (She is a young woman who helped changed history.) 2. What did the Taliban do when they took over Swat Valley? (They banned girls from going to school.) 3. Why do you think the Taliban banned girls from going to school? (Because they believed only boys should be allowed to go to school / Because they thought girls must stay at home rather than have an education / Etc.)

Malala and her family did not believe that this was right. They believed that every girl should have the right to an education. So, Malala continued going to school even though the Taliban had banned girls from school. She also wrote a blog about her life under the Taliban, which was read by many people around the world. This made the Taliban very angry.	<p>I can infer that Malala must have been one of the only girls who continued to go to school when the Taliban banned girls. I can also infer that her willingness to stand up for what she believed in infuriated the Taliban!</p> <p>I can infer this because her actions infuriated the Taliban enough to try to kill her! I can infer that the Taliban didn't want other girls to take the same actions as Malala.</p>	<ol style="list-style-type: none"> 1. What can you infer about Malala's family? (I can infer that...) 2. What made the Taliban angry? (The Taliban were angry that Malala continued to go to school and that she wrote a blog.) 3. How did the Taliban punish Malala for her actions? (They tried to kill her – they shot her in the head.)
When she was fifteen, Malala was shot in the head by a member of the Taliban. Amazingly, Malala survived the shooting!		
This story was on the news around the world, and Malala became quite famous. When Malala recovered from the shooting, she continued to use her voice to fight for the right of all girls to an education.	I can infer that Malala is a very strong person. Even being shot couldn't stop Malala from speaking out for what she believed in! She must be someone who really cares about the right of all children to get an education!	<ol style="list-style-type: none"> 1. Why do you think Malala became quite famous? (I think she became famous because...) 2. What did Malala do when she recovered? (She continued to speak out for the rights of girls!)
Because of Malala, many young people are fighting for their rights, and using their voices! Malala became the youngest person in history to win a Nobel Peace Prize. Malala is a hero who helped to change history.	I can infer that many other people have been inspired by Malala's actions and strength!	<ol style="list-style-type: none"> 1. What did Malala win? (She won a Nobel Peace Prize.) 2. How old was she when she won the Nobel Peace Prize? (She was fifteen – the youngest person in history!)

WEEK 1: TUESDAY / DAY 2: SPEAKING**DISCUSS...**

1. This week, learners will discuss a story: The story of a brave young woman
2. Before class begins, write the following conversation frame on the board:
 - a. In this story...
 - b. I think that Malala...
 - c. I feel / don't feel inspired by Malala because...
3. Read the conversation frame out loud to learners.
4. Read the text out loud to learners. Instruct learners to think about the conversation frame as they listen to the text.

READ THE TEXT

Malala Yousafzai is a brave young woman who has helped to change history. Malala grew up in a place called Swat Valley in a country called Pakistan, a country in southern Asia. An organisation called the Taliban took over Swat Valley and became the leaders of this area. The Taliban believe that girls should not be educated. They believe that only boys should have the right to an education. Therefore, in Swat Valley, they banned girls from going to school.

Malala and her family did not believe that this was right. They believed that every girl should have the right to an education. So, Malala continued going to school even though the Taliban had banned girls from school. She also wrote a blog about her life under the Taliban, which was read by many people around the world. This made the Taliban very angry. When she was fifteen, Malala was shot in the head by a member of the Taliban. Amazingly, Malala survived the shooting!

This story was on the news around the world, and Malala became quite famous. When Malala recovered from the shooting, she continued to use her voice to fight for the right of all girls to an education. Because of Malala, many young people are fighting for their rights, and using their voices! Malala became the youngest person in history to win a Nobel Peace Prize. Malala is a hero who helped to change history.

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call all learners back together.
5. Call on one group member from each group to share one thing someone in their group said.

WEEK 1: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/ch/ /ai/									
Activity	<div>1. Write the following sounds on the chalkboard: ch and ai</div> <div>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</div> <div>3. Write the following words on the chalkboard and sound each word out as follows: /ch/ - /i/ - /ck/ = chick /p/ - /ai/ - /n/ = pain</div> <div>4. Ask learners to sound out and read each word after you.</div>									
Word find	<div>Write the following table on the chalkboard:</div> <table><tr><td>ch</td><td>ai</td><td>p</td></tr><tr><td>j</td><td>i</td><td>o</td></tr><tr><td>n</td><td>m</td><td>l</td></tr></table> <div>MODEL</div> <div>1. Review all of the sounds on the chalkboard.</div> <div>2. Tell learners to copy the table into their books.</div> <div>3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.</div> <div>4. Show learners how to build one or two words, like: chain or mop</div> <div>5. Possible words (this is not a complete list): chain, chop, chip, chin, pain, main, jail, mail, pail, mop, pin, nip, etc.</div>	ch	ai	p	j	i	o	n	m	l
ch	ai	p								
j	i	o								
n	m	l								

WEEK 1: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Nelson Mandela</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Ask a learner to read the title: Nelson Mandela
2. Ask learners: What do you know about Nelson Mandela?
3. Listen to learner responses. This will help you understand what learners already know.
4. Explain that Nelson Mandela was the first president after Apartheid ended. During Apartheid, Nelson Mandela fought for justice, and even went to jail for what he believed in.
5. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
6. Instruct the learners to skim the text. Instruct them to underline any words they might think are important to telling us what the text is about.
7. Instruct learners to circle any words they do not know the meaning of.
8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
9. Ask learners: Which words did you underline? Why?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Ask learners: What words did you circle?
12. Help learners to figure out the meanings of these words in context!
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
 - a. Who do you think the narrator in this story is? Why?
 - b. Who are the characters in the story? What do you think you know about them?
 - c. What do you think happens in this story?
 - d. Where do you think this story will take place? (What will the setting be?)
 - e. Do you think this story will be fiction or nonfiction? Why?

15. Explain that an autobiography is a text in which the author writes about himself. This text is a small part of Nelson Mandela's autobiography, which he wrote about his own life!
16. End by reading through the text once, to give learners a sense of the story. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 1: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>
	Anyone can change history	-
	Even you and me.	<i>Point to your friend and point to yourself</i>
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>
	It doesn't matter if you're old or young,	-
	There's no golden rule!	<i>Wave your forefinger</i>
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>
	There's always something you can do,	-
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>
	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
THEME VOCABULARY	humiliate, defeat, opponent, generation, suffer	
QUESTION OF THE DAY		
Question	What would make you feel more humiliated?	
Graph	2 COLUMN GRAPH	
Options	getting scratched by thorns / getting laughed at by friends	
Follow up questions		
Question	How many learners would feel more humiliated by getting scratched by thorns?	
Answer	__ learners would feel more humiliated by getting scratched by thorns.	
Question	How many learners would feel more humiliated by getting laughed at by friends?	

Answer	__ learners would feel more humiliated by getting laughed at by friends.
Question	What would make more learners feel more humiliated?
Answer	More learners would feel more humiliated by __.
Question	What would make fewer learners feel more humiliated?
Answer	Fewer learners would feel more humiliated by __.
Question	What would make you feel more humiliated?
Answer	I would feel more humiliated by getting scratched by thorns.
Answer	I would feel more humiliated by getting laughed at by friends.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 1: WEDNESDAY / DAY 3: FIRST READ

TITLE	Nelson Mandela
DBE WORKBOOK 1, PAGE	70
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	<ul style="list-style-type: none"> Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
<ol style="list-style-type: none"> Hand out the DBE workbooks. Instruct learners to turn to the story on page 70. Allow learners a few minutes to try and read the story on their own, in silence. Explain that you will read the story to learners. They must follow along as you read. Read the story with fluency and expression to learners. Read the Text first, and then say the comment in the First Read column. 	
Text	Think Aloud: First Read
When I was about five, I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear cold streams, and to catch fish with twine and sharpened bits of wire.	I can infer that this story is told by Nelson Mandela about his own childhood.
As boys, we played with toys we made ourselves. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller coaster. We sat on flat stones and slid down the face of large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting on top of weaned calves – after being thrown to the ground several times, one got the hang of it.	I can infer that Nelson Mandela must have grown up in Qunu. I can infer from all of the activities Nelson Mandela is telling us about that Qunu must be a rural place.

<p>I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and donkey bolted into a nearby thorn bush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a young boy of six, I defeated my opponents without dishonouring them.</p>	<p>I can infer that Nelson Mandela's friends laughed at him when the donkey threw him off. I can infer that this was an important moment in Nelson Mandela's life. He learned that it isn't nice to be laughed at. He learned that he shouldn't laugh at other people!</p>
<p>In the evening, I would return to my mother's kraal where she was preparing supper. Whereas my father once told stories of battles and brave Xhosa warriors, my mother would charm us with Xhosa legends and fables that had come down from numberless generations.</p>	<p>I can infer that Nelson Mandela is Xhosa, because his parents tell him Xhosa stories.</p>
<p>Like all Xhosa children, I gained knowledge mainly through looking at things. We were meant to learn through imitation not through questions. My life was shaped by custom and ritual. Men followed path laid out for them by their fathers; women led the same lives as their mothers had before them.</p>	<p>I can infer that most children in Nelson's village grew up and did the same things as their parents did! As a young boy, it is expected that Nelson will follow in his father's footsteps.</p>
<p>One day, George Mbekela, a friend of ours, paid a visit to my mother. "Your son is a clever young fellow," he said. "He should go to school." She told my father, who despite – or perhaps because of – his own lack of education immediately decided that his youngest son should go to school.</p>	<p>I can infer that Nelson is different from the other children in his village, because he will not do exactly what his father did. He will go to school, even though his father never attended school.</p>
<p>The schoolhouse was a single room, on the other side of the hill from Qunu. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like all the other boys in Qunu, had worn only blanket, which was wrapped around one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee.</p>	<p>I can infer that Nelson must have been the first person in his family to have gone to school. I can infer that because there are no old uniforms or pants in Nelson's house. That must be because all of Nelson's older brothers and sisters had worn blankets – not pants! Nelson's father must cut his own pants so that they will fit little Nelson.</p>

He told me to put them on, which I did, and they were roughly the correct length, although the waist was far too large. My father then took a piece of string and tied the trousers at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father's cut-off pants.	
Follow up questions	Responses
Where can we infer that Nelson Mandela grew up?	We can infer that he grew up in Qunu.
What did Nelson Mandela wear on his first day of school?	He wore a pair of his father's pants. His father cut them so that they would fit little Nelson Mandela.
Why question	Possible response
Why did Nelson's father cut his own trousers for Nelson?	<ul style="list-style-type: none"> • Because Nelson didn't have any pants of his own. • Because Nelson was the first person in his family to go to school, and there were no old uniforms for him to have. • Because his family didn't have money to buy new trousers. • Because in Nelson's village, people didn't normally wear pants – they wore blankets. • Because Nelson's father thought Nelson must wear pants to school.
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: first and second conditional 2. Introduce this LSC as follows: We use the first conditional when something hasn't happened yet, but there is a good chance it will happen. For example: If I win, then I will be proud. If...then We use the second conditional when something hasn't happened yet, but there is a small chance it will happen. For example: If I became a billionaire, then I would build a hospital. If...then I would... 	

WEEK 1: THURSDAY / DAY 4: SECOND READ	
TITLE	<i>Nelson Mandela</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Make inferences
PURPOSE	<ul style="list-style-type: none"> Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.
<ol style="list-style-type: none"> Before the lesson begins, write the follow-up questions on the board: <ol style="list-style-type: none"> What lesson did Nelson Mandela learn from an unruly donkey? How can we infer that Nelson Mandela was the first person in his family to go to school? Why did Nelson Mandela feel proud to wear his father's cut-off pants? Read the follow-up questions out loud to learners. Hand out the DBE workbooks. Instruct learners to turn to the story on page 70. Explain that you will read the story to learners. They must follow along with the text as you read. Read the story with fluency and expression to learners. Read the Text first, and then say the comment in the Second Read column. Next, instruct learners to turn and talk with a partner. Instruct learners to take turns reading the story to each other. Tell learners to orally discuss the follow-up questions together. 	
Text	Think Aloud: Second Read
When I was about five, I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear cold streams, and to catch fish with twine and sharpened bits of wire.	--

As boys, we played with toys we made ourselves. Nature was our playground. The hills above Qunu were dotted with large smooth rocks which we transformed into our own roller coaster. We sat on flat stones and slid down the face of large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting on top of weaned calves – after being thrown to the ground several times, one got the hang of it.	I can infer that Nelson was independent – he and his friends would run and play all day. They learned through trial and error. That means they learned through trying things and making mistakes!
I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and donkey bolted into a nearby thorn bush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. I had lost face among my friends. Even though it was a donkey that unseated me, I learned that to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a young boy of six, I defeated my opponents without dishonouring them.	I can infer that little Nelson got hurt when the donkey threw him off. But, I can infer that the embarrassment he felt when his friends laughed at him hurt more than being pricked and scratched. He learned that feeling embarrassed or humiliated is cruel and unnecessary! He learned that he never wanted to be the person to make others feel that way. I can infer that Nelson was very thoughtful and kind– even as a young child!
In the evening, I would return to my mother's kraal where she was preparing supper. Whereas my father once told stories of battles and brave Xhosa warriors, my mother would charm us with Xhosa legends and fables that had come down from numberless generations.	--
Like all Xhosa children, I gained knowledge mainly through looking at things. We were meant to learn through imitation not through questions. My life was shaped by custom and ritual. Men followed path laid out for them by their fathers; women led the same lives as their mothers had before them.	I can infer that most children in Nelson Mandela's village didn't go to school. Instead, they learned to do the things their parents did, from watching and learning.

<p>One day, George Mbekela, a friend of ours, paid a visit to my mother. "Your son is a clever young fellow," he said. "He should go to school." She told my father, who despite – or perhaps because of – his own lack of education immediately decided that his youngest son should go to school.</p>	<p>I can infer that this was a big moment in Nelson Mandela's life, because he remembered the exact words that George Mbekela said! Nelson Mandela wrote this autobiography when he was much older, but he still remember those words from when he was just seven years old!</p> <p>I can also infer that Nelson must have been the first person in his family to go to school. He is the youngest child, and George Mbekela wouldn't have come with this idea if all of Nelson's sibling had gone to school!</p>
<p>The schoolhouse was a single room, on the other side of the hill from Qunu. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like all the other boys in Qunu, had worn only blanket, which was wrapped around one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee. He told me to put them on, which I did, and they were roughly the correct length, although the waist was far too large. My father then took a piece of string and tied the trousers at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father's cut-off pants.</p>	<p>Imagine if your father cut his own pants to fit you? I can infer that that must make little Nelson feel so proud! It must have made Nelson feel special and important that his father would take some of his own pants and cut them, just for him!</p>
Follow up questions	Responses
<p>What lesson did Nelson Mandela learn from an unruly donkey?</p>	<p>He learned that laughing at someone and making them feel embarrassed or humiliated could really hurt them!</p>
<p>How can we infer that Nelson Mandela was the first person in his family to go to school?</p>	<ul style="list-style-type: none"> • Because it seemed like a new idea when George Mbekela came to suggest it to Nelson's mother. • Because there were no old uniforms or pants in Nelson's house.

Why question	Possible response
Why did Nelson Mandela feel proud to wear his father's cut-off pants?	<ul style="list-style-type: none"> Because it was special that his father cut his own pants for him! Because it was the first time he had ever worn pants.
	<ul style="list-style-type: none"> Because he was the first one in his family to go to school. He felt proud because the pants meant he was going to school. Because he know his father would only cut his own pants for something very important.

Ask learners to formulate a question about the text.

1. Ask learners to independently think of a question that they can ask about the text.
2. 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.
3. Tell learners to turn and talk, and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.
5. Give other learners the opportunity to answer these questions.

WEEK 1: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

Modelling (I DO)	<ol style="list-style-type: none"> 1. Explain that this week, we have been working on making inferences. 2. Explain that we make an inference when we use what is written and what we already know to figure something out. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 70 5. Read out loud while learners follow along: Like all Xhosa children, I gained knowledge mainly through looking at things. 6. Explain we can make inferences that: <ol style="list-style-type: none"> a. The narrator is a Xhosa child. b. The narrator is like lots of other Xhosa children. c. The narrator thinks that Xhosa children might learn things in a different way from children in other cultures. 7. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.
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<p>Work with learners (WE DO)</p>	<ol style="list-style-type: none"> 1. Read out loud while learners follow along: She told my father, who despite – or perhaps because of – his own lack of education immediately decided that his youngest son should go to school. 2. Ask learners: What inferences can you make after you read this sentence? 3. Listen to learners ideas, like: <ol style="list-style-type: none"> a. Nelson Mandela’s father did not ever attend school. b. Nelson Mandela was surprised that his father decided so quickly that he should go to school, since he never went to school himself. c. It was Nelson Mandela’s father who made the decision to send him to school – not his mother. d. Nelson Mandela’s older siblings did not go to school – it was the first time his father made the decision to send a child to school.
<p>Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: My father took a pair of his trousers and cut them at the knee. He told me to put them on, which I did... 3. Ask learners: What inferences can you make from this sentence? 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: <ol style="list-style-type: none"> a. Nelson Mandela needed trousers for school, but he didn’t have any of his own. b. Maybe his family did not have enough money to go buy trousers, or maybe the shops were very far away. c. Nelson Mandela’s father was very generous – he cut his own pants so that his child could wear them!
<p>NOTES</p>	<p>Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is:</p> <p>Making Inferences</p> <p>To make an inference, we take:</p> <p>what is written</p> <p>+</p> <p>what we already know</p> <p>and we make a good guess about the text.</p>

WEEK 1: FRIDAY / DAY 5: POST-READING

TITLE	<i>Nelson Mandela</i>
DBE WORKBOOK 1, PAGE	70
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make inferences
PURPOSE	<ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Teach learners that sometimes the details of a story are not written down – the reader must make a good guess.

POST-READING

- Explain that today we will be summarising the main point/s of the text. This means that we will think about the most important parts of the text.
- Ask learners: How can you tell a friend about the story in 3-5 sentences?
- Instruct learners to use the frame to answer the question:
This text is about...
We learn that Nelson Mandela was....
Overall, I think the story is...
- Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- Give learners time to think about the most important parts of the text. Explain that learners may skim or scan the text if they need help remembering what the text was about.
- Instruct learners to turn and talk with a partner. Partners will take turns presenting and listening.
- Call the class back together. Call a few learners up to the front of the classroom to present to the class.
- Come up with a class summary, like: This text is about Nelson Mandela when he was a child. We learn about what he wore on the first day he ever went to school! We learn that Nelson Mandela was a thoughtful child, because he learned never to humiliate other people. Overall, I think the story is interesting because I never really thought about Nelson Mandela being a child – I only thought of him as a president!

WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Story (Narrative Essay)	To entertain	<ul style="list-style-type: none"> a. Orientation that introduces characters and setting, e.g. Once upon time there was an old woman who lived with her son called Jack. They were very poor. b. Events leading to a complication, e.g. Jack spent all the money his mother gave him on some magic beans. His mother was angry. c. Resolution and ending, e.g. Jack came back with the Giant's treasure and they lived happily ever after. 	<ul style="list-style-type: none"> a. Written in the first or third person. b. Written in the past tense. c. Events described sequentially. d. Connectives that signal time, e.g. Early that morning, later on, once. e. Makes use of dialogue. f. Language used to create an impact on the reader, e.g. adverbs, adjectives, images.
INTRODUCE THE GENRE	<ul style="list-style-type: none"> 1. Explain that this cycle, learners will write a story (also called a narrative essay). 2. A story entertains people! It is meant to be interesting and fun to read. 3. Explain that all stories have certain important elements: <ul style="list-style-type: none"> a. Characters: A story always has characters. They can be people or animals. b. Setting: This is when and where the story takes place. c. Conflict / complication: A story has a problem that needs to be solved. d. Resolution: This is how the problem gets solved in a story. 		

READ THE SAMPLE TEXT	<p>How I would like to change history</p> <p>The thing that worries me most about the world is climate change. What I know about climate change is that the earth and the oceans are getting warmer. This is a problem because if the earth keeps getting hotter, there will not be enough water for everyone, we will not be able to grow enough food, and there will be terrible storms.</p> <p>To change history, I would like to fix climate change. I would ban all plastic. I would make all people grow some food. I would only allow solar and wind power stations to make electricity. I would ban private cars.</p> <p>I think that if I could do this, I could save the world. I would feel so relieved and proud. I would like to win the Nobel prize.</p>
DISCUSS	<ol style="list-style-type: none"> 1. Is this story written in first or third person? 2. What is the problem in this story? 3. How does the narrator want to solve the problem? 4. Is this story about something that has already happened, or something that might happen?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p>Story (narrative essay)</p> <ol style="list-style-type: none"> 1. Beginning: Tells about character and setting. 2. Middle: A problem! 3. Ending: How the problem gets solved. 4. Entertains people!

GRADE 5 - TERM 2



THEME:
PEOPLE WHO CHANGED HISTORY

"The urgent can drown out the important."
– Marissa Mayer

TERM 1: WEEK 2

OVERVIEW

THEME	People who changed history
THEME VOCABULARY	banned, blog, inspired, infuriate, famous, humiliate, defeat, opponent, generation, suffer, climate change, solar power, suffer, humiliation, prevent, disease, infection, starvation, Jewish, concentration camp, ally / allies, blame, possibility
LSC	Conditional
COMPREHENSION STRATEGY	Make inferences
WRITING GENRE	Story
WRITING TOPIC	Write a story about something you would like to do to change history!

WEEK 2: MONDAY / DAY 1: PLANNING		
TOPIC	Write a story about something you would like to do to change history!	
GENRE	Story	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally, explain something you would like to do to change the world, like: <p><i>I think it is a problem that not all children have books they can read at home! I would like to help make sure all children have access to books. I would like to raise money someday so that every school in South Africa has a library full of books. That way, all children could take books home and learn to love reading!</i></p> 4. Have the planning frame written on one side of the chalkboard. 5. Show learners how you make a list by answering the questions. 6. Complete the plan on the other side of the chalkboard. 	
	<u>I can change history!</u> <ol style="list-style-type: none"> 1. What is the problem you would like to help solve? 2. Why is this a problem? 3. Why do you think it is important to solve this problem? 4. How would you solve the problem? 5. What would happen as a result? 6. How would you feel if you solved this problem? 7. What do you hope would happen? 	<u>I can change history!</u> <ol style="list-style-type: none"> 1. Children must have books at home! 2. It isn't fair for only some children to have books and not other children. 3. Reading is important. 4. Raise money, build libraries. 5. All children could take books home. They would love to read! 6. I would feel proud. 7. I hope I could see children reading everywhere.

LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> 1. Tell learners to close their eyes and think of a problem they see in the world, and what they would do to help solve this problem and change history! 2. Next, tell learners to turn and talk with a partner, to share their ideas.
LEARNERS USE THE PLANNING STRATEGY (YOU DO)	<ol style="list-style-type: none"> 3. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their story, just like you did. 4. Hand out exercise books. 5. Tell learners they must write their own ideas – they must not to copy your plan. 6. As learners work, walk around the room and hold mini-conferences.

Planning

I can change history!

1. All schools must have running water.
2. It is not healthy or safe.
3. Chridren are getting sick and hert.
4. Raise money, ask big compinys for help.
5. All chridren will have toilets that flush and water to wash they hands.
6. I would feel very proud.
7. I hope disis would stop and chridren would stop getting hert in the long drop toilets.

WEEK 2: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 1
TEXT	How Steven got his name
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>
	Anyone can change history	-
	Even you and me.	<i>Point to your friend and point to yourself</i>
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>
	It doesn't matter if you're old or young	-
	There's no golden rule!	<i>Wave your forefinger</i>
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>
	There's always something you can do,	-
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>
	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
THEME VOCABULARY	humiliation, prevent, disease, infection, starvation	
QUESTION OF THE DAY		
Question	Which kind of suffering would you like to prevent?	
Graph	3 COLUMN GRAPH	
Options	disease / starvation / humiliation	
Follow up questions		
Question	How many learners would like to prevent disease?	
Answer	__ learners would like to prevent disease.	
Question	How many learners would like to prevent starvation?	
Answer	__ learners would like to prevent starvation.	

Question	How many learners would like to prevent humiliation?
Answer	__ learners would like to prevent humiliation.
Question	Which kind of suffering would most learners like to prevent?
Answer	Most learners would like to prevent __.
Question	Which kind of suffering would fewest learners like to prevent?
Answer	Fewest learners would like to prevent __.
Question	Which kind of suffering would you like to prevent?
Answer	I would like to prevent disease.
Answer	I would like to prevent starvation.
Answer	I would like to prevent humiliation.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 2: TUESDAY/ DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	How Steven got his name
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	Conditional
LSC MODELLING (I DO)	<ol style="list-style-type: none"> 1. Explain that this we, our writing topic is about something that hasn't happened yet. We will write about something that could happen, but will not definitely happen. When we write about something that is a possibility, we use the conditional. 2. Explain that when we write in the conditional, we write using the words: If..., then... 3. Explain that today, we will learn about two different ways we use the conditional: 1st Conditional and 2nd Conditional <p>1st Conditional</p> <ol style="list-style-type: none"> 1. We use the 1st conditional when we think there is a good chance something will happen! 2. When we use the 1st conditional, we use the present tense before the comma. 3. When we use the 1st conditional, we use the future tense after the comma. 4. For example, I am about to leave my house. There are dark clouds in the sky. I tell my mother: If it rains, then I will put on my raincoat. 5. For example, I am running around outside with my friends. I tell my father: If I fall, then I will get back up. <p>2nd Conditional</p> <ol style="list-style-type: none"> 1. We use the 2nd conditional when we think there is only a small chance that something will really happen. 2. When we use the 2nd conditional, we use the past tense before the comma. 3. When we use the 2nd conditional, we use conditional words like 'would' or 'could' after the comma. 4. For example, I am thinking about what I want to be when I grow up. I think: If I became the president, then I would change the world! 5. For example, I am thinking about a goal I have in the future. I think: If I climbed Mount Everest, then I would feel proud!

LSC

Ask learners for help

(WE DO)

1st Conditional

1. Ask learners: What is something that might happen today? (Something that has a good chance of actually happening today!)
2. Brainstorm some ideas with learners, like:
 - We might write in our exercise books.
 - It might rain later in the afternoon.
 - The teacher might give us stickers.
3. Write the first part of the sentence for learners using these examples. Remind learners that we use the present tense, like:
 - a. If we write in our exercise books, then...
 - b. If it rains later, then...
 - c. If the teacher gives us stickers, then...
4. Ask learners to complete these sentences. Remind them they must use the future tense to complete the sentence, like:
 - a. If we write in our exercise books, then we will learn!
 - b. If it rains later, then we will not go outside for break.
 - c. If the teacher gives us stickers, then we will feel so happy!
5. Remind learners that these are all things we think have a pretty good chance of really happening today.

2nd Conditional

1. Ask learners: What is something that could happen sometime in the future? (Something that is a possibility, but is not likely?)
2. Brainstorm some ideas with learners, like:
 - Aliens might come to the earth.
 - Joyce (from our class) might become president.
 - I might move to Johannesburg.
3. Write the first part of the sentence for learners using these examples. Remind learners that we use the past tense, like:
 - a. If aliens came to earth, then...
 - b. If Joyce became president, then...
 - c. If the teacher moved to Johannesburg, then...
4. Ask learners to complete these sentences. Remind them they must use words like would or could to complete the sentence, like:
 - a. If aliens came to earth, then we would run away!
 - b. If Joyce became president, then she could make sure our school is on T.V.
 - c. If the teacher moved to Johannesburg, then we would all cry.
5. Remind learners that these are all things that are possible, but not that likely!

<p>LSC</p> <p>Pair work</p> <p>(YOU DO)</p>	<p><u>1st Conditional</u></p> <ol style="list-style-type: none"> Hand out learners' exercise books. Instruct learners to turn and talk and ask a partner: What will you do if it is sunny during break? Instruct learners to write a sentence explaining their partner's answer, using this frame: If it is sunny during break, then... As learners talk and write, walk around the room and complete mini conferences. Ask learners to read their writing to you. Encourage learners! <p><u>2nd Conditional</u></p> <ol style="list-style-type: none"> Instruct learners to turn and talk and ask a partner: What would you want to be if you could be anything? Instruct learners to write a sentence explaining their partner's answer, using this frame: If I could be anything when I grow up, then I would be... As learners talk and write, walk around the room and complete mini conferences. Ask learners to read their writing to you. Encourage learners! <p>Sharing</p> <ol style="list-style-type: none"> Call learners back together. Call on random learners to give examples for each. Make sure learners know how to use the 1st and 2nd conditional! Remind learners that they will use the conditional in their writing, because we are writing about something we would like to do in the future. 		
<p>TOPIC</p>	<p>Write a story about something you would like to do to change the world!</p>		
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1" data-bbox="503 1705 1533 2119"> <tr> <td data-bbox="503 1705 1016 2119"> <p><u>I can change history!</u></p> <ol style="list-style-type: none"> What is the problem you would like to help solve? Why is this a problem? Why do you think it is important to solve this problem? How would you solve the problem? </td><td data-bbox="1016 1705 1533 2119"> <p><u>I can change history!</u></p> <ol style="list-style-type: none"> Children must have books at home! It isn't fair for only some children to have books and not other children. Reading is important. Raise money, build libraries </td></tr> </table>	<p><u>I can change history!</u></p> <ol style="list-style-type: none"> What is the problem you would like to help solve? Why is this a problem? Why do you think it is important to solve this problem? How would you solve the problem? 	<p><u>I can change history!</u></p> <ol style="list-style-type: none"> Children must have books at home! It isn't fair for only some children to have books and not other children. Reading is important. Raise money, build libraries
<p><u>I can change history!</u></p> <ol style="list-style-type: none"> What is the problem you would like to help solve? Why is this a problem? Why do you think it is important to solve this problem? How would you solve the problem? 	<p><u>I can change history!</u></p> <ol style="list-style-type: none"> Children must have books at home! It isn't fair for only some children to have books and not other children. Reading is important. Raise money, build libraries 		

	<ol style="list-style-type: none"> What would happen as a result? How would you feel if you solved this problem? What do you hope would happen? 	<ol style="list-style-type: none"> All children could take books home. They would love to read! I would feel proud. I hope I could see children reading everywhere.
WRITING FRAME	<ol style="list-style-type: none"> Next, tell learners that they must turn each point in their plan into a sentence. They must also arrange the sentences into 2 paragraphs. Write the following frame on the chalkboard, and explain it to learners: <p><u>I can change history!</u></p> <p>Paragraph 1 This problem I would like to help solve is... Points 1-3</p> <p>Paragraph 2 To change history, I would... Points 4-5</p> <p>Paragraph 3 If I did this, I would... Points 6-7</p>	
DRAFT	<ol style="list-style-type: none"> Hand out learners' exercise books. Settle learners so you have their attention. Remind learners that they will write a story using the frame. Explain that learners will write in the first person, using 'I', just like the story we read in which Nelson Mandela talked about himself using 'I'! Instruct learners to write the date and heading: Story: Draft Instruct learners to find their plan from Monday and think about their ideas. Instruct learners to complete the writing frame using their plans. Tell learners that they can add more sentences or details if they have time. Remind learners of the strategies they can use to help them. As learners write, walk around the classroom and help learners who are struggling. 	
HOMEWORK	Learners must complete the draft.	

Draft

I can change history!

The problem I would like to help solve is that all school should have running water. It is not healthy or safe for the children to use long drop toilets. They are getting sick and hurt.

To change history, I would raise money and ask big companies for help. I would make sure that all children have toilets that flush and water to wash their hands.

If I did this, I would feel very proud. I hope this would stop and children would stop getting hurt in the long drop toilets.

WEEK 2: WEDNESDAY / DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	How Steven got his name
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Nelson Mandela fought for us to be free	<i>Raise your right fist in the air</i>
	Anyone can change history	-
	Even you and me.	<i>Point to your friend and point to yourself</i>
	Malala Yousafzai fought for girls to go to school	<i>Raise your right fist in the air</i>
	It doesn't matter if you're old or young	-
	There's no golden rule!	<i>Wave your forefinger</i>
	You can be a boy or girl	<i>Point to a boy and then to a girl</i>
	There's always something you can do,	-
	To make the world a better place	<i>Stretch your arms out wide in a circle</i>
	For me and you and you!	<i>Point to yourself then point to the people around you.</i>
THEME VOCABULARY	Jewish, concentration camp, ally / allies, blame, possibility	
QUESTION OF THE DAY		
Question	What do you think has the highest possibility of happening?	
Graph	2 COLUMN GRAPH	
Options	It will rain tomorrow / It will be sunny tomorrow	
Follow up questions		
Question	How many learners think there is a high possibility that it will rain tomorrow?	
Answer	__ learners think there is a high possibility that it will rain tomorrow.	
Question	How many learners think there is a high possibility that it will be sunny tomorrow?	
Answer	__ learners think there is a high possibility that it will be sunny tomorrow.	

Question	What do more learners think has the highest possibility of happening?
Answer	More learners think there is a high possibility that it will __ tomorrow.
Question	What do fewer learners think has the highest possibility of happening?
Answer	Fewer learners think there is a high possibility that it will __ tomorrow.
Question	What do you think has the highest possibility of happening?
Answer	I think there is a high possibility that it will rain tomorrow.
Answer	I think there is a high possibility that it will be sunny tomorrow.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 2: THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	How Steven got his name
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST</p> <p><i>(Write this on the board before class begins)</i></p>	<ol style="list-style-type: none"> 1. Did write my story in the first person ('I' and 'we') ? 2. Does my story have 3 paragraphs? 3. Did I explain the problem I want to help solve? 4. Did I explain my plan for helping to solve this problem? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does each paragraph end with proper punctuation? 8. Did I used the conditional in my story (If...then...)?
EDIT	<ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their recount sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	<ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement.
SHARE	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
HOMEWORK	<p>If learners have not fully completed their final draft, they must do so as homework.</p>

I can change history with water!

The problem I would like to help solve is that all schools should have running water. It is not healthy or safe for the children to use long drop toilets. They are getting sick and hurt.

To change history, I would raise money and ask big companies for help. I would make sure that all children have toilets that flush and water to wash their hands.

If I did this, I would feel very proud. I would hope that disease would stop and that children would stop getting hurt in the long drop toilets.



WEEK 2: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	How Steven got his name
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 2 CONCLUSION

Find 10 minutes at the end of the week to do the following:

CHECK WORD FIND	<ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the Word Find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. 4. You may want to have a space on the chalkboard for the names of the class 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words, the most unusual word, or for learners who made a real effort.
SUMMARISE	<p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words about people who changed history. 2. Learnt about conditionals. 3. Read different texts about people who changed history. 4. Spoke about the texts 5. Learnt how to make inferences. 6. Answered questions about the texts 7. Wrote a story. 8. Read each other's writing.

SHARE WITH FAMILIES	<ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt!
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills. b. Were kind and helpful. c. Learnt all the new vocabulary. d. Practiced their reading, and managed to read the text really well. e. Wrote a good story. f. Helped their partner to understand something. g. Worked really hard throughout the week. h. Spoke in English during EFAL, and used all the vocabulary. 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class!

GRADE 5 - TERM 2

WEEK 3

THEME: SPIDERS

'When spider webs unite, they can tie up a lion.'
- African Proverb

TERM 2: WEEK 3	
OVERVIEW	
THEME	Spiders
THEME VOCABULARY	deadly, cramp, symptom, rushed, survive, poisonous, prey, capture, spit, web
LSC	Preposition indicating direction
COMPREHENSION STRATEGY	I wonder... Search the text
WRITING GENRE	Descriptive paragraph
WRITING TOPIC	Write a descriptive paragraph about seeing a spider. Describe the experience!
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about spiders. 5. Try to find some pictures of different kinds of spiders. 6. Do some research in preparation for this theme, for instance, Which spider bites are deadly?

WEEK 3: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES

PICTURE	1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 98 . 3. Instruct learners to look at the pictures and the title.	
INTRODUCE THE THEME	<ul style="list-style-type: none">• Ask learners: What kind of information do the pictures on this page give you?• Listen to learner responses. This will help you understand what learners already know.• Explain that we see signs that we will read about a spider; we see pictures of a web and a spider in it's web.• Ask learners: What kind of text do you think we will read this week?• Explain that it isn't clear – it could be a story or it could be a text that gives us information. We cannot really tell without looking at the text itself more closely!• Explain that this is related to our theme this week: Spiders.	
SONG / RHYME <i>(can be sung to the tune of 'I'm a little teapot.')</i>	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	deadly, cramp, symptom, rushed, survive	
QUESTION OF THE DAY		
Question	Which one of Zinzi's symptoms seems the most deadly?	
Graph	3 COLUMN GRAPH	
Options	her wound turning black / her sweating / her painful cramps	

Follow up questions	
Question	How many learners think her wound turning black seems the most deadly?
Answer	__ learners think her wound turning black seems the most deadly.
Question	How many learners think her sweating seems the most deadly?
Answer	__ learners think her sweating seems the most deadly.
Question	How many learners think her painful cramps seem the most deadly?
Answer	__ learners think her painful cramps seems the most deadly.
Question	Which symptom do most learners think seems the most deadly?
Answer	Most learners think her __ seems the most deadly.
Question	Which symptom do fewest learners think seems the most deadly?
Answer	Fewest learners think her __ seems the most deadly.
Question	Which one of Zinzi's symptoms seems the most deadly?
Answer	I think her wound turning black seems the most deadly.
Answer	I think her sweating seems the most deadly.
Answer	I think her painful cramps seems the most deadly.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a newspaper article (information text)**: Woman survives after bite from deadly spider
2. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Zinzi Dubazana (21) was bitten by a deadly black button spider this past Saturday, the 28 th February 2019. Zinzi was sitting in her kitchen in Richmond Hill, Port Elizabeth, when she was bitten. She was reaching for an apple in her fruit bowl, when she felt something pinch her skin. At the time, she thought it was a mosquito or a bee, so she was not worried. But a little later, she saw the small, round black spider, and wondered if it had bitten her.	In this paragraph, I learn who this article will be all about: It will be about a young woman named Zinzi. I am wondering if the little black spider really bit her? Based on what I learned in the title, I think the answer is yes!	<ol style="list-style-type: none"> 1. Who is Zinzi Dubazana? <i>(She is a young woman who got bitten by a spider.)</i> 2. What was Zinzi doing when she got bitten? <i>(She was getting an apple from her fruit bowl.)</i>
Hours later, Zinzi's wound had turned black and she could not stop sweating. She had terrible cramps that were so painful that she screamed out.	Here, I learn about some of the symptoms of being bitten by a deadly spider. I learn that Zinzi is suffering!	<ol style="list-style-type: none"> 1. What symptoms did Zinzi have after being bitten by a deadly spider? <i>(Her arm turned black / she was sweating / she had terrible cramps)</i> 2. Why did Zinzi scream out? <i>(Because she was in so much pain.)</i>

<p>Christopher Mthombi (22), Zinzi's next door neighbour, heard the screaming from next door.</p> <p>Once Christopher realised that it was Zinzi screaming, he ran to her house to check on her. Christopher immediately saw that his neighbour was very ill, and he rushed her to the Port Elizabeth Provincial Hospital.</p>	<p>Why did Zinzi's neighbour Christopher run to her house? Oh, I learn that it is because he heard Zinzi screaming. Where did he bring Zinzi? Oh! I learn that he rushed her to the Port Elizabeth Provincial Hospital.</p>	<ol style="list-style-type: none"> 1. Why did Christopher Mthombi go to Zinzi's house? <i>(Because he heard his neighbour Zinzi screaming!)</i> 2. Why did Christopher bring his neighbour to the hospital? <i>(Because he could see that she was very ill!)</i>
<p>Zinzi told doctors that she had been bitten by an insect, possibly a small, round, black spider. The doctors knew straight away that it was a black button spider, and they gave her the anti-venom. Zinzi responded well to the treatment, and went home two days later.</p>	<p>I learn here how Zinzi survived after this deadly spider bite. What saved her life? I learn that the anti-venom her doctors gave to her saved her life!</p>	<ol style="list-style-type: none"> 1. What kind of spider bit Zinzi? <i>(A black button spider.)</i> 2. How long did Zinzi stay in the hospital? <i>(She stayed in the hospital for two days.)</i>
<p>Her doctor explained that if she had arrived at the hospital even one hour later, she would have been dead. 'I owe my life to Christopher,' explained Zinzi, 'I am so grateful that he took me to the hospital.'</p>	<p>Here, I learn more about how Zinzi survived. Christopher saved her life when he rushed her to the hospital!</p>	<ol style="list-style-type: none"> 1. What would've happened if Zinzi had come to the hospital later? <i>(She would've died!)</i> 2. Why did Zinzi say that she owed her life to Christopher? <i>(Because he brought her to the hospital. / Because she would've died in her home if Christopher hadn't come when he heard her scream!)</i>

WEEK 3: TUESDAY / DAY 1: SPEAKING

DISCUSS...

1. This week, learners will discuss **a newspaper article (information text)**: Woman survives after bite from deadly spider
2. **Before class begins, write the following conversation frame on the board:**
 - a. This newspaper article reports...
 - b. I learned that...
 - c. I found this article interesting because... OR I didn't find this article interesting because...
3. Read the conversation frame out loud to learners.
4. Read the text out loud to learners. Instruct learners to think about the conversation frame as they listen to the text.

READ THE TEXT

Zinzi Dubazana (21) was bitten by a deadly black button spider this past Saturday, the 28th February 2019. Zinzi was sitting in her kitchen in Richmond Hill, Port Elizabeth, when she was bitten. She was reaching for an apple in her fruit bowl, when she felt something pinch her skin. At the time, she thought it was a mosquito or a bee, so she was not worried. But a little later, she saw the small, round black spider, and wondered if it had bitten her.

Hours later, Zinzi's arm had turned black and she could not stop sweating. She had terrible cramps that were so painful that she screamed out.

Christopher Mthombi (22), Zinzi's next door neighbour, heard the screaming from next door. Once Christopher realised that it was Zinzi screaming, he ran to her house to check on her. Christopher immediately saw that his neighbour was very ill, and he rushed her to the Port Elizabeth Provincial Hospital.

Zinzi told doctors that she had been bitten by an insect, possibly a small, round, black spider. The doctors knew straight away that it was a black button spider, and they gave her the anti-venom. Zinzi responded well to the treatment, and went home two days later.

Her doctor explained that if she had arrived at the hospital even one hour later, she would have been dead. 'I owe my life to Christopher,' explained Zinzi, 'I am so grateful that he took me to the hospital.'

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call all learners back together.
5. Call on one group member from **each group** to share one thing someone in their group said.

WEEK 3: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/tr/ /ir/									
Activity	<div>1. Write the following sounds on the chalkboard: tr and ir</div> <div>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</div> <div>3. Write the following words on the chalkboard and sound each word out as follows: /tr/ - /i/ - /ck/ = trick /b/ - /ir/ - /d/ = bird</div> <div>4. Ask learners to sound out and read each word after you.</div>									
Word find	<div>Write the following table on the chalkboard:</div> <table><tr><td>tr</td><td>ir</td><td>ai</td></tr><tr><td>a</td><td>b</td><td>p</td></tr><tr><td>n</td><td>m</td><td>d</td></tr></table> <div>MODEL</div> <div>1. Review all of the sounds on the chalkboard.</div> <div>2. Tell learners to copy the table into their books.</div> <div>3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.</div> <div>4. Show learners how to build one or two words, like: train or mad</div> <div>5. Possible words (this is not a complete list): train, tram, trap, bird, paid, main, pain, man, mad, dam, ban, etc.</div>	tr	ir	ai	a	b	p	n	m	d
tr	ir	ai								
a	b	p								
n	m	d								

WEEK 3: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	98
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Ask a learner to read the title: ***Spinning a web***
2. Explain the meaning of the title, e.g. *Spiders make webs. We call the action that they do to make a web 'spinning'. We might have heard the word 'spinning' in a different way before (like spinning around).*
3. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
4. Instruct the learners to skim the text. Instruct them to underline any words they might think are important to telling us what the text is about.
5. Instruct learners to circle any words they do not know the meaning of.
6. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
7. Ask learners: Which words did you underline? Why?
8. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
9. Ask learners: What words did you circle?
10. Help learners to figure out the meanings of these words in context!
11. Instruct learners to think about the title, the pictures, and the words they underlined.
12. Ask learners predictive questions:
 - a. Do you think this text is fiction or nonfiction? Why?
 - b. What do you think you will learn from this text?
 - c. Do you think this text will be easy or difficult to understand?
 - d. What questions do you have about spiders that you hope this text answers?
13. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 3: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	poisonous, prey, capture, spit, web	

QUESTION OF THE DAY

Question	Which insects do you think are not spider prey?
Graph	2 COLUMN GRAPH
Options	mosquitos / flies / cockroaches

Follow up questions

Question	How many learners think mosquitoes are not spider prey?
Answer	__ learners think mosquitoes are not spider prey.
Question	How many learners think flies are not spider prey?
Answer	__ learners think flies are not spider prey.
Question	How many learners think cockroaches are not spider prey?
Answer	__ learners think cockroaches are not spider prey.
Question	Which insects do most learners think are not spider prey?
Answer	Most learners think __ are not spider prey.
Question	Which insects do fewest learners think are not spider prey?
Answer	Fewest learners think __ are not spider prey.
Question	Which insects do you think are not spider prey?

WEEK 3 - WEDNESDAY

Answer	I think mosquitoes are not spider prey.
Answer	I think flies are not spider prey.
Answer	I think cockroaches are not spider prey.
EXPLAIN	<i>Explain that actually all of these insects can be spider prey! This was a trick question: there was no wrong answer!</i>
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 3: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	98
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	<ul style="list-style-type: none"> • By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. • By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the text on **page 98**.
3. Allow learners a few minutes to try and read the text on their own, in silence.
4. Explain that you will read the text to learners. They must **follow along** as you read.
5. Read the text with fluency and expression to learners.
6. Read the **Text** first, and then say the comment in the First Read column.

Text	Think Aloud: First Read
The word "spider" comes from the word <i>spinnan</i> , meaning "to spin". There are both big and small spiders. They have two body parts and eight legs. Each leg has seven segments, and on the tip of the legs are two tiny claws.	I learn here that all spiders have eight legs. I know that other insects have six legs. So, I learn that spiders are different from other insects.
They have a hard outer body shell, called an exoskeleton. Their muscles are attached to an inner skeleton. Spiders have structures on their feet. They use them to handle their prey.	I learn that spiders use something on their feet to touch and hold their prey. I wonder what prey is?
Spiders have eight simple eyes, but they really sense movement through vibration. All spider's activities- eating, laying eggs, mating -take place on their webs.	I learn here that spiders have eight eyes. They have eight legs and eight eyes!
Spider digest their food outside their bodies. After their prey is captured, they spit enzymes onto their victim. The enzymes break down the body of the prey and turn it into a liquid which the spider then sucks up. By repeating this process many times, spiders digest the whole prey.	Oh! I learn here what prey is! I learn that a spider sucks up and digests prey. That all helps me learn that prey is what spiders catch and eat!
One of the most interesting things about spiders is their ability to spin silk. The silk is so strong that it can withstand the speed of fast- flying insects. Some spiders spin silk that is stronger than steel piano wire.	I wonder what spiders spin? Oh! I read that they spin silk. They spin very strong silk.

Most spiders are harmless to humans. However, some spiders are poisonous, so don't try to examine a spider on your own. That's something you should only do in your school laboratory, or when there's an expert who can tell you which spiders to leave alone.	I learn here that most spiders aren't deadly! Most spiders do not actually hurt humans. But, I learn that we must be careful around spiders. I wonder how you can tell the difference between poisonous and harmless spiders?
Follow up questions	Responses
Why is eight an important number to remember about spiders?	Because spiders have eight eyes and eight legs.
Where should you examine a spider?	You should only examine spiders in your school laboratory.
Why question	Possible response
Why must you be careful around spiders?	<ul style="list-style-type: none"> • Because some spiders are poisonous. • Because only an expert can easily tell which spiders are poisonous and which spiders are harmless. • Because you do not want to end up in the hospital like Zinzi Dubazana who we heard about in our Listening & Speaking story!
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: prepositions indicating direction 2. Point out the following example of this: Prepositions can be used to show the direction of a movement, for instance, I walk towards the spiders web. 3. Introduce this LSC as follows: Prepositions are small words that show the relationship between two things. Sometimes, these words also show the direction of movement, for example: towards, away from, through, across, past and around. 	

WEEK 3: THURSDAY / DAY 4: SECOND READ

TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	<u>98</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Search the text
PURPOSE	<ul style="list-style-type: none"> By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

- Before the lesson begins, write the **follow-up questions** on the board:
 - What is spider's silk compared to? Why?*
 - Which activities take place in a spider web?*
 - Why can we say that a web is like a spider's home?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the text on **page 98**.
- Explain that you will read the text to learners. They must **follow along** with the text as you read.
- Read the text with fluency and expression to learners.
- Read the **Text** first, and then say the comment in the **Second Read** column.
- Next, instruct learners to **turn and talk** with a partner.
- Instruct learners to take turns **reading the text** to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
The word "spider" comes from the word <i>spinnan</i> , meaning "to spin". There are both big and small spiders. They have two body parts and eight legs. Each leg has seven segments, and on the tip of the legs are two tiny claws.	<p>I learn here that an important part of being a spider must be spinning, because their name comes from the word 'to spin'.</p> <p>I wonder what language <i>spinnan</i> comes from?</p>

They have a hard outer body shell, called an exoskeleton. Their muscles are attached to an inner skeleton. Spiders have structures on their feet. They use them to handle their prey.	--
Spiders have eight simple eyes, but they really sense movement through vibration. All spider's activities- eating, laying eggs, mating -take place on their webs.	I learn here how important a spider's web is! Spiders do many important activities in their webs! I already knew that they use their webs to capture their prey. Here, I learn that they also eat in their webs. I learn that they don't just use their webs for food – they also lay their eggs in their webs.
Spider digest their food outside their bodies. After their prey is captured, they spit enzymes onto their victim. The enzymes break down the body of the prey and turn it into a liquid which the spider then sucks up. By repeating this process many times, spiders digest the whole prey.	I think this process must happen in the spider's web, because I just learned that they eat in their webs! Here I learn that spiders can leave their prey safely in their web until they are done eating and digesting.
One of the most interesting things about spiders is their ability to spin silk. The silk is so strong that it can withstand the speed of fast- flying insects. Some spiders spin silk that is stronger than steel piano wire.	I learn that spider's webs are very strong. Spider webs might look delicate, but they can be stronger than wire! Wow!
Most spiders are harmless to humans. However, some spiders are poisonous, so don't try to examine a spider on your own. That's something you should only do in your school laboratory, or when there's an expert who can tell you which spiders to leave alone.	--
Follow up questions	Responses
What is spider's silk compared to? Why?	It compares spider's silk to piano wire to show how strong it is!
Which activities take place in a spider web?	All of a spider's activities happen in their web: eating, mating and laying eggs.

Why question	Possible response
Why can we say that a web is like a spider's home?	<ul style="list-style-type: none"> • Because they eat in their webs. • Because they lay eggs (have children) in their webs. • Because their webs are safe, like a house. • Because their webs are made of strong material, like a house.
<p>Ask learners to formulate a question about the text.</p> <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. 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. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. 	

WEEK 3: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

**Modelling
(I DO)**

1. Explain that this week, we have been working on **searching the text**.
2. Explain that when we search the text, we look for information that is stated in the text.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 98**
5. **Ask learners:** *How do spiders see?*
6. Explain that to answer this question quickly, we can search the text for the word 'see' – that is a helpful **key word**.
7. Use **modelling** to search the text for the word *see*. Explain that we cannot actually find this word in the text! Explain that not every question uses a word that is actually in the text.
8. Explain that we must think of other key words.
9. Ask learners: What words relate to the word *see*? (How do we see? What do we see with?)
10. Brainstorm some possible key words with learners, like: eyes, glasses, look, etc.
11. Use **modelling** to search the text for the word *eyes*. Start at the beginning, and point out the word wherever you can find it:
 - a. *Spiders have eight simple eyes* (We learn that spiders have eight eyes to see with!)
 - b. *...but they really sense movement through vibration*. (We learn that spiders use other senses more than their eyes; seeing might not be that important for spiders!)
12. Explain that when we search the text, we usually answer questions about:
 - a. Who
 - b. What
 - c. When
 - d. Where
 - e. How
 - f. Why
13. When we search the text, we:
 - a. Think about the question word – what is being asked?
 - b. Look for information in the words that are written.
 - c. Look for key words to help us find the answer more easily!

Work with learners (WE DO)	<ol style="list-style-type: none"> 1. Ask learners: What do spiders do with their prey? 2. Ask learners: What key word/s do you think you could try to find? <ol style="list-style-type: none"> a. Explain that prey is a key word to search for. We need to know everything a spider does with prey. 3. Instruct learners to search the text for the answer to this question. 4. Call on learners to answer the question, like: <ol style="list-style-type: none"> a. Spiders handle their prey. b. Spiders handle their prey with structures on their feet. c. Spiders capture their prey. d. Spiders spit enzymes on their prey. e. Spiders spit enzymes on their prey to break it down into a liquid. f. Spiders digest their whole prey.
Pair work (YOU DO)	<ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: How must you examine spiders? 3. Instruct learners to discuss this with their partners. 4. After 3-5 minutes, call learners back together. 5. Call on a learner to share their answer to the question: You must examine a spider with an expert or in your school laboratory. This way, you will know that the spider you are examining will not hurt you! 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for key words from the question itself, like: examine
NOTES	<p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text:</p> <p><u>Search the text</u></p> <p>Answer questions!</p> <p>I must:</p> <ul style="list-style-type: none"> • Think about the question word. What kind of information must I find? • Think about key words. • Look at the text. Think about the meaning. • Put information from the text together.

WEEK 3: FRIDAY / DAY 5: POST-READING

TITLE	<i>Spinning a web</i>
DBE WORKBOOK 1, PAGE	98
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Summarise Search the text
PURPOSE	<ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

POST-READING

- Before the lesson begins, write the following heading, questions and sentence starters on the board.
- Read through the questions with learners, and explain them if necessary.
- Tell learners that next, they are going to turn and talk and discuss these questions with a partner.
- Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
- Explain that learners do not have to write the questions, but they must write the sentence starters.
- In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

Spinning a web

1. What is this text about?

This text is about...

2. Where do spiders lay their eggs?

Spiders lay their eggs...

3. How do spiders digest their prey?

Spiders digest their prey by...

4. Why do you think spiders were named with a word meaning 'to spin'?

I think they were named with a word meaning 'to spin' because...

5. What are two things you learned about spiders that you didn't know before?

I learned that...and...

6. Do you think you should kill spiders if you see them? Why or why not?

I think that you should / shouldn't kill spiders because...

Model Answers: Spinning a web

1. What is this text about?

This text is about spiders.

2. Where do spiders lay their eggs?

Spiders lay their eggs in their webs.

3. How do spiders digest their prey?

Spiders digest their prey by spitting enzymes on it and then sucking up the liquid.

4. Why do you think spiders were named with a word meaning 'to spin'?

I think they were named with a word meaning 'to spin' because they spin webs, and webs are an important part of how a spider survives.

5. What are two things you learned about spiders that you didn't know before?

I learned that spiders have eight legs and that their silk can be very strong.

6. Do you think you should kill spiders if you see them? Why or why not?

I think that you shouldn't kill spiders because they are mostly harmless to humans.

WEEK 3 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
DESCRIPTIVE ESSAY	To describe something in a vivid way.	<ol style="list-style-type: none"> Identification: Gives a general orientation to the subject, <i>e.g. There was a huge beast.</i> Description: Describes features or characteristics of the subject, <i>e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i> 	<p>May be written in past or present tense.</p> <p>Creates a picture in words.</p> <p>Uses adjectives and adverbs.</p> <p>Uses figurative language, <i>e.g. simile, metaphor, personification and alliteration.</i></p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a descriptive paragraph. 2. Remind learners that a paragraph is a group of sentences about the same topic. In a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a topic sentence. The body sentences add more details about the topic. The final sentence is called the conclusion sentence. It summarises the paragraph. 3. Explain that descriptive writing is writing that uses words to create pictures in the reader's imagination. It helps the reader to visualise what the writer is writing about. 4. Explain that in descriptive writing, we must: <ol style="list-style-type: none"> a. Create a picture using words. b. Use words that tells us about what something looks, sounds, smells, tastes and feel like. c. Use interesting adjectives. d. Use figures of speech (like similes). 		
READ THE SAMPLE TEXT	<p>Spider!</p> <p><i>I feel it is in my room before I see it. I look up and see it on my ceiling. It is a huge, hairy spider! It's eight long legs are stretched out. It's dark brown body sits perfectly still. I smell the fear on my own body. I wonder if the spider can smell it too?</i></p>		

DISCUSS	<ol style="list-style-type: none"> 1. What or who is being described? 2. What are some words that tell is about how something looks, sounds, smells, tastes or feels? 3. Who is telling this story? (Is the person talking about herself or someone else?) 4. How do we know this is descriptive writing?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Descriptive writing</u></p> <ol style="list-style-type: none"> 1. Tells us in detail about a person, place or thing. 2. I use interesting adjectives. 3. I write about how something looks, sounds, smells, tastes and feels. 4. I write in the past or present tense.

GRADE 5 - TERM 2



THEME: SPIDERS

'People who say that there is nothing to fear from spiders have clearly never been to Australia!'
- Cate Blanchett

TERM 1: WEEK 4

OVERVIEW

THEME	Spiders
THEME VOCABULARY	deadly, cramp, symptom, rushed, survive, poisonous, prey, capture, spit, web, rare, common, itchy, sore, liquid, thread, pounce, self-defence, defend, attack
LSC	Preposition indicating direction
COMPREHENSION STRATEGY	I wonder... Search the text
WRITING GENRE	Descriptive paragraph
WRITING TOPIC	Write a descriptive paragraph about seeing a spider. Describe the experience!

WEEK 4: MONDAY / DAY 1: PLANNING		
TOPIC	Write a descriptive paragraph about seeing a spider. Describe the experience!	
GENRE	Descriptive paragraph	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about how to address the writing topic, like: <p><i>I went to the bathroom in the middle of the night. When I turned the light on, there was a huge spider on the wall, just above the toilet! I screamed. I had never seen a spider so big and furry.</i></p> 4. Have the writing frame written on one side of the chalkboard. 5. Explain that we will describe this situation thinking about our senses: What we saw, heard, smelled, felt and tasted. 6. Show learners how you make a list by answering the questions. 7. Do this on the other side of the chalkboard. 	
	<u>The time I saw a spider</u> <ol style="list-style-type: none"> 1. Where did you see the spider? 2. What did the place look, smell, sound like? 3. What did the spider look, smell, and sound like? 4. How did you feel when you saw the spider? 5. What did you do after you saw the spider? 6. How would you describe the experience? 	<u>The time I saw a spider</u> <ol style="list-style-type: none"> 1. In the bathroom. 2. Cold, dark. 3. Big, furry, brown. 4. Terrified! 5. I screamed. I looked the spider up on google. 6. Scary!

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and **visualise** a time they saw a spider. Instruct learners to think about where exactly they were. What did they see, hear, smell, feel or taste during this experience!
2. Next, tell learners to **turn and talk** with a partner, to share their stories.
3. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their descriptive paragraph, just like you did.
4. Tell learners not to copy your plan – they must write their **own** ideas!
5. As learners work, walk around the room and hold mini-conferences.

Planning

The time I saw a spider.

1. In my bedroom.
2. Dark, warm
3. Big, black, long legs
4. Very scared
5. I screamed for my dad. He came catch it.
6. Upsetting.

WEEK 4: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	rare, common, itchy, sore, liquid	
QUESTION OF THE DAY		
Question	Is it rare or common for you to see a spider in your home?	
Graph	2 COLUMN GRAPH	
Options	rare / common	
Follow up questions		
Question	How many learners think that it is rare to see a spider in their home?	
Answer	__ learners think it is rare to see a spider in their home.	
Question	How many learners think it is common to see a spider in their home?	
Answer	__ learners think it is common to see a spider in their home.	
Question	Do more learners think it is rare or common to see a spider in their home?	
Answer	More learners think it is __ to see a spider in their home.	
Question	Do fewer learners think it is rare or common to see a spider in their home?	
Answer	Fewer learners think it is __ to see a spider in their home.	

Question	Is it rare or common for you to see a spider in your home?
Answer	It is rare for me to see a spider in my home.
Answer	It is common for me to see a spider in my home.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 4: TUESDAY/ DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Spider bites
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	Preposition indicating direction
<p>LSC</p> <p>MODELLING</p> <p>(I DO)</p>	<ol style="list-style-type: none"> Write the following prepositions on the board: <ol style="list-style-type: none"> towards through around across past along Explain that today, we will think about using words to describe direction movement! Go through each preposition. Act out each sentence: <ol style="list-style-type: none"> I walked to the shop. I walked towards the shop. I walked through the mud towards the shop. I walked around the church, through the mud, towards the shop. I walked across the grass, around the church, through the mud, towards the shop. I walked past the school, across the grass, around the church, through the mud towards the shop. I walked along the path, past the school, across the grass, around the church, through the mud, towards the shop. Write the last sentence on the board. Explain that when we read this sentence, we can visualise exactly how the person got to the shop! Explain that using these prepositions help make our writing more interesting and clear!
<p>LSC</p> <p>Ask learners for help</p> <p>(WE DO)</p>	<ol style="list-style-type: none"> Explain that we will write a sentence using all the prepositions together. Explain that we will write a sentence about a spider walking towards her web. Go through the same process together with learners – use and act out each of the new prepositions. Write the final sentence on the board, like: The spider crept along the floor, past the kitchen, across the tiles, around the sofa, through the door, towards her web outside.

<p>LSC</p> <p>Pair work</p> <p>(YOU DO)</p>	<p><u>Preposition indication direction</u></p> <ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Instruct learners to think about the story they began planning on Monday. Instruct learners to think about where they were when they saw the spider. 3. Instruct learners to write a sentence thinking about going towards that place, using the new prepositions! 4. As learners talk and write, walk around the room and complete mini conferences. 5. Ask learners to read their writing to you. 6. Encourage learners! <p>Sharing</p> <ol style="list-style-type: none"> 1. Call learners back together. Call on random learners to give examples for each preposition. 2. Act out the sentences to make sure learners understand! 3. Explain that learners must use at least one new preposition in their writing to show direction in a more interesting and descriptive way! 		
<p>TOPIC</p>	<p>Write a descriptive paragraph about seeing a spider. Describe the experience!</p>		
<p>PLANS</p>	<p>Before class begins, rewrite the planning frames on the board:</p> <table border="1"> <tr> <td data-bbox="503 1253 1021 1846"> <p><u>The time I saw a spider</u></p> <ol style="list-style-type: none"> 1. Where did you see the spider? 2. What did the place look, smell, sound like? 3. What did the spider look, smell, and sound like? 4. How did you feel when you saw the spider? 5. What did you do after you saw the spider? 6. How would you describe the experience? </td><td data-bbox="1021 1253 1533 1846"> <p><u>The time I saw a spider</u></p> <ol style="list-style-type: none"> 1. In the bathroom. 2. Cold, dark. 3. Big, furry, brown. 4. Terrified! 5. I screamed. I looked the spider up on Google. 6. Scary! </td></tr> </table>	<p><u>The time I saw a spider</u></p> <ol style="list-style-type: none"> 1. Where did you see the spider? 2. What did the place look, smell, sound like? 3. What did the spider look, smell, and sound like? 4. How did you feel when you saw the spider? 5. What did you do after you saw the spider? 6. How would you describe the experience? 	<p><u>The time I saw a spider</u></p> <ol style="list-style-type: none"> 1. In the bathroom. 2. Cold, dark. 3. Big, furry, brown. 4. Terrified! 5. I screamed. I looked the spider up on Google. 6. Scary!
<p><u>The time I saw a spider</u></p> <ol style="list-style-type: none"> 1. Where did you see the spider? 2. What did the place look, smell, sound like? 3. What did the spider look, smell, and sound like? 4. How did you feel when you saw the spider? 5. What did you do after you saw the spider? 6. How would you describe the experience? 	<p><u>The time I saw a spider</u></p> <ol style="list-style-type: none"> 1. In the bathroom. 2. Cold, dark. 3. Big, furry, brown. 4. Terrified! 5. I screamed. I looked the spider up on Google. 6. Scary! 		

<p>WRITING FRAME</p>	<ol style="list-style-type: none"> 1. Remind learners that they must try to use one new directional preposition in their paragraph. 2. Remind learners that in Term 1, we talked about using interesting adjectives in descriptive writing. Explain that learners must use interesting adjectives in this descriptive paragraph! 3. Next, tell learners that they must turn each point in their plan into a sentence. They will organise these sentences so that they make a good descriptive paragraph. They must try to use at least two interesting adjectives in their sentences! 4. Remind learners that in a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a topic sentence. The body sentences add more details about the topic. The final sentence is called the conclusion sentence. It summarises the paragraph. 5. Write the following frame on the chalkboard, and explain it to learners: <p><u>Paragraph frame:</u></p> <p><i>Topic sentence: Point 1</i> The time I saw a spider, I was...</p> <p><i>Supporting sentences: Points 2-5</i></p> <p><i>Conclusion sentence: Point 6</i> Overall, I would describe the experience as...</p>
<p>DRAFT</p>	<ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write a descriptive paragraph using the frame. 4. Instruct learners to write the date and heading: Descriptive paragraph: Draft 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more sentences or details if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and help learners who are struggling.
<p>HOMEWORK</p>	<p>Learners must complete the draft.</p>

Draft

The time I saw a spider.

The time I saw a spider was when i was lying in bed in my bedroom.

It was dark and warm. I saw a big, black spider with long legs on my wall. I felt very scared. I screamed for my dad. He came to catch it.

Overall I would describe the experience as very upsetting.

WEEK 4: WEDNESDAY / DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	Spider bites
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	I'm a little spider,	<i>Pinch your forefinger and thumb together</i>
	Watch me spin!	<i>Spin your body around</i>
	If you'll be my dinner,	<i>Pretend to take a big bite</i>
	I'll let you come in!	<i>Beckon for someone to come in</i>
	Then I'll spin my web,	<i>Spin your body around</i>
	To hold you tight!	<i>Hold yourself tight</i>
	And gobble you up,	-
	In one big bite!	<i>Pretend to take a big bite</i>
THEME VOCABULARY	thread, pounce, self-defence, defend, attack	
QUESTION OF THE DAY		
Question	How do you feel about spiders after learning more about them?	
Graph	2 COLUMN GRAPH	
Options	I feel more terrified / I feel less terrified	
Follow up questions		
Question	How many learners feel more terrified of spiders?	
Answer	__ learners feel more terrified of spiders.	
Question	How many learners feel less terrified of spiders?	
Answer	__ learners feel less terrified of spiders.	
Question	Do more learners feel more terrified of spiders or not?	
Answer	More learners feel more / less terrified of spiders.	
Question	Do fewer learners feel more terrified of spiders or not?	
Answer	Fewer learners feel more / less terrified of spiders.	
Question	How do you feel about spiders after learning more about them?	
Answer	I feel more terrified of spiders.	
Answer	I feel less terrified of spiders.	

PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 4: THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Spider bites
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4: FRIDAY / DAY 5: EDITING AND PUBLISHING

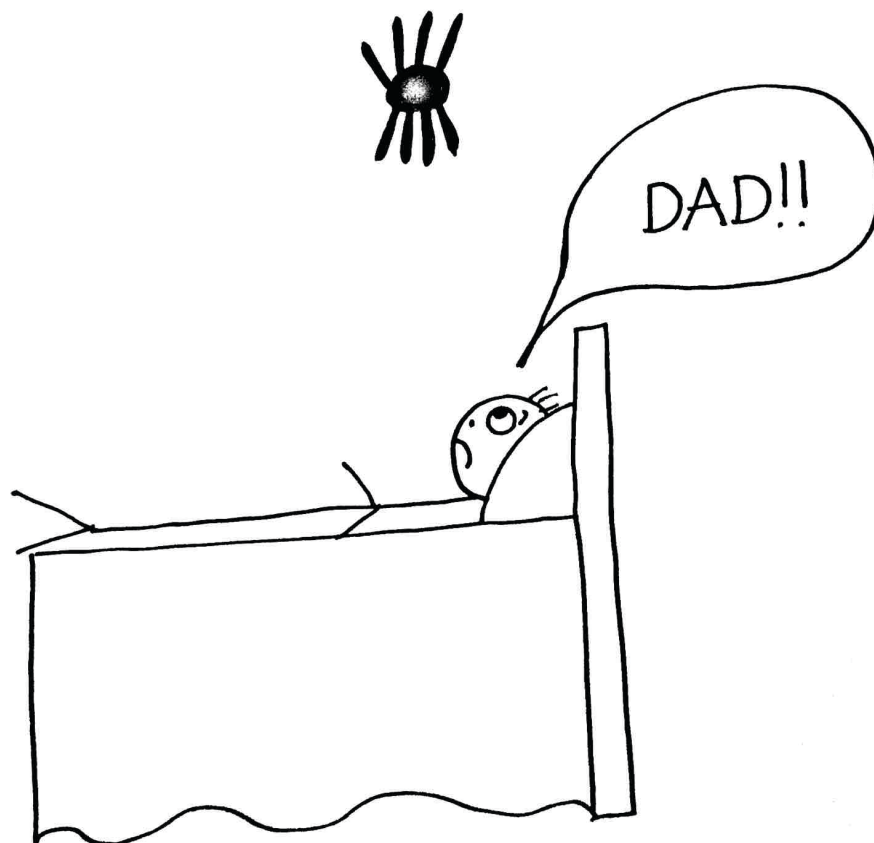
<p>EDITING CHECKLIST</p> <p><i>(Write this on the board before class begins)</i></p>	<ol style="list-style-type: none"> 1. Did I use one new preposition? (towards, through, around, across, past, along) 2. Did I use at least two interesting adjectives? 3. Did I describe how things look, smell, sound, taste and feel? 4. Did I write a paragraph with a topic sentence, supporting sentences and a conclusion sentence, just like the frame instructed me? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every sentence end with a full stop or exclamation mark?
EDIT	<ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their paragraph sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	<ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their paragraph, correcting any mistakes. 3. Explain that learners should choose an adjective to add into the title of their paragraph. Instruct learners to rewrite the paragraph correctly, under the title: The time I saw a...spider 4. Tell learners that they may illustrate their writing by drawing a picture, but it is not a requirement.
SHARE	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.
HOMEWORK	If learners have not fully completed their final draft, they must do so as homework.

The time I saw a terrifying spider

The time I saw a terrifying was when I was lying quietly in my bed in my bedroom.

My room was dark and warm. Then I saw something run across my wall. It was a big, black, ugly spider with long hairy legs. I was very scared. I closed my eyes and screamed for my dad. He rushed in to capture the ugly spider.

Overall I would describe the experience as very upsetting and scary.



WEEK 4: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	Spider bites
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 4 CONCLUSION

Find 10 minutes at the end of the week to do the following:

CHECK WORD FIND	<ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the Word Find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. 4. You may want to have a space on the chalkboard for the names of the class 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words, the most unusual word, or for learners who made a real effort.
SUMMARISE	<p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words about spiders. 2. Learnt about prepositions that indicate direction. 3. Read different texts about spiders. 4. Spoke about the texts. 5. Learnt how to search the text. 6. Answered questions about the texts 7. Wrote a descriptive paragraph using directional prepositions. 8. Read each other's writing.

SHARE WITH FAMILIES	<ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt!
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills. b. Were kind and helpful. c. Learnt all the new vocabulary. d. Practiced their reading, and managed to read the text really well. e. Wrote a good descriptive paragraph. f. Helped their partner to understand something. g. Worked really hard throughout the week. h. Spoke in English during EFAL, and used all the vocabulary. 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class!

GRADE 5 - TERM 2

WEEK 5

THEME: LEADERSHIP

"The greater the obstacle, the more glory in overcoming it."
- Moliere

TERM 2: WEEK 5

OVERVIEW

THEME	Leadership
THEME VOCABULARY	tackle, captain, announce, competitive, badge, nominate, elect, vote, distribute, responsibility
LSC	'must', 'should' and 'have to' to show obligation
COMPREHENSION STRATEGY	I wonder... Make evaluations
WRITING GENRE	Story
WRITING TOPIC	Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness!
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: interesting stories about leadership. 5. Try to find some pictures of famous leaders. For example: Nelson Mandela, Barack Obama, a sports captain, etc.

WEEK 5: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES

PICTURE	<ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 116. 3. Instruct learners to look at the pictures and the title. 	
INTRODUCE THE THEME	<ul style="list-style-type: none"> • Discuss the picture with learners. Explain that these are two candidates who are running for student president. Read through each of their signs! • Point learners attention to the LET'S TALK section at the top of the page. • Read through these questions and give learners a chance to discuss. This will help you understand what learners already know: <ul style="list-style-type: none"> o Which person would you vote for? Say why. o Do you have a class leader? o What does the class leader do? o Is the class leader elected by the rest of the class? o If yes, what qualities do you look for when you elect a class leader? (or any leader!) • Explain that we will continue to think about these kinds of questions in our next theme! We will think all about what makes someone a good leader, because of our next theme: Leadership! 	
	Lyrics	Actions
	Lets talk about a word that's very long.	<i>Stretch your arms out wide</i>
	Its so important, it needs its own song.	-
	It's a word for you and me,	<i>Point to your friend then point to yourself</i>
	This word is responsibility!	<i>Shout out</i>
	Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>
	Be responsible in what you do and say!	-
	If you say you'll be there, make your words true.	-
	People must know they can count on you!	<i>Touch your friend on the shoulder</i>

THEME VOCABULARY	tackle, captain, announce, competitive, badge
QUESTION OF THE DAY	
Question	Which leadership position would you rather have?
Graph	3 COLUMN GRAPH
Options	team captain / class leader
Follow up questions	
Question	How many learners would rather be a team captain?
Answer	__ learners would rather be a team captain.
Question	How many learners would rather be a class leader?
Answer	__ learners would rather be a class leader.
Question	Which leadership position would more learners rather have?
Answer	More learners would rather be a __.
Question	Which leadership position would fewer learners rather have?
Answer	Fewer learners would rather be a __.
Question	Which leadership position would you rather have?
Answer	I would rather be a team captain.
Answer	I would rather be a class leader.
Answer	I would like the responsibility of distributing materials.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story: Choosing a soccer captain**
2. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
3. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
The Grade 5 Girls' Soccer Team at Waterberg Primary was an excellent team! They scored many goals, and they had great defenders, who usually didn't let any goals through. The star of the team was definitely the centre forward, a girl named Mapule.	--	<ol style="list-style-type: none"> 1. Who is Mapule? (<i>She is the star of the soccer team. She is the team's centre forward.</i>) 2. Where does Mapule attend school? (<i>She attends Waterburg Primary School.</i>)
Mapule was an excellent player - she could run fast and shoot hard. Mapule knew that she was a great player. Sometimes, Mapule became impatient and angry with her teammates if they missed a goal or lost a tackle. Sometimes, Mapule even laughed at the other players when they made small mistakes.	<p>I can make an evaluation that Mapule can sometimes be unkind because she knows she is a better player than other girls. Just because you're the star doesn't mean it is ok to treat others badly. I wonder if Mapule will realise this?</p>	<ol style="list-style-type: none"> 1. What lets you make an evaluation that Mapule is sometimes unkind? (<i>She can be impatient and laugh at others' mistakes.</i>) 2. Why do you think Mapule laughs at other people when they make mistakes? (<i>Because she thinks she is much better than them!</i>)

At the start of the second term, it was time for the coach to choose a new team captain. Mapule thought that she would definitely get chosen to be the captain. She was by far the best player on the team. But, Mapule was very surprised when Coach Leroy announced the name of the new captain. It was not Mapule!	I can make an evaluation that Mapule thought she deserved to be team captain because she is the best player. However, being good at something doesn't mean you will be a good leader. I can make the evaluation that Coach Leroy thought someone on the team would make a better leader than Mapule, even though she might not be as skilled at soccer. I wonder who the new captain is?	<ol style="list-style-type: none"> 1. When is this setting of this story / when is this story happening? (<i>At the start of the second term!</i>) 2. Why was Mapule surprised? (<i>Because she is the best player on the team and she thought she would get chosen for team captain!</i>)
Coach Leroy announced that the new captain was Rethabile. Rethabile was not the most skilled soccer player. However, she was friends with everyone on the team, and she always made the other players feel good about themselves. Rethabile encouraged the other players and was always very positive. She was not the best player on the team, but, she was the best team player.	I can make an evaluation that Coach Leroy chose Rethabile because he was looking for someone who would be an excellent leader. I think that he made the evaluation that Rethabile would be a better leader than Mapule, because being a leader is about supporting, encouraging, and helping others – not just about being good at something yourself!	<ol style="list-style-type: none"> 1. Who got chosen to be team captain? (<i>Rethabile.</i>) 2. Why did Rethabile get chosen to the team captain? (<i>Because she had leadership skills, like being kind and encouraging others.</i>)
When Coach Leroy announced that Rethabile was the new captain, everyone clapped and cheered. At first, Mapule felt angry and confused. But then, Mapule realised that she would need to be kinder to her teammates if she ever wanted to be the team captain.	I wonder if this will change the way Mapule treats her teammates?	<ol style="list-style-type: none"> 1. What did Mapule realise when she wasn't chosen? (<i>She realised she needed to be kinder to the other players on her team in order to be team captain!</i>)

WEEK 5: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story**: Choosing a soccer captain
2. **Before class begins, write the following conversation frame on the board:**
 - a. In this story...
 - b. I learned about leadership from this story when...
 - c. I liked / didn't like this story because...
3. Read the conversation frame out loud to learners.
4. Read the text out loud to learners. Instruct learners to think about the conversation frame as they listen to the text.

READ THE TEXT

The Grade 5 Girls' Soccer Team at Waterberg Primary was an excellent team! They scored many goals, and they had great defenders, who usually didn't let any goals through. The star of the team was definitely the centre forward, a girl named Mapule.

Mapule was an excellent player - she could run fast and shoot hard. Mapule knew that she was a great player. Sometimes, Mapule became impatient and angry with her teammates if they missed a goal or lost a tackle. Sometimes, Mapule even laughed at the other players when they made small mistakes.

At the start of the second term, it was time for the coach to choose a new team captain. Mapule thought that she would definitely get chosen to be the captain. She was by far the best player on the team. But, Mapule was very surprised when Coach Leroy announced the name of the new captain. It was not Mapule!

Coach Leroy announced that the new captain was Rethabile. Rethabile was not the most skilled soccer player. However, she was friends with everyone on the team, and she always made the other players feel good about themselves. Rethabile encouraged the other players and was always very positive. She was not the best player on the team, but, she was the best team player.

When Coach Leroy announced that Rethabile was the new captain, everyone clapped and cheered. At first, Mapule felt angry and confused. But then, Mapule realised that she would need to be kinder to her teammates if she ever wanted to be the team captain.

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call all learners back together.
5. Call on one group member from **each group** to share one thing someone in their group said.

WEEK 5: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/th/ /ay/									
Activity	<div>1. Write the following sounds on the chalkboard: th and ay</div> <div>2. Say the sounds and instruct learners to repeat the sounds. Do this three times.</div> <div>3. Write the following words on the chalkboard and sound each word out as follows: /th/ - /i/ - /n/ - thin /tr/ - /ay/ - tray</div> <div>4. Ask learners to sound out and read each word after you.</div>									
Word find	<div>Write the following table on the chalkboard:</div> <table><tr><td>th</td><td>ay</td><td>p</td></tr><tr><td>tr</td><td>i</td><td>o</td></tr><tr><td>n</td><td>s</td><td>ck</td></tr></table> <div>MODEL</div> <div>1. Review all of the sounds on the chalkboard.</div> <div>2. Tell learners to copy the table into their books.</div> <div>3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.</div> <div>4. Show learners how to build one or two words, like: thin or sock</div> <div>5. Possible words (this is not a complete list): thin, thick, pay, tray, say, sick, pick, trick, sock pin, nip, etc.</div>	th	ay	p	tr	i	o	n	s	ck
th	ay	p								
tr	i	o								
n	s	ck								

WEEK 5: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	116
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Ask a learner to read the title: **Choosing a leader**
2. Explain the meaning of the title, e.g. *I think that this text will be about how to pick a leader. Maybe it will be about voting – that is how many leaders are chosen!*
3. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
4. Instruct the learners to skim the text. Instruct them to underline any words they might think are important to telling us what the text is about.
5. Instruct learners to circle any words they do not know the meaning of.
6. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
7. Ask learners: Which words did you underline? Why?
8. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
9. Ask learners: What words did you circle?
10. Help learners to figure out the meanings of these words in context!
11. Instruct learners to think about the title, the pictures, and the words they underlined.
12. Ask learners predictive questions:
 - a. What do you think this story is about?
 - b. Who do you think are the most important characters in this story?
 - c. What do you think will happen in this story? Why? (What evidence do you have?)
 - d. Do you have any idea of how this story will end?
13. End by reading through the text once, to give learners a sense of the story. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 5: WEDNESDAY / DAY 3: ORAL ACTIVITIES

	Lyrics	Actions
	Lets talk about a word that's very long.	<i>Stretch your arms out wide</i>
	Its so important, it needs its own song.	-
	It's a word for you and me,	<i>Point to your friend then point to yourself</i>
	This word is responsibility!	<i>Shout out</i>
	Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>
	Be responsible in what you do and say!	-
	If you say you'll be there, make your words true.	-
	People must know they can count on you!	<i>Touch your friend on the shoulder</i>
THEME VOCABULARY	nominate, elect, vote, distribute, responsibility	

QUESTION OF THE DAY

Question	Which responsibility would you like to have most?
Graph	3 COLUMN GRAPH
Options	Distributing materials / writing on the board / choosing the theme for the class project

Follow up questions

Question	How many learners would like the responsibility of distributing materials?
Answer	__ learners would like the responsibility of distributing materials.
Question	How many learners would like the responsibility of writing on the board?
Answer	__ learners would like the responsibility of writing on the board.
Question	How many learners would like the responsibility of choosing the theme for the class project?

Answer	__ learners would like the responsibility of choosing the theme for the class project.
Question	Which responsibility would most learners like to have?
Answer	Most learners would like the responsibility of __.
Question	Which responsibility would fewest learners like to have?
Answer	Fewest learners would like the responsibility of __.
Question	Which responsibility would you like to have most?
Answer	I would like the responsibility of distributing materials.
Answer	I would like the responsibility of writing on the board.
Answer	I would like the responsibility of choosing the theme for the class project.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 5: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	116
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	I wonder... Make evaluations
PURPOSE	<ul style="list-style-type: none"> By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the text on **page 116**.
3. Allow learners a few minutes to try and read the text on their own, in silence.
4. Explain that you will read the text to learners. They must **follow along** as you read.
5. Read the text with fluency and expression to learners.
6. Read the **Text** first, and then say the comment in the **First Read** column.

Text	Think Aloud: First Read
Mpho couldn't wait to hear Ms Mathe's big announcement. She had a feeling that it had something to do with a class contest. Mpho loved contests. She didn't care what the prize was. She just liked to compete and more than that she liked to win.	I can make the evaluation that Mpho is a competitive person, because she loves to win.
"Okay, everyone," Ms Mathe said, "starting from today we will elect leader for each month. The person elected will help me pass out papers, distribute materials and write on the blackboard. He or she will also get to decide on the theme for the class project for that month."	I can make the evaluation that the class leader is a serious job. The class leader will need to do extra work to help the teacher, and make an important decision for the class!

<p>Mpho could barely sit still. It was a contest. She had to win.</p> <p>Ms Mathe held up a gold star badge. "The class leader will wear this badge during school hours." Mpho's eyes widened. A shiny, gold badge! Everyone would know she was a winner if she wore that badge.</p> <p>"This is a lot of responsibility," Ms Mathe said. "So I only want students to nominate themselves if they feel they up to the task."</p>	<p>I can make the evaluation that Mpho wants to win the shiny, gold badge because she is competitive. I wonder if Mpho is excited about the responsibilities that Ms Mathe listed, or she just wants everyone to know she won when she wears the new badge?</p>
<p>Mpho was barely listening anymore. She was picturing herself wearing the gold badge. Chalk scraped on the blackboard and Mpho turned to see Ms Mathe writing down a list of names.</p>	<p>Mpho is not thinking at all about helping Ms Mathe with the important tasks – she is only thinking about the badge! Therefore, I can make the evaluation that I don't think she wants to be class leader for the right reasons!</p>
<p>"Does anyone else want to be nominated class leader for this month?" asked Ms Mathe.</p> <p>Mpho's hand shot up in the air. "I want to be nominated," she said.</p> <p>Ms Mathe added Mpho to the list.</p> <p>Mpho scanned the names. Tembi's name was on it too. Mpho looked at her best friend sitting next to her.</p>	<p>I wonder what will happen if one of them wins and the other doesn't? I already have made the evaluation that Mpho is a competitive person. I wonder if she will be angry if her friend Tembi wins?</p>
<p>"Good Luck," Tembi said. "I would love to choose the class theme for the month. I have such a good idea for it!"</p>	<p>Oh! I can make the evaluation that Tembi has thought about the responsibilities of the class leader. I think she wants to be class leader because she is excited about helping her teacher and her class! I can make the evaluation that she wants to be class leader for the right reasons!</p>
<p>Mpho suddenly felt funny. Tembi didn't just want to win; she wanted to help the class.</p> <p>"Would anyone like to tell the class why they want to be this month's class leader?" Ms Mathe asked.</p> <p>Mpho raised her hand. "I think everyone should vote for Tembi. She has a great idea for class project and she always helps Ms Mathe hand out the papers. She'd make a great class leader."</p> <p>Everyone nodded.</p>	<p>Oh! That is not what I expected to happen! I thought that Mpho would be angry if Tembi won, because she is very competitive. But, she realised that Tembi had thought about the responsibilities and would make a better class leader than her! I can make the evaluation from Mpho's actions that Mpho is also a thoughtful person and a good friend.</p>

<p>"Thanks," said Tembi. "But I thought you wanted to be the class leader."</p> <p>Mpho shrugged. "There's always next month."</p>	<p>Mpho's actions at the end of the story help me make the evaluation that she now understands the responsibilities of class leader. I think she might be a good class leader after all! I wonder if she will nominate herself next month?</p>
Follow up questions	Responses
What are the responsibilities of the class leader?	<ul style="list-style-type: none"> • Passing out papers • Distributing materials • Writing on the blackboard. • Deciding on the theme for the class project for the month.
How can we make the evaluation that Mpho is competitive?	<ul style="list-style-type: none"> • She loved to win. • She wanted to wear the gold badge so everyone would know she was a winner.
Why question	Possible response
<p>Evaluate the story as a whole. What do you think the message of this story is? (What is this story trying to teach us?)</p>	<p><i>This is an evaluation question. Learners must form an opinion. They must give a reason for their opinion, like:</i></p> <ul style="list-style-type: none"> • I think the story is trying to teach us that good leaders take their responsibilities seriously. • I think the story is trying to teach us that we should care more about being helpful than winning. • I think the story is trying to teach us that leaders help people and have ideas – they don't just care about getting things for themselves!
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: 'must' and 'should' and 'have to' to show obligation 2. Point out the following example of this: In the second last paragraph of this story, we read: Mpho raised her hand, 'I think everyone should vote for Thembi.' 3. Introduce this LSC as follows: The words 'must', 'should' and 'have to' show that we have a duty or obligation to do something. 	

WEEK 5: THURSDAY / DAY 4: SECOND READ

TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	<u>116</u>
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	I wonder... Make evaluations
PURPOSE	<ul style="list-style-type: none"> By modelling how to think/wonder about a text, we teach learners two things. Firstly, we teach learners that good readers do not just read the words, they always think about what they are reading. Secondly, we show learners the kinds of thoughts that we have about a text. By doing this, we show learners how to think creatively and critically about a text. In time, learners will start to do this for themselves. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

- Before the lesson begins, write the **follow-up questions** on the board:
 - What made Mpho feel funny?*
 - Evaluate** *Mpho's actions in the story. Do you think Mpho would make a good leader? Why or why not?*
 - Why did Mpho say that the class should vote for Tembi?*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the text on **page 116**.
- Explain that you will read the text to learners. They must **follow along** with the text as you read.
- Read the text with fluency and expression to learners.
- Read the **Text** first, and then say the comment in the **Second Read** column.
- Next, instruct learners to **turn and talk** with a partner.
- Instruct learners to take turns **reading the text** to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
Mpho couldn't wait to hear Ms Mathe's big announcement. She had a feeling that it had something to do with a class contest. Mpho loved contests.	I can make the evaluation no matter what the contest is, Mpho is thinking that she must win!
She didn't care what the prize was. She just liked to compete and more than that she liked to win.	
"Okay, everyone," Ms Mathe said, "starting from today we will elect leader for each month. The person elected will help me pass out papers, distribute materials and write on the blackboard. He or she will also get to decide on the theme for the class project for that month."	Based on these tasks, I can make the evaluation that Ms Mathe wants to teach her learners responsibility and leadership skills, like being helpful!
Mpho could barely sit still. It was a contest. She had to win. Ms Mathe held up a gold star badge. "The class leader will wear this badge during school hours." Mpho's eyes widened. A shiny, gold badge! Everyone would know she was a winner if she wore that badge. "This is a lot of responsibility," Ms Mathe said. "So I only want students to nominate themselves if they feel they up to the task."	I can make the evaluation that Mpho is thinking more about herself than about being a leader who helps the class. In my opinion , this isn't the quality of a good leader!
Mpho was barely listening anymore. She was picturing herself wearing the gold badge. Chalk scraped on the blackboard and Mpho turned to see Ms Mathe writing down a list of names.	Ms Mathe wants learners to really think about what winning means – winning means that you will need to be extra helpful and hard-working in class! But, Mpho isn't even thinking about becoming the class leader – she is only thinking about how nice she will look in a new badge. In my opinion , Ms Mathe would say that Mpho shouldn't nominate herself if she only cares about winning the badge!

<p>"Does anyone else want to be nominated class leader for this month?" asked Ms Mathe.</p> <p>Mpho's hand shot up in the air. "I want to be nominated," she said.</p> <p>Ms Mathe added Mpho to the list.</p> <p>Mpho scanned the names. Tembi's name was on it too. Mpho looked at her best friend sitting next to her.</p>	--
<p>"Good Luck," Tembi said. "I would love to choose the class theme for the month. I have such a good idea for it!"</p>	<p>I see that Tembi has thought seriously about the job of class leader. I can make an evaluation that Tembi would be a better class leader than Mpho because she has thought about the responsibilities – she isn't just thinking about herself winning!</p>
<p>Mpho suddenly felt funny. Tembi didn't just want to win; she wanted to help the class.</p> <p>"Would anyone like to tell the class why they want to be this month's class leader?" Ms Mathe asked.</p> <p>Mpho raised her hand. "I think everyone should vote for Tembi. She has a great idea for class project and she always helps Ms Mathe hand out the papers. She'd make a great class leader."</p> <p>Everyone nodded.</p>	<p>I think Mpho felt funny because she realised that her friend would make a better leader than her! I think that when she spoke to Tembi, it made her realise that she hadn't thought about the responsibilities of class leader at all! I can make the evaluation that Tembi's excitement made Mpho really think about the job of class leader and take it seriously.</p>
<p>"Thanks," said Tembi. "But I thought you wanted to be the class leader."</p> <p>Mpho shrugged. "There's always next month."</p>	<p>In my opinion, Mpho's actions show that she actually could be a good leader! I can make that evaluation because she listened to her friend Tembi, and she realised that Tembi would be a better leader than her for the month. Then, she tried to help get her friend elected, so that her friend could share her good ideas with the class. I think only someone who has leadership skills would work to help their friend get elected!</p>
Follow up questions	Responses
<p>What made Mpho feel funny?</p>	<p>When Tembi said she had a good idea, it made Mpho feel funny. This was because she realized Tembi had thought about being a good class leader – not only about winning.</p>

Evaluate Mpho's actions in the story. Do you think Mpho would make a good leader? Why or why not?	I think Mpho would / wouldn't be a good leader because...
Why question	Possible response
Why did Mpho say that the class should vote for Tembi?	<ul style="list-style-type: none"> • Because Tembi said she wanted to win because she had a good idea for the theme. • Because Mpho realised that she only wanted to be class leader for the badge, but Tembi wanted to share her ideas and help the class. • Because she thought her friend deserved to win because she had really thought about the responsibilities.
Ask learners to formulate a question about the text. <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. 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. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. 	

WEEK 5: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

<p>Modelling (I DO)</p>	<ol style="list-style-type: none"> 1. Evaluations. 2. Explain that when we make an evaluation, we make a judgement about the text. We think about our own thoughts and opinions about events, actions and characters in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 116 5. Read out loud while learners follow along: <i>Mpho's eyes widened. A shiny, gold badge! Everyone would know she was a winner if she wore that badge!</i> 6. Explain that you can make an evaluation about this part of the text. This means that you can make a judgement or form an opinion about what is happening in the text! 7. Model how to make an evaluation, like: <ol style="list-style-type: none"> a. I can make the evaluation that Mpho cares a lot about what other people think of her. b. Based on these sentences, I can make the evaluation that she seems to care more about looking like a winner than actually doing the job of a good leader! 8. Explain that when we make evaluations, we have to think about lots of different things that are happening in the text and put them together. This helps us to make better judgements and form more supported information about what is happening in the text.
<p>Modelling (I DO)</p>	<ol style="list-style-type: none"> 9. Explain that this week, we have been working on making. Explain that I can find more evidence for my evaluation that Mpho cares more about winning than doing a good job as class leader. This means I can find more actions or events in the text that help me make this judgement! For example: <ol style="list-style-type: none"> a. In paragraph 1, I find out that: Mpho just liked to win. She didn't even care what the prize was! This helps me make the evaluation that Mpho just wants to look like a winner, but not that she cares about being a good leader! b. In the story, Ms Mathe talks about how she only wants students to nominate themselves if they really want to do the tasks of the class leader. But, Mpho isn't even listening to this – she is too busy thinking about herself looking nice in the badge! 10. Explain that all of this evidence helps you further make the judgement that at the beginning of the story, <i>Mpho would not make a good class leader!</i>

Work with learners (WE DO)	<ol style="list-style-type: none"> 1. Explain that now, we will make an evaluation together to practice! 2. Read out loud while learners follow along: <i>"Good Luck," Tembi said. "I would love to choose the class theme for the month. I have such a good idea for it!"</i> 3. Remind learners that they can form an opinion about Tembi based on her words or her actions. They can decide what they think about her! 4. Ask learners: What evaluation can you make based on this part of the text? 5. Listen to learners' ideas, like: <ol style="list-style-type: none"> a. Tembi has carefully thought about why she wants to be class leader. b. Tembi says "good luck" which makes me think she is a nice person. c. Tembi is taking the job of class leader seriously. 6. Ask learners: What other evidence can you find for your evaluation in the text? 7. Listen to learners' ideas like: Mpho says that Tembi always helps Ms Mathe, so I think she would be a good leader. 8. Explain that all of this evidence helps you further make the judgement that, <i>Tembi is ready to be a class leader.</i>
Pair work (YOU DO)	<ol style="list-style-type: none"> 1. Explain that now, learners will make their own evaluation about the text. They will look for evidence to support their judgement! 2. Read out loud while learners follow along: <i>"Mpho raised her hand. "I think everyone should vote for Tembi. She has a great idea for class project and she always helps Ms Mathe hand out the papers. She'd make a great class leader."</i> 3. Ask learners: What evaluation can you make about Mpho based on this part of the text? 4. Instruct learners to make an evaluation and to find any other evidence in the text to support their evaluation. 5. Instruct learners to turn and talk and discuss this with a partners. 6. After 3-5 minutes, call learners back together. 7. Call on a learner to share their answer to the question. Discuss the evaluations that learners might reasonably be able to make from this, like: <ol style="list-style-type: none"> a. Mpho is a good friend. b. Mpho is actually helpful and kind!

NOTES

Tell learners to open their exercise books, and copy down the following notes to remind them of how to make an evaluation:

Make evaluations

Form opinions based on what is happening in the text!

I must:

- Think about what a character does or says.
- Decide what I think about this! Develop an opinion.
- Think about the text as I go and look for evidence that my judgement is correct (or incorrect!)

WEEK 5: FRIDAY / DAY 5: POST-READING

TITLE	<i>Choosing a leader</i>
DBE WORKBOOK 1, PAGE	116
ACTIVITY	ORAL RECOUNT
COMPREHENSION STRATEGY	Summarise Make evaluations
PURPOSE	<ul style="list-style-type: none"> Summarising shows that the learner has understood the main points of the story. Asking learners to summarise or retell the main points of a story is the best way to check their understanding. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

POST-READING

- Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
- Ask learners: How can you tell a friend about the story in **3-5 sentences**?
- Instruct learners to use the frame to answer the question:
This story is about...
I can make an evaluation that...because...
I think the message of this story is...
- Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
- Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
- Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
- Call the class back together. Call a few learners up to the front of the classroom to present to the class.
- Come up with a class summary, like: ***This story is about*** *electing a class leader. We see how the character in the story, Mpho, changes her mind about wanting to be class leader. She changes her mind because she sees that her friend would make a better class leader than her! ***I can make an evaluation that*** Mpho is a thoughtful person, ***because*** she changes her mind and helps her friend win instead of herself. ***I think the message of this story is*** that leadership is not just about winning!*

WEEK 5 FRIDAY / DAY 5: TEACH THE GENRE			
TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Story (Narrative Essay)	To entertain	<ul style="list-style-type: none"> a. Orientation that introduces characters and setting, e.g. <i>Once upon time there was an old woman who lived with her son called Jack. They were very poor.</i> b. Events leading to a complication, e.g. <i>Jack spent all the money his mother gave him on some magic beans. His mother was angry.</i> c. Resolution and ending, e.g. <i>Jack came back with the Giant's treasure and they lived happily ever after.</i> 	<ul style="list-style-type: none"> a. Written in the first or third person. b. Written in the past tense. c. Events described sequentially. d. Connectives that signal time, e.g. <i>Early that morning, later on, once.</i> e. Makes use of dialogue. f. Language used to create an impact on the reader, e.g. <i>adverbs, adjectives, images.</i>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write a story (also called a narrative essay). 2. A story entertains people! It is meant to be interesting and fun to read. 3. Explain that all stories have certain important elements: <ul style="list-style-type: none"> a. Characters: A story always has characters. They can be people or animals. b. Setting: This is when and where the story takes place. c. Conflict / complication: A story has a problem that needs to be solved. d. Resolution: This is how the problem gets solved in a story. 		

READ THE SAMPLE TEXT	<p>Painting the Grade 5 Classroom</p> <p><i>The Grade 5 class was given a very special job. They were asked to help Mr Ngwenya to paint the classroom. Mr Ngwenya was tired of looking at plain white walls. He wanted the walls to be bright and colourful. He wanted two walls to be pink, and two walls to be purple.</i></p> <p><i>The Grade 5 class was very excited to help their teacher. However, when they started painting, the classroom was a mess. Learners were running around, paint was flying everywhere, and there was a lot of noise. Mr Ngwenya did not know what to do!</i></p> <p><i>Bokang, a very confident young girl, decided that she could help. She got piles of newspaper from outside and laid the newspaper on the floor. Then, she asked Mr Ngwenya to play soft music on his phone. The Grade 5's listened to the music instead of making a noise.</i></p> <p><i>Finally, Bokang divided the class into two teams. She got half of the class to paint the pink walls, and the other half to paint the purple walls. Mr Ngwenya told Bokang that she was an excellent leader.</i></p>
DISCUSS	<ol style="list-style-type: none"> 1. Who are the characters in this story? 2. What is the setting of this story? 3. What is the problem in this story? 4. How is this problem solved?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Story (narrative essay)</u></p> <ol style="list-style-type: none"> 1. <u>Beginning</u>: Tells about character and setting. 2. <u>Middle</u>: A problem! 3. <u>Ending</u>: How the problem gets solved. 4. Entertains people!

GRADE 5 - TERM 2

WEEK

6

THEME: LEADERSHIP & ASSESSMENT

Don't be disappointed if people refuse to help you. Remember the words of Einstein: "I am thankful to all of those who said no. Because of them, I did it myself."

GRADE 5 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	Paper 1 Listening comprehension & Conversation	20	9	ASSESSMENT WEEK		
7	Writes a transactional text	10	8	Mon, Wed, Fri	Writing	
	Writes an essay	20	6	Mon, Wed, Fri	Writing	
8	Paper 2 Literary / non-literary text comprehension	15	9	ASSESSMENT WEEK		
	Visual text comprehension	10				
	Summary writing	5				
	Language Structures and Conventions in Context	10				
Total		90				

WEEK 6: MONDAY / DAY 1: PLANNING		
TOPIC	Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness!	
GENRE	Story (narrative essay)	
PLANNING STRATEGY	Write a list	
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about completing the writing topic, like: <i>I know that I need to write about a character who shows one quality of a good leader. I think I will choose encouraging others. I am going to write about a young boy named Sizwe who is an excellent reader. One day at break, he sees another child from his class trying to read. This child is struggling and slams the book down. Sizwe's friends are calling him to play, but Sizwe decides to go and talk to the boy who is struggling instead. Sizwe encourages him to keep trying and even offers to help tutor him.</i> 4. Have the writing topic written on one side of the chalkboard. 5. Write the planning frame below on the other side of the chalkboard. 6. On the other side of the chalkboard, show learners how you make a list by answering the questions. 	
	<u>My story</u> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? 5. What is the problem in the story? 6. How is the problem fixed? 	<u>My story</u> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9. 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard. 5. The problem is that Stephen is struggling to read. He is frustrated and wants to give up. 6. Sizwe offers to help tutor Stephen. Sizwe's encouragement makes Stephen want to keep trying!

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Tell learners to close their eyes and visualise a character who has at least one leadership quality. Instruct learners to think about what actions the character takes to show this leadership quality. What actions or decisions will help the person who is reading the story make the evaluation that this character is a leader? Learners should try to **visualise** their story like a movie in their mind!
2. Next, tell learners to **turn and talk** with a partner, to share their idea.
3. **Hand out exercise books.**
4. Show learners the planning frame on the chalkboard, and tell them to use this frame to plan their story, just like you did.
5. Tell learners not to copy your plan – they must write their **own** ideas.
6. As learners work, walk around the room and hold mini-conferences.

PlanningMy story

1. Sibu, age 12 and Lucky, age 10
2. The soccer field after school.
3. Sibu is a good soccer player, Lucky is not a good soccer player.
4. Sibu will show kindness. Lucky will show the skill of passing.
5. The problem is that Lucky wants to be a good soccer player. He always misses the ball.
6. Sibu shows Lucky how to kick the ball and helps him practice.

WEEK 6: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 1
TEXT	What makes a good leader?
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 6: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Lets talk about a word that's very long.	Stretch your arms out wide
	Its so important, it needs its own song.	-
	It's a word for you and me,	Point to your friend then point to yourself
	This word is responsibility!	Shout out
	Do your own part. Help others on the way.	Touch your friend on the shoulder
	Be responsible in what you do and say!	-
	If you say you'll be there, make your words true.	-
	People must know they can count on you!	Touch your friend on the shoulder
THEME VOCABULARY	qualities, honesty, strength, encourage, admit	
QUESTION OF THE DAY		
Question	Which quality do you think is most important for a leader?	
Graph	3 COLUMN GRAPH	
Options	kindness / honesty / responsibility	
Follow up questions		
Question	How many learners think kindness is the most important quality?	
Answer	__ learners think kindness is the most important quality.	
Question	How many learners think honesty is the most important quality?	
Answer	__ learners think honesty is the most important quality.	
Question	How many learners think responsibility is the most important quality?	
Answer	__ learners think responsibility is the most important quality.	

Question	Which quality do most learners think is most important for a leader?
Answer	Most learners think __ is the most important quality for a leader.
Question	Which quality do fewest learners think is most important for a leader?
Answer	Fewest learners think __ is the most most important quality for a leader.
Question	Which quality do you think is most important for a leader?
Answer	I think kindness is the most important quality for a leader.
Answer	I think honesty is the most important quality for a leader.
Answer	I think responsibility is the most important quality for a leader.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 6: TUESDAY / DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	What makes a good leader?
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 6: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	'must', 'should' and 'have to' to show obligation
LSC MODELLING (I DO)	<ol style="list-style-type: none"> Write the following words on the board: must, should, have to Explain that this week, we will think about duties and obligations. Ask learners: What do you know about a duty or an obligation? Explain that when we have a duty or obligation, there is something we are meant to do. Other people are expecting us to do something! Explain that there are different words we can use to show a duty or obligation, like: must, should, and have to. Model making a sentence with each of these, like: <ol style="list-style-type: none"> I must come to school every day, because I am a teacher and it is my duty to make sure the children in my class learn! I should come early to prepare my classroom so I am ready as soon as the bell rings. (Explain that should is less strong than must – if I don't come to school, I might lose my job as a teacher. But, if I don't come early, I will just not be as good of a teacher!) I have to help all of the children in my class become readers, because that is what teachers do! Explain that we can also use these words in the negative: musn't (must not), shouldn't (should not) and don't have to (do not have to). Model making a sentence with each of these, like: <ol style="list-style-type: none"> I musn't make fun of any child who is struggling. It is my duty as a teacher to treat everyone kindly. I shouldn't ever come late to school, because a teacher should be here early! (Explain again that this isn't as strong of a statement – there might be some situations that would make you late every once in a while! These are not good situations, but you could still be a good teacher even if you were late because your taxi broke down, for example!) I don't have to write neatly on the chalkboard, but I must if I want to make sure all the learners in my class can read what is written!

<p>LSC Ask learners for help (WE DO)</p>	<ol style="list-style-type: none"> 1. Ask learners: What must a good leader do? What should a good leader do? What does a good leader have to do? 2. Brainstorm a sentence for each of these words with learners, like: <ol style="list-style-type: none"> a. A good leader must be kind. b. A good leader should always try to be helpful. c. A good leader has to be caring of others. 3. Ask learners: What mustn't a good leader do? What shouldn't a good leader do? What doesn't a good leader have to do? 4. Brainstorm a sentence for each of these words with learners, like: <ol style="list-style-type: none"> a. A good leader mustn't be self-centered. b. A good leader shouldn't be mean to others. c. A good leader doesn't have to be the best at something as long as they are helpful! 		
<p>LSC Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will write some sentences about the characters in their story. They will write about some things their character must do as a good leader, and some things they mustn't do as a good leader! 2. Write the following frames on the board: <ul style="list-style-type: none"> • To be a good leader, my character must / should / has to... • To be a good leader, my character mustn't / shouldn't / doesn't have to... 3. Give learners 10 minutes to write their sentences. 4. Call learners back together. Call on random learners to each read once sentence they have written. 5. Go through each sentence with the class. Discuss the obligation word that has been used. Correct any mistakes that you find. 		
<p>TOPIC</p>	<p>Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness!</p>		
	<p>Before class begins, rewrite the planning frames on the board:</p>		
	<table> <tr> <td data-bbox="502 1601 1017 2100"> <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? </td><td data-bbox="1017 1601 1533 2100"> <p><u>My story</u></p> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard. </td></tr> </table>	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? 	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard.
<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Who is the main character? 2. What is the setting of the story? (Where does the story happen?) 3. What do we need to know about this character / characters? 4. Which leadership quality will your character show? 	<p><u>My story</u></p> <ol style="list-style-type: none"> 1. Sizwe, Age 9 and Stephen, Age 9 2. At her school during break. 3. Sizwe is a good reader. Stephen is a struggling reader. 4. Sizwe will show the skill of encouraging others! Stephen will show the skill of not giving up and working hard. 		

	<ol style="list-style-type: none"> What is the problem in the story? How is the problem fixed? 	<ol style="list-style-type: none"> The problem is that Stephen is struggling to read. He is frustrated and wants to give up. Sizwe offers to help tutor Stephen. Sizwe's encouragement makes Stephen want to keep trying!
WRITING FRAME	<ol style="list-style-type: none"> Next, tell learners that they must turn each point in their plan into a sentence. They must also arrange the sentences into three paragraphs. They can use the sentence starters under each heading for help writing their paragraphs. They will need to add more sentences as well. Write the following frame on the chalkboard, and explain it to learners: <p>Paragraph One: Beginning Points 1-3 <i>One day...</i></p> <p>Paragraph Two: Middle Points 4-5 <i>Next...</i> <i>He / she realised...</i> <i>The problem was...</i></p> <p>Paragraph Three: Ending Points 6 <i>Then...</i> <i>After that...</i> <i>In the end...</i></p> 	
DRAFT	<ol style="list-style-type: none"> Hand out learners' exercise books. Settle learners so you have their attention. Remind learners that they will write story using the frame. Instruct learners to write the date and heading: Story: Draft Instruct learners to complete the writing frame using their plans. Tell learners that they can add more sentences or details if they have time. Remind learners of the strategies they can use to help them. As learners write, walk around the classroom and help learners who are struggling. 	
HOMEWORK	Learners must complete the draft.	

DraftMy story

One day Sibü saw Lucky on the soccer field. Lucky was trying to kick the ball in to the goal.

Next Lucky sat down and started to cry. Sibü showed kindness and went to talk to Luky. Lucky realised that he must not give up trying. The problem was he always missed the ball.

Then Sibü showed Lucky how to kick the ball. After that Sibü helped Lucky to practice. In the end Lucky could kick the ball.

WEEK 6: WEDNESDAY / DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS
GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	What makes a good leader?
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 6: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Lets talk about a word that’s very long.	<i>Stretch your arms out wide</i>
	Its so important, it needs its own song.	-
	It’s a word for you and me,	<i>Point to your friend then point to yourself</i>
	This word is responsibility!	<i>Shout out</i>
	Do your own part. Help others on the way.	<i>Touch your friend on the shoulder</i>
	Be responsible in what you do and say!	-
	If you say you’ll be there, make your words true.	-
	People must know they can count on you!	<i>Touch your friend on the shoulder</i>
THEME VOCABULARY	jealousy, bravery, successful, duty, obligation	
QUESTION OF THE DAY		
Question	Do you think leaders ever feel jealousy?	
Graph	2 COLUMN GRAPH	
Options	yes / no	
Follow up questions		
Question	How many learners think that leaders feel jealousy?	
Answer	__ learners think that leaders feel jealousy.	
Question	How many learners don’t think that leaders feel jealousy?	
Answer	__ learners don’t think that leaders feel jealousy.	
Question	Do more learners think leaders feel jealousy or not?	
Answer	More learners think / don’t think that leaders feel jealousy.	
Question	Do fewer learners think leaders feel jealousy or not?	

Answer	Fewer learners think / don't think that leaders feel jealousy.
Question	Do you think leaders ever feel jealousy?
Answer	Yes, I think that leaders feel jealousy.
Answer	No, I don't think that leaders feel jealousy.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 6: THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	What makes a good leader?
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 6: FRIDAY / DAY 5: EDITING AND PUBLISHING ASSESSMENT

<p>EDITING CHECKLIST</p> <p><i>(Write this on the board before class begins)</i></p>	<ol style="list-style-type: none"> 1. Does my story have 3 paragraphs? 2. Does my story describe the character and setting? 3. Does the character in my story show at least one leadership quality? 4. Does my story have a problem? 5. Does the problem in my story get fixed? 6. Did I spell all words correctly? 7. Does each sentence begin with a capital letter? 8. Does each paragraph end with proper punctuation?
EDIT	<ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to change words if it will help their story sound more interesting. 7. Explain that learners may begin to publish when they are finished editing.
PUBLISH	<ol style="list-style-type: none"> 1. Explain that in the final draft, learners must give their stories a title. 2. Instruct learners to read through their corrections. 3. Instruct learners to rewrite their story, correcting any mistakes. 4. Instruct learners to rewrite the story correctly, under their chosen title. 5. Tell learners that they may illustrate their story by drawing a picture with a caption, but it is not a requirement.
ASSESSMENT	<ol style="list-style-type: none"> 1. Collect learners' books and assess using the rubric below.

ASSESSMENT RUBRIC

Rubric: ESSAY

Award a maximum of 20 marks

Criteria	Exceptional	Good	Fair	Improving	Needs support
CONTENT	5	4	3	2	1
5 MARKS	The learner's response is interesting and exceeds expectations. The learner includes some details. The learner uses correct sentence structures.	The learner's response is interesting and relevant to the topic. The learner includes some details. The learners uses mostly correct sentence structures.	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structure.	The learner's response is not totally relevant to the topic. The learner repeats the same sentence structure over and over.	The learner's response is irrelevant to the assignment. The learner does not use full sentences.
ORGANISATION	5	4	3	2	1
5 MARKS	The essay is well organised, including a beginning, middle and end. The ideas are well connected. The essay flows exceptionally well.	The essay is organised, including a beginning, middle and end. The ideas are connected	The essay is includes parts of a beginning, middle and end, but they are not fully developed. The ideas are not totally connected.	The essay is includes some parts of a beginning, middle and end. But many ideas seem to be missing. The ideas are not connected.	The essay is not organised into a beginning, middle and end. There is no connection in the ideas presented.

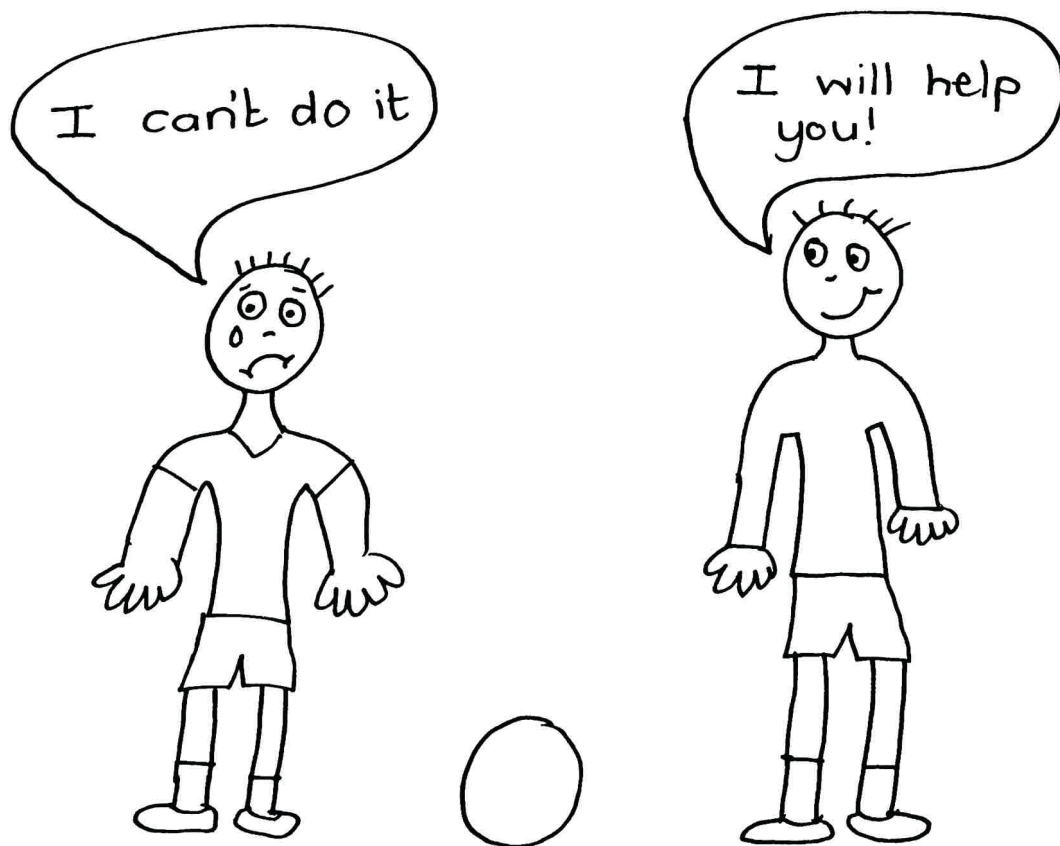
PLANNING 5 MARKS	5	4	3	2	1
	The learner makes a plan before writing. The learner uses the plan to inform their drafting. The learner expands on the ideas in their plan with creativity.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING & LANGUAGE 5 MARKS	5	4	3	2	0-1
	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner uses some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has a basic and limited vocabulary. The learner does not use grammar taught. The learner attempts to edit their own work, but there are many errors remaining.	The learner has a very limited vocabulary. The learner does not edit their own work.

Lucky learns to kick

One day, Sibü saw Lucky on the soccer field. Lucky was trying to kick the ball.

Next Lucky sat down and started to cry. Sibü went to talk to Lucky. Lucky realised that he must not give up. The problem was that he always missed the ball.

Then Sibü showed Lucky how to kick the ball. After that Sibü helped Lucky to practice. In the end Lucky could kick the ball.



WEEK 6: FRIDAY/ DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 5
TEXT	What makes a good leader?
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 6 CONCLUSION**Find 10 minutes at the end of the week to do the following:**

CHECK WORD FIND	<ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the word find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. <p>You may want to have a space on the chalkboard for the 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words or the best words.</p>
SUMMARISE	<p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words about leadership. 2. Learnt how to use 'must', 'should', and 'have to' to show obligation.. 3. Learnt how to write a story. 4. Read different texts about leadership. 5. Spoke about the texts. 6. Learnt how to wonder and make evaluations. 7. Answered questions about the texts. 8. Read each other's writing.

SHARE WITH FAMILIES	<ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt!
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills. b. Were kind and helpful. c. Learnt all the new vocabulary. d. Practiced their reading, and managed to read the text really well. e. Wrote a good story. f. Helped their partner to understand something. g. Worked really hard throughout the week. h. Spoke in English during EFAL, and used all the vocabulary. 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class!

GRADE 5 - TERM 2

WEEK 7

THEME: BREAKING THINGS DOWN

'Time isn't the main thing. It's the only thing.'
Miles Davis

TERM 1: WEEK 7	
OVERVIEW	
THEME	Breaking things down
THEME VOCABULARY	robot, clear, specific, computer programmer, step-by-step, intersection, corner, directions, as a result, block
LSC	Connecting words and phrases showing contrast and reason
COMPREHENSION STRATEGY	Search the text Make evaluations
WRITING GENRE	Procedural text / Instructions
WRITING TOPIC	Write instructions that tell someone how to play a game that you enjoy. OR Write instructions that tell someone how to do an activity you enjoy.
CLASSROOM PREPARATION	<ol style="list-style-type: none"> 1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a recipe book or a recipe from a magazine that gives instructions, or a map. 5. Try to find some pictures for your theme table, for example: a robot, intersection or different street signs that show direction.

WEEK 7: MONDAY / DAY 1: INTRODUCE THE THEME & ORAL ACTIVITIES

PICTURE	<ol style="list-style-type: none"> 1. Hand out DBE Workbook 1 to learners. 2. Instruct learners to open to: page 132. 3. Instruct learners to look at the pictures and the headings on the page. 4. Remind learners that headings are words (usually big or emboldened) that tell us what other words on the page might be about. 	
INTRODUCE THE THEME	<ul style="list-style-type: none"> • Point out the heading: Understanding driving directions. • Discuss the picture with learners. Explain that this is a map of a small town. We can see different street signs and we can also see street names! • Instruct learners to look at the text below the map. • Ask learners: What do you notice in this text that is different from other texts we have read? • Point out the blank spaces in the text. Normally, we read a completed text, but this one has words we will need to think about and fill in! • Ask learners: What do you know about procedural texts? • Remind learners that a procedural text tells us what to do, how to do something or how something happens. In a procedural text, things are always broken up, step by step. • Explain that this text procedural text is related to our theme: Breaking things down. 	
SONG / RHYME	Explain that in this song, we will see some examples of clear, specific directions!	
	Lyrics	Actions
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
	Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>

THEME VOCABULARY	robot, clear, specific, computer programmer, step-by-step
QUESTION OF THE DAY	
Question	Which instruction do you think is the most clear and specific?
Graph	3 COLUMN GRAPH
Options	walk five steps / walk towards the door / walk slowly
Follow up questions	
Question	How many learners think 'walk five steps' is the most clear and specific?
Answer	__ learners think 'walk five steps' is the most clear and specific.
Question	How many learners think 'walk towards the door' is the most clear and specific?
Answer	__ learners think 'walk towards the door' is the most clear and specific.
Question	How many learners think 'walk slowly' is the most clear and specific?
Answer	__ learners think 'walk slowly' is the most clear and specific.
Question	Which instruction do most learners think is the most clear and specific?
Answer	Most learners think __ is the most clear and specific.
Question	Which instruction do fewest learners think is the most clear and specific?
Answer	Fewest learners think __ is the most clear and specific.
Question	Which instruction do you think is the most clear and specific?
Answer	I think 'walk five steps' is the most clear and specific.
Answer	I think 'walk towards the door' is the most clear and specific.
Answer	I think 'walk slowly' is the most clear and specific.
EXPLAIN	<i>Explain that all of these instructions could be clearer and more specific. In fact, a clear and specific instruction would combine all three of these, like: Walk 5 steps towards the door slowly!</i>

PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. This week, learners will listen to **a story**: *Programming a robot*
2. **FIRST READ**: Read the story out loud to learners. Read with fluency and expression. As you read, embed meaning in the story by using your voice, facial expressions, and actions.
3. **SECOND READ**: Read the story out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
4. **THIRD READ**: Read the story out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

Text	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
The Grade 5 class was so excited! They received a gift from the school principal. The gift was a blue toy robot. They named the robot Mrs Blue. The only problem with Mrs Blue is that she could not do anything yet. Mrs Blue stood very still. The principal explained that the class could make Mrs Blue work by giving her very clear instructions.	How can the class make the robot work? Oh! I learn that they must give the robot specific and clear instructions!	<ol style="list-style-type: none"> 1. Who is Mrs Blue? (<i>She is the Grade 5 class robot.</i>) 2. How can the class make their new robot work? (<i>The class must give the robot instructions to make her work.</i>) 3. Why did the class name the robot Mrs Blue? (<i>Because it is a small blue robot!</i>)
'Class, you need to give Mrs Blue very clear and specific instructions of what to do. You must break your instructions into small parts, so that she knows exactly what she must do,' explained the Grade 5 teacher.	Oh, I learn that clear and specific instructions are instructions that are broken down into small parts. Clear instructions must go step-by-step!	<ol style="list-style-type: none"> 1. What kind of instructions must the learners give to the robot? (<i>The must give clear and specific instructions. The instructions must be broken into small parts!</i>)

<p>Sizwe stepped forward and said, 'Mrs Blue pick up the pencil.'</p> <p>Mrs Blue quickly walked forward and picked up all the pencils on the desk. There were many pencils on the desk, and the robot could not carry all of them.</p>	<p>Sizwe instructs the robot to 'pick up the pencil.' I learn that this isn't a clear enough instruction for the robot. I learn this when the robot picks up all the pencils. I learn that Sizwe's instruction was not clear and specific, because the robot didn't know which pencil to pick up!</p>	<p>1. Why does the robot try to pick up all the pencils? <i>(Because Sizwe didn't give a specific instruction – he didn't say which specific pencil the robot should pick up!)</i></p>
<p>The teacher shook her head, 'Class, I told you, you need to give very careful and clear instructions or else the robot will get confused. You need to tell the robot exactly which pencil to pick up what to do with the pencil.'</p>	<p>I can make the evaluation that the learners have never had to break down instructions step-by-step. I can also make the evaluation that the teacher hasn't done a good job of explaining how to do this until now!</p>	<p>1. Why was the robot confused? <i>(Because it doesn't know which pencil it must pick up and what to do with the pencil once it has it!)</i></p> <p>2. What evaluation can you make about giving clear and specific instructions? (I can make the evaluation that it is the class's first time to do this / that it is more difficult than the teacher thought it would be!)</p>
<p>Sizwe tried again, 'Mrs Blue, please walk forward 10 paces to the desk in front of you. Then, pick up the blue pencil that is next to the pink pencil case. Then, please give me the pencil.'</p> <p>The class watched as Mrs Blue did exactly what Sizwe asked.</p> <p>'Well done Sizwe!' said their teacher. 'You have just learnt your first lesson about computer programming. If you want to programme a computer, you have to give it clear, step by step instructions of what to do.'</p>	<p>Oh! Now I understand better what clear, specific, step-by-step instructions sound like! Sizwe broke down the instructions so the robot knew exactly where it must walk, which pencil it must pick up, where to find the correct pencil, and what to do after getting the pencil!</p>	<p>1. What instructions did Sizwe give the robot this time? <i>(The robot must walk forward 10 paces to the desk, pick up the blue pencil next to the pink pencil case, give Sizwe the pencil.)</i></p> <p>2. How do you know that these instructions were clear and specific? <i>(Because the robot did exactly what Sizwe asked!)</i></p>

'Cool! I am a computer programmer!' yelled Sizwe. He was so excited.		3. Why does Sizwe feel excited to be a computer programmer? <i>(Because giving the robot clear and specific instructions is the first step to learning computer programming!)</i>
From then on, the class always gave Mrs Robot very clear, specific instructions. They also always tried to give one another clear, specific instructions. They all wanted to be computer programmers.	I learn that Sizwe's classmates all want to be computer programmers, so they work hard to break all instructions down, step-by-step!	1. What is the robot helping the class learn? (How to give step-by-step instructions / How to become computer programmers.)

WEEK 7: TUESDAY / DAY 2: SPEAKING

DISCUSS...

1. This week, learners will discuss **a story**: *Programming a robot*
2. **Before class begins, write the following conversation frame on the board:**
 - a. This story is about...
 - b. I can make the evaluation that...
 - c. I liked when...
 - d. This story teaches us...
 - e. This story helps us learn about breaking things down because...
3. Read the conversation frame out loud to learners.
4. Read the story out loud to learners. Instruct learners to think about the conversation frame as they listen to the story.

READ THE TEXT

Programming a Robot

The Grade 5 class was so excited! They received a gift from the school principal. The gift was a blue toy robot. They named the robot Mrs Blue. The only problem with Mrs Blue is that she could not do anything yet. Mrs Blue stood very still. The principal explained that the class could make Mrs Blue work by giving her very clear instructions.

'Class, you need to give Mrs Blue very clear and specific instructions of what to do. You must break your instructions into small parts, so that she knows exactly what she must do,' explained the Grade 5 teacher.

Sizwe stepped forward and said, 'Mrs Blue pick up the pencil.'

Mrs Blue quickly walked forward and picked up all the pencils on the desk. There were many pencils on the desk, and the robot could not carry all of them.

The teacher shook her head, 'Class, I told you, you need to give very careful and clear instructions or else the robot will get confused. You need to tell the robot exactly which pencil to pick up what to do with the pencil.'

Sizwe tried again, 'Mrs Blue, please walk forward 10 paces to the desk in front of you. Then, pick up the blue pencil that is next to the pink pencil case. Then, please give me the pencil.'

The class watched as Mrs Blue did exactly what Sizwe asked.

'Well done Sizwe!' said their teacher. 'You have just learnt your first lesson about computer programming. If you want to programme a computer, you have to give it clear, step by step instructions of what to do.'

'Cool! I am a computer programmer!' yelled Sizwe. He was so excited.

From then on, the class always gave Mrs Robot very clear, specific instructions. They also always tried to give one another clear, specific instructions. They all wanted to be computer programmers.

SMALL GROUP DISCUSSION

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call learners back together.
5. Call on one group member from **each group** to share one thing someone in their group said.

WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW

Sounds	/ck/ /o/ /sh/									
Activity	<p>Write the following sounds on the chalkboard: ck, o, sh</p> <p>Say the sounds and instruct learners to repeat the sounds. Do this three times.</p> <p>Write the following words on the chalkboard and sound each word out as follows:</p> <p>/sh/ - /o/ - /ck/ = shock</p> <p>/m/ - /o/ - /ck/ = mock</p> <p>/sh/ - /o/ - /p/ = shop</p> <p>Ask learners to sound out and read each word after you.</p>									
Word find	<p>Write the following table on the chalkboard:</p> <table><tr><td>ck</td><td>o</td><td>sh</td></tr><tr><td>n</td><td>k</td><td>d</td></tr><tr><td>i</td><td>m</td><td>p</td></tr></table> <p>MODEL</p> <ol style="list-style-type: none">1. Review all of the sounds on the chalkboard.2. Tell learners to copy the table into their books.3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.4. Show learners how to build one or two words, like: : shock or mop5. Possible words (this is not a complete list): shock, ship, shop, dish, kick, pick, nick, mock, dock, shin, mop, pin, pod, etc	ck	o	sh	n	k	d	i	m	p
ck	o	sh								
n	k	d								
i	m	p								

WEEK 7: TUESDAY / DAY 2: PRE-READING

TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
ACTIVITY	PRE-READING
COMPREHENSION STRATEGY	Predict
PURPOSE	By getting learners to predict, you are getting them to think about the story before they have even read it. Learners must use clues to try and work out who the characters are, and what main events will take place. By predicting, learners are developing their comprehension skills by thinking about the story.

PRE-READING ACTIVITY

1. Ask a learner to read the title: **Following instructions**
2. Explain the meaning of the title, e.g. *When we follow instructions, we listen and do the instructions someone has given us!*
3. Explain that this week, we will need to use the map (picture) to help us figure out the correct text.
4. Explain to learners that the arrows in the map tell you which way you must drive on a street. A street with an arrow going only one way is called a one way street.
5. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
6. Instruct the learners to skim the text. Instruct them to underline any words they might think are important to telling us what the text is about.
7. Instruct learners to circle any words they do not know the meaning of.
8. Ask learners: Which words did you underline? Why?
9. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
10. Ask learners: What words did you circle?
11. Help learners to figure out the meanings of these words in context!
12. Instruct learners to think about the pictures, title and the bold words in the text.
13. Ask learners predictive questions:
 - a. What procedure will this text tell you about?
 - b. Why do you think the map is important for understanding this text?
 - c. Why do you think there are blank spaces? What do you think we will need to do?
 - d. Do you think you will enjoy reading this text? Why or why not?
14. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
	Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>
THEME VOCABULARY	intersection, corner, directions, as a result, block (like a sidewalk block!)	

QUESTION OF THE DAY

Question	What do you think is more difficult?
Graph	2 COLUMN GRAPH
Options	Giving instructions to a robot / Giving someone driving directions

Follow up questions

Question	How many learners think giving instructions to a robot is more difficult?
Answer	__ learners think giving instructions to a robot is more difficult.
Question	How many learners think giving someone driving directions is more difficult?
Answer	__ learners think giving someone driving directions is more difficult.
Question	What do more learners think is more difficult?
Answer	More learners think __ is more difficult.
Question	What do fewer learners think is more difficult?
Answer	Fewer learners think __ is more difficult.

Question	What do you think is more difficult?
Answer	I think giving instructions to a robot is more difficult.
Answer	I think giving someone driving directions is more difficult.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 7: WEDNESDAY / DAY 3: FIRST READ

TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
ACTIVITY	FIRST READ
COMPREHENSION STRATEGY	Search the text Make evaluations
PURPOSE	<ul style="list-style-type: none"> • By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. • Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

1. Hand out the DBE workbooks.
2. Instruct learners to turn to the story on **page 132**.
3. Allow learners a few minutes to try and read the text on their own, in silence.
4. Explain that you will read the text to learners. They must **follow along** with the text as you read.
5. **Explain that today, learners must follow along not only with the text, but also on the map! Explain that we will work together today to fill in the blank spaces in the text.**

6. Read the text with fluency and expression to learners. Figure out the correct answers as you go!
7. Read the **Text** first, and then say the comment in the **First Read** column.

NOTE: THERE ARE SOME ERRORS IN THE ACTIVITY ON PAGE 132 THAT MUST BE CORRECTED AS FOLLOWS:

1. Look at the boxes of possible answers on the top right of the map. Change **25 to 60**.
2. Look at the map. Tell learners to cross out the '**no left turn**' sign on the corner of B STREET and THIRD STREET.
3. Look at the map. Tell learners to cross out the '**no entry**' sign on the corner of 1st STREET and A STREET.
4. Look at the map. Tell learners to draw a '**no entry**' sign on the corner of 1st STREET and B STREET.
5. Look at the text below the map. Change the sentences for point (7) as follows:
She drove one block to the corner of 1st STREET and C STREET, where she crossed over a (7) _____. Then she turned west and drove to 1st STREET and B STREET.

Text	Think Aloud: First Read
My sister passed her driving test! She did very well. Let me tell you all about it. She began at the Driving Centre at the corner of 4 th and A streets. The sign at the corner said that the speed limit was (1) _____ kilometers per hour.	Ok, let us find the corner of 4 th and A streets. Let's put our fingers there! What is the speed sign I see? Oh! It is 60 kilometres per hour. I can fill in the box with the 60.
She drove east to 4 th and B Streets and turned (2) _____.	I need to figure out the next box. I know on a map, East is right. Let's put our fingers on the place where 4 th and B Streets meet. I must figure out whether she turned left or right. I read that after this step, she will travel just one block and be able to turn onto 3rd Street. This means she must turn left onto B Street. Then, after one block she will be able to turn onto 3rd Street! I know that box (2) must say left inside.
She went one block and turned (3) _____ on 3 rd Street. She drove one block. She saw a sign at the corner of 3 rd and C Streets.	Now, she is at B and 3 rd Street. I need to figure out if she must turn left or right. It says that after just one block, she will be at 3 rd and C streets. This means that she must turn right. I will write right inside box 3!

It said (4) _____, so she drove slowly.	What does the sign at the intersection of 3 rd and C Streets say? Oh! It is a yield sign. That means you must look out for other cars! I must write yield in box 4!
Then, she (5) _____ North.	I can look in the box and see that the word turned fits here. She turned North. That means she turned left onto C Street.
She (6) _____ at the corner of 2 nd and C streets.	I know she travelled North, and I can see a little stop sign at the corner of 2 nd and C Streets! She must have stopped when she reached there! I must write stopped inside box 6!
She drove one block to the corner of 1st STREET and C STREET, where she crossed over a (7) _____.	I see the crisscross lines on the map. I think this must be a railroad crossing .
Then she turned west and drove to 1st STREET and B STREET. She saw another sign there. It said (8) _____, so she didn't continue on 1st Street.	When she drove to 1 st and B streets, she sees a sign that means do not enter . She can't keep going on 1 st Street because of the do not enter sign! She will need to turn.
She turned south, went one block and turned west on 2 nd Street because it's a (9) _____ street.	Ok, I know she turns South. That means she starts going back down towards 2 nd Street. When she arrives at 2 nd Street, she cannot turn east because 2 nd is a one way street. I can see the one way sign!
She drove one block, then turned south at (10) _____ Streets.	After one block, she is at 2nd and A Streets . She will turn South there, back towards the Driving Centre.
She drove past 3 rd Street and turned (11) _____ at 4 th and A Streets. She arrived back at the driving Centre safely.	Finally, she goes west to finish her driving test at the Centre! We have figured out step-by-step where my sister drove for her driving test!
Follow up questions	Possible responses
Where is the stop sign?	The stop sign is at 2 nd and C Streets.
Where does the driver begin and end their driving test?	She begins and ends at the driving centre?

Why question	Possible response
Do you think this driving test was easy or difficult? Why?	<ul style="list-style-type: none"> • I think this driving test was easy because... • I think this driving test was difficult because...
Introduce the LSC in context	
<ol style="list-style-type: none"> 1. Explain to learners that in this cycle, they will learn about: connecting words that show reason or contrast 2. Introduce this LSC as follows: Remember that connecting words are words that join two sentences into one. Sometimes, these words can join a sentence that gives a reason. These would be words like: therefore; as a result. Sometimes, these words can join contrasting, or opposite, sentences. These would be words like: however; instead. 	

WEEK 7: THURSDAY / DAY 4: SECOND READ

TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
ACTIVITY	SECOND READ
COMPREHENSION STRATEGY	Search the text Make evaluations
PURPOSE	<ul style="list-style-type: none"> By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read. Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations. Remember that it takes confidence to share an evaluation, so it is important to encourage and praise learners as they start to make evaluations.

- Before the lesson begins, write the **follow-up questions** on the board:
 - Why did the driver go slowly when driving on C Street?*
 - How fast do you think the driver was going? Why?*
 - Why do you think we must be able to follow a procedural text (like directions or instructions)? Make an evaluation about whether you think this is an important skill or not!*
- Read the **follow-up questions** out loud to learners.
- Hand out the DBE workbooks.
- Instruct learners to turn to the story on **page 132**.
- Explain that you will read the text to learners. They must **follow along** with the text as you read.
- Read the text with fluency and expression to learners.
- Read the **Text** first, and then say the comment in the **Second Read** column.
- Next, instruct learners to **turn and talk** with a partner.
- Instruct learners to take turns **reading the text** to each other.
- Tell learners to **orally** discuss the **follow-up questions** together.

Text	Think Aloud: Second Read
My sister passed her driving test! She did very well. Let me tell you all about it. She began at the Driving Centre at the corner of 4 th and A streets. The sign at the corner said that the speed limit was (1) 60 kilometers per hour.	Where did the narrator's sister begin her driving test? Oh I read that she began at the intersection of 4 th and A Streets!
She drove east to 4 th and B Streets and turned (2) left .	I learn that next, she drove east. When we look at a map, east is right on the map. <i>(Draw a compass on the board to show this!)</i>
She went one block and turned (3) right on 3 rd Street. She drove one block. She saw a sign at the corner of 3 rd and C Streets.	
It said (4) yield , so she drove slowly.	I can make the evaluation that the driver has studied the road signs to get ready for her driving test. She knows that this triangle means 'yield' and that she must go slowly here!
Then, she (5) turned North.	Where is she driving now? I learn that she is driving north. She is driving towards 2 nd Street now.
She (6) stopped at the corner of 2 nd and C streets.	--
She drove one block to the corner of 1st STREET and C STREET, where she crossed over a (7) <u>railway crossing</u>.	I am not sure what the lines on the map are. However, I can make the evaluation that they are a railroad crossing. I can make this evaluation because the instructions at the top of the page say: Complete the story below with the missing words in the box. Railroad crossing is one of the things in the box. When I look at the map, there is nothing else that could be a Railroad crossing. I can use my best judgement to decide that this must be it!
Then she turned west and drove to 1st STREET and B STREET. She saw another sign there. It said (8) do not enter , so she didn't continue on 1st Street.	I learn that she must turn because she cannot continue driving on 1 st Street.
She turned south, went one block and turned west on 2 nd Street because it's a (9) one way street.	Where did she turn? Oh! I learn that she turned onto 2 nd Street.

She drove one block, then turned south at (10) 2nd and A Streets Streets.	Which street is she driving on now? Oh I can see that she is going south, so she is driving on A street.
She drove past 3 rd Street and turned (11) west at 4 th and A Streets. She arrived back at the driving Centre safely.	Why did she turn west here? Oh, I learn that it is because she ends the driving test back at the Driving Centre.
Follow up questions	Responses
Why did the driver go slowly when driving on C Street?	Because of the yield sign!
How fast do you think the driver was going? Why?	She was going 60 kilometers per hour because that is the speed limit in town. She was going slower than that on C Street after the yield sign.
Why question	Possible response
Why do you think we must be able to follow a procedural text (like directions or instructions)? Make an evaluation about whether you think this is an important skill or not!	<ul style="list-style-type: none"> • I think we must be able to follow a procedural text because... • I think it is important to be able to follow instructions because... • I don't think we really need to know how to do this because...
Ask learners to formulate a question about the text. <ol style="list-style-type: none"> 1. Ask learners to independently think of a question that they can ask about the text. 2. 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. 3. Tell learners to turn and talk, and share their questions with each other. 4. Then, ask a few learners to share their questions with the class. 5. Give other learners the opportunity to answer these questions. 	

WEEK 7 THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

Modelling (I DO)	<ol style="list-style-type: none"> 1. Explain that this week, we have been working on searching the text. 2. Explain that when we search the text, we look for information that is stated in the text. 3. Hand out the DBE workbooks to learners. 4. Instruct learners to open to: page 132 5. Ask learners: <i>When did the driver drive west?</i> 6. Explain that to answer this question quickly, we can search the text for the words 'west' – that is a helpful key word in the question! 7. Use modelling to search the text for the word <i>west</i>. Start at the beginning, and point out the word wherever you can find it: <ol style="list-style-type: none"> a. <i>Then she turned west and drove to 1st STREET and B STREET.</i> b. <i>She turned south, went one block and turned west on 2nd Street because it's a one way street.</i> c. <i>She drove past 3rd Street and turned west at 4th and A Street.</i> 8. Explain that she drove west on both 2nd Street and 4th Street. 9. Explain that when we search the text, we usually answer questions about: <ol style="list-style-type: none"> a. Who b. What c. When d. Where e. How f. Why 10. When we search the text, we: <ol style="list-style-type: none"> a. think about the question word – what is being asked? b. look for information in the words that are written. c. look for key words to help us find the answer more easily!
Work with learners (WE DO)	<ol style="list-style-type: none"> 1. Ask learners: Which streets did the driver drive east on? 2. Ask learners: What key word/s do you think you could try to find? <ol style="list-style-type: none"> a. Explain that east is the key word. 3. Instruct learners to search the text for the answer to this question. 4. Call on learners to answer the question: <i>She drove east to 4th and B Street.</i>

<p>Pair work (YOU DO)</p>	<ol style="list-style-type: none"> 1. Explain that now, learners will work with a partner to search the text. 2. Ask learners: What signs did the driver see on her driving test? 3. Instruct learners to search the text with their partners and to make a list of all the signs she saw. 4. After 3-5 minutes, call learners back together. 5. Call on learners to share their answers to the question: <ol style="list-style-type: none"> a. Yield b. Do not enter c. One way d. Speed limit / 60 kilometres per hour 6. Ask learners: What key words did you look for to help you answer this question? 7. Explain that to answer this question, we could have searched for the key words sign.
<p>NOTES</p>	<p>Tell learners to open their exercise books, and copy down the following notes to remind them of how to search the text:</p> <p><u>Search the text</u></p> <p>Answer questions!</p> <p>I must:</p> <ul style="list-style-type: none"> • Think about the question word. What kind of information must you find? • Think about key words. • Look at the text. Think about the meaning. • Put information from the text together. <p>Note:</p> <p><i>Point out to the learners that this activity taught us an important lesson about giving clear, correct instructions. We had to fix some errors on the activity, or else it would not have worked. This is an important lesson for us! We must always check our instructions and information very carefully.</i></p>

WEEK 7: FRIDAY / DAY 5: POST-READING

TITLE	<i>Following instructions</i>
DBE WORKBOOK 1, PAGE	132
ACTIVITY	WRITTEN COMPREHENSION
COMPREHENSION STRATEGY	Search the text
PURPOSE	By getting learners to recall details about the story, you are checking that they have a basic understanding of the story. You can also show learners how to search the text to find details, once they can read.

POST-READING

1. Before the lesson begins, write the following heading, questions and sentence starters on the board.
2. Read through the questions with learners, and explain them if necessary.
3. Tell learners that next, they are going to turn and talk and discuss these questions with a partner.
4. Then, learners must open their exercise books, write the date and heading, and write the answers to the questions.
5. Explain that learners do not have to write the questions, but they must write the sentence starters.
6. In the last five minutes of the lesson, go through the answers with learners, and allow them to correct their own work.

Following instructions

1. Where did the driver start driving?
She started driving...
2. Where did the driver drive to next?
She drove...
3. What sign did the driver see when she was at 1st and B Street? What did she do as a result?
She saw... As a result, she...
4. Make an evaluation about the place where this driving test is taking place. What evaluation can you make based on the map?
I can make the evaluation that...
5. Why do you think this driver took this test? (What do you think will happen as a result of this test?)
I think she took this test... I think that as a result of this test...

Model Answers: Following instructions

1. Where did the driver start driving?
She started driving at 4th and A Street.
2. Where did the driver drive to next?
She drove to 4th and B Street.
3. What sign did the driver see when she was at 1st and B Street? What did she do as a result?
She saw the DO NOT ENTER sign. As a result, she turned south!
4. Make an evaluation about the place where this driving test is taking place. What evaluation can you make based on the map?
I can make the evaluation that this is a very small town because there are only seven streets.
5. Why do you think this driver took this test? (What do you think will happen as a result of this test?)
I think she took this test to get her driver's license. I think as a result of this test, she will get her driver's license.

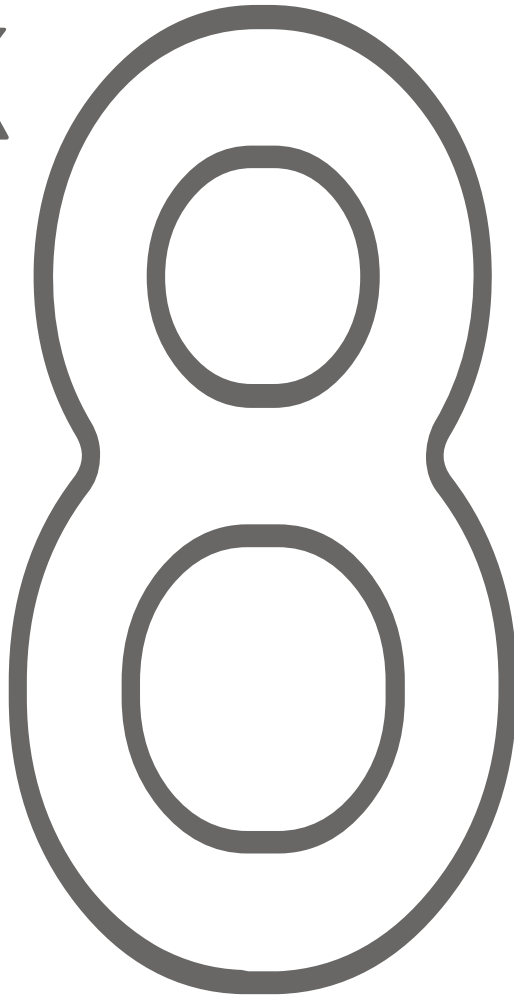
WEEK 7 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
PROCEDURAL	To describe or instruct how something is done through a series of sequenced steps.	<ol style="list-style-type: none"> 1. Goal: a statement of what is to be achieved, e.g. How to make a cover for a portfolio. 2. Materials/ equipment needed listed in order, e.g. Large sheet of art paper, paints, etc. 3. Sequenced steps to achieve the goal, e.g. First, paint a blue background on the paper. 4. May have accompanying visual text, e.g. storyboard, diagrams, etc. 	<p>Written in the imperative, e.g. Paint a blue background ...</p> <p>In chronological order, e.g. First ... next ...</p> <p>Use of numbers and bullet points to signal order.</p> <p>Is written for an unnamed person, rather than a specific individual.</p> <p>Expressions of cause and effect.</p>
INTRODUCE THE GENRE	<ol style="list-style-type: none"> 1. Explain that this cycle, learners will write instructions. 2. Explain that when we write instructions, we must think about Sizwe programming his robot: We must try to give clear, specific instructions just like him! 3. Explain that we write instructions using numbers. We use a number for each small step. 4. Explain that instructions are written that are for a specific purpose: to tell someone what they must do. 5. Explain that in a set of instructions, we must: <ol style="list-style-type: none"> a. Use numbers and steps. b. Write in order of how things must be done. c. Use determiners, like: first, second, then, last, etc. d. Make the writing clear and easy to understand. 		

READ THE SAMPLE TEXT	<p><u>How to make fried egg on toast</u></p> <p><u>You will need:</u></p> <ol style="list-style-type: none"> 1. 2 eggs 2. 2 slices of bread 3. Butter <p><u>Method:</u></p> <ol style="list-style-type: none"> 1. <i>Firstly, put two pieces of bread into the toaster and put the toaster on.</i> 2. <i>Secondly, put the pan on the stove and turn the stove on.</i> 3. <i>Thirdly, put one teaspoon of butter into the pan.</i> 4. <i>Next, crack the two eggs into the pan.</i> 5. <i>When the toast is ready, take it out of the toaster and spread butter onto the toast.</i> 6. <i>When the eggs are cooked, carefully put them on top of the toast.</i>
DISCUSS	<ol style="list-style-type: none"> 1. What does this text teach us about? 2. What words do you notice at the beginning of each sentence? 3. How do we know this is a set of instructions? 4. What did you learn from this text that you didn't know before?
NOTES	<p>Tell learners to open their exercise books, and write down the following heading and notes:</p> <p><u>Instructions</u></p> <ol style="list-style-type: none"> 1. I write in order of how things must be done. 2. I use numbers (like a list). 3. I write like I am telling someone what to do. 4. I use words like: first, second, next, then, etc.

GRADE 5 - TERM 2

WEEK



THEME:
BREAKING THINGS DOWN & ASSESSMENT

'Giving clear, concise instructions is an art.'

Anonymous

TERM 1: WEEK 8

OVERVIEW

THEME	Breaking things down & Assessment
THEME VOCABULARY	robot, clear, specific, computer programmer, step-by-step, intersection, corner, directions, as a result, block, contrast, reason, turn, straight, recipe, spicy, soak, concentrate, chili, pepper
LSC	Connecting words and phrases showing contrast and reason
COMPREHENSION STRATEGY	Search the text Make evaluations
WRITING GENRE	Procedural text / Instructions
WRITING TOPIC	Write instructions that tell someone how to play a game that you enjoy. OR Write instructions that tell someone how to do an activity you enjoy.

GRADE 5 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	Paper 1 Listening comprehension & Conversation	20	9	ASSESSMENT WEEK		
7	Writes a transactional text	10	8	Mon, Wed, Fri	Writing	
	Writes an essay	20	6	Mon, Wed, Fri	Writing	
8	Paper 2 Literary / non-literary text comprehension	15	9	ASSESSMENT WEEK		
	Visual text comprehension	10				
	Summary writing	5				
	Language Structures and Conventions in Context	10				
Total		90				

WEEK 8: MONDAY / DAY 1: WRITING - PLANNING		
TOPIC	Write instructions that tell someone how to play a game that you enjoy. OR Write instructions that tell someone how to do an activity you enjoy.	
GENRE	Instructions	
PLANNING STRATEGY	Make a list	
MODEL THE PLANNING STRATEGY (I DO)	<ol style="list-style-type: none"> 1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Remind learners that they will need to choose one topic. They must write about the same topic all week. 4. Orally share some of your ideas about completing the writing topic, like: <i>I am going to write about an activity I enjoy. I enjoy riding a bike. I will give instructions to someone who would want to learn how to ride a bike.</i> 5. Have the writing topic written on one side of the chalkboard. 6. Write the planning frame below on the other side of the chalkboard. 7. On the other side of the chalkboard, show learners how you make a list by answering the questions. 	
	<u>How to ...</u> <ol style="list-style-type: none"> 1. What does someone need before beginning this task? 2. What is the first thing you must do? 3. What must you do next? 4. What must you do next? 5. What must you do after that? 6. What should you do to finish this task? 7. Is there anything you need to do to finish the task? 	<u>How to ride a bike</u> <ol style="list-style-type: none"> 1. A bicycle, a helmet 2. Get your bike. Put on helmet. 3. Go out to the path or street. 4. Put one leg on each side of the bicycle, sit on the seat. 5. Put your feet on the pedals. 6. Push one pedal forward, keep your feet going around and around as fast as you can. 7. Take your helmet off and put your bike in a safe spot.

LEARNERS USE
THE PLANNING
STRATEGY
(YOU DO)

1. Instruct learners to decide which topic they want to write about.
2. **Hand out exercise books.**
3. Instruct learners to write the proper heading at the topic of the page for whichever topic they have chosen.
4. Instruct learners to close their eyes and visualise themselves completing the task they have chosen. Instruct them to think about breaking the game or activity down into small instructions. Instruct learners to imagine what they do first, next and after that.
5. **Remind learners to think about Sizwe and how he learns to give clear, specific instructions!**
6. Next, tell learners to **turn and talk** with a partner, to share their ideas.
7. Show learners the writing frame on the chalkboard, and tell them to use this frame to plan their instructions, just like you did.
8. Tell learners not to copy your plan – they must write their **own** ideas!
9. As learners work, walk around the room and hold mini-conferences.

Planning

How to play soccer

1. Soccer boots, soccer kit.
2. Put on your soccer boots and kit.
3. Go to the soccer field.
4. Stretch and warm up.
5. Run on the soccer field to your position.
6. Kick the ball and try to score a goal.
7. Take off your soccer boots and kit and have a shower.

WEEK 8: MONDAY / DAY 1: GROUP GUIDED & INDEPENDENT READING WORKSHEETS**GROUP GUIDED READING (SMALL GROUP)**

GROUP	GROUP 1
TEXT	Not concentrating
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 8: TUESDAY / DAY 2: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
	Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>
THEME VOCABULARY	contrast, reason, turn, straight, recipe	

QUESTION OF THE DAY

Question	<p><i>Explain that some people use a recipe to cook food. In contrast, some other people cook by memory and by tasting food as they go. Usually, only people with a lot of experience can do this well!</i></p> <p>Ask learners: Does anyone in your house follow a recipe to cook?</p>
Graph	2 COLUMN GRAPH
Options	yes / no

Follow up questions

Question	How many learners have someone in their house that follows a recipe book?
Answer	__ learners have someone in their house that follows a recipe book.
Question	How many learners don't have anyone in their house that follows a recipe book?
Answer	__ learners don't have anyone in their house that follows a recipe book.
Question	Do more learners have someone in their house that follows a recipe book or not?

Answer	More learners have someone / don't have anyone in their house that follows a recipe book.
Question	Do fewer learners have someone in their house that follows a recipe book or not?
Answer	Fewer learners have someone / don't have anyone in their house that follows a recipe book.
Question	Does anyone in your house follow a recipe to cook?
Answer	Yes, there is someone in my house that follows a recipe book.
Answer	No, there isn't anyone in my house that follows a recipe book.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 8: TUESDAY / DAY 2: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 2
TEXT	Not concentrating
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 8: WEDNESDAY / DAY 3: LANGUAGE AND DRAFTING

LSC	Connecting words and phrases showing contrast and reason
<p>LSC</p> <p>MODELLING</p> <p>(I DO)</p>	<ol style="list-style-type: none"> Write the following connecting words on the board: <ol style="list-style-type: none"> Reason: therefore, as a result Contrast: however, instead Explain that we already know and use lots of connecting words, like: and, but, then, next. Explain that today we will learn about some new connecting words and phrases that help make our writing and speaking better! Write the following sentences on the board: <i>She saw a yield sign. She went slowly.</i> Explain that the second sentence only happens because of the first sentence. That means we can use use connecting words that indicate a reason for something, like: therefore, as a result. <ol style="list-style-type: none"> Therefore: She saw a yield sign. Therefore, she went slowly. As a result: She saw a yield sign. As a result, she went slowly. Next, write the following sentence on the board: <i>He thought he gave a clear instruction. The robot was still confused.</i> Explain that these two sentences are in contrast to each other! That means we can use use connecting words that indicate a contrast, like: however, instead. <ol style="list-style-type: none"> However: He thought he gave a clear instruction. However, the robot was still confused. Instead: He thought he gave a clear instruction. Instead, the robot was still confused.
<p>LSC</p> <p>Ask learners for help</p> <p>(WE DO)</p>	<ol style="list-style-type: none"> Write the following sentence on the board: <i>She saw a do not enter sign. She turned left.</i> Ask learners: <ol style="list-style-type: none"> Do you think we need to use a reason word or a contrast word? What words can we use to connect these sentences better? Explain that the second sentence happens because of the first sentence. That means we use reason words. Brainstorm some ideas with learners and write them on the board, like: <ol style="list-style-type: none"> She saw a do not enter sign. As a result she turned left. She saw a do not enter sign. Therefore, she turned left. Write the following sentence on the board: <i>She told him to go left. He went right.</i>

	<p>6. Ask learners:</p> <ol style="list-style-type: none"> Do you think we need to use a reason word or a contrast word? What words can we use to connect these sentences better? <p>7. Explain that the sentences are contrasting each other! Two different things are happening that are being compared to each other.</p> <p>8. Brainstorm some ideas with learners and write them on the board, like:</p> <ol style="list-style-type: none"> She told him to go left. However, he went right. She told him to go left. Instead, he went right.
LSC Pair work (YOU DO)	<ol style="list-style-type: none"> Write the following sentences on the board: <ol style="list-style-type: none"> She walked all the way home. She felt tired. He saw a stop sign. He just kept driving. Instruct learners to turn and talk in small groups (4 learners) and to use connecting words to connect these sentences better! After 3-5 minutes, give each group a piece of chalk. Explain that they must choose one learner from their group to come and write one of their new sentences that includes a connecting word. After each group has written one sentence on the board, call learners back together. Go through each sentence with the class. Discuss the connecting word that has been used. Correct any mistakes that you find. Answers: <ol style="list-style-type: none"> She walked all the way home. She felt tired. <ul style="list-style-type: none"> She walked all the way home. As a result, she felt tired. She walked all the way home. Therefore, she felt tired. She felt tired because she walked all the way home. He saw a stop sign. He just kept driving. <ul style="list-style-type: none"> He saw a stop sign but he just kept driving. He saw a stop sign. However, he just kept driving. He saw a stop sign. Instead, he just kept driving.
TOPIC	<p>Write instructions that tell someone how to play a game that you enjoy.</p> <p>OR</p> <p>Write instructions that tell someone how to do an activity you enjoy.</p>

PLANS	Before class begins, rewrite your plan on the board:	
	<p>How to ...</p> <ol style="list-style-type: none"> 1. What does someone need before beginning this task? 2. What is the first thing you must do? 3. What must you do next? 4. What must you do next? 5. What must you do after that? 6. What should you do to finish this task? 7. Is there anything you need to do to finish the task? 	<p>How to ride a bike</p> <ol style="list-style-type: none"> 1. A bicycle, a helmet. 2. Get your bike. Put on helmet. 3. Go out to the path or street. 4. Put one leg on each side of the bicycle, sit on the seat. 5. Put your feet on the pedals. 6. Push one pedal forward, keep your feet going around and around as fast as you can. 7. Take your helmet off and put your bike in a safe spot.
WRITING FRAME	<ol style="list-style-type: none"> 1. Next, tell learners that they must turn each point in their plan into a sentence. 2. They must also arrange the sentences in order of how they must be completed, using the writing frame. 3. Write the following frame on the chalkboard, and explain it to learners: <p>How to...</p> <ol style="list-style-type: none"> 1. First, you must... 2. Second, you must... 3. Next, you must... 4. Then, you must... 5. Last, you will see... 	
DRAFT	<ol style="list-style-type: none"> 1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write instructions using the frame. 4. Instruct learners to write the date and heading: Instructions: <p>Draft</p> <ol style="list-style-type: none"> 5. Instruct learners to find their plan from Monday and think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more steps or details if they have time. 8. As learners write, walk around the classroom and help learners who are struggling. 	

Instructions : Draft

How to play soccer

1. First, you must get your soccer boots and soccer kit.
2. Second, you must put on your soccer boots and kit.
3. Next, you must go to the soccer field and stretch and warm up.
4. Then you must run on the field to your position. You must kick the ball and try to score a goal.
5. Last, you must take off your soccer boots and kit and have a shower.

WEEK 8: WEDNESDAY / DAY 3: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 3
TEXT	Not concentrating
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 8: THURSDAY / DAY 4: ORAL ACTIVITIES

SONG / RHYME	Lyrics	Actions
	Stand up	<i>Stand up straight</i>
	Reach both hands to the sky	<i>Stretch both your hands up to the sky</i>
	Sit down	<i>Sit on your chair</i>
	Put your left hand on your right thigh	<i>Put your left hand on your right thigh</i>
	Stand up	<i>Stand up straight</i>
	Count out loud to three	<i>Count to three</i>
	Sit down	<i>Sit on your chair</i>
	Put your right hand on your left knee!	<i>Put your right hand on your left knee</i>
THEME VOCABULARY	spicy, soak, concentrate, chili, pepper	

QUESTION OF THE DAY

Question	Which kind of pepper do you prefer?
Graph	2 COLUMN GRAPH
Options	chili peppers / red peppers

Follow up questions

Question	How many learners prefer chili peppers?
Answer	__ learners prefer chili peppers.
Question	How many learners prefer red peppers?
Answer	__ learners prefer red peppers.
Question	Which kind of pepper do more learners prefer?
Answer	More learners prefer __ peppers.
Question	Which kind of pepper do fewer learners prefer?
Answer	Fewer learners prefer __ peppers.
Question	Which kind of pepper do you prefer?
Answer	I prefer chili peppers.

Answer	I prefer red peppers.
PERSONAL DICTIONARIES	<ol style="list-style-type: none"> 1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
HOMEWORK	<ol style="list-style-type: none"> 1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.

WEEK 8:THURSDAY / DAY 4: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 4
TEXT	Not concentrating
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING

<p>EDITING CHECKLIST</p> <p><i>(Write this on the board before class begins)</i></p>	<ol style="list-style-type: none"> 1. Did I use determiners, like: first, next, then, last? 2. Do I list the things someone needs to complete this task? 3. Did I break the instructions into small, clear and specific steps? 4. Are the steps in chronological order (in order of how someone must do them)? 5. Did I spell all words correctly? 6. Does every sentence start with a capital letter? 7. Does every sentence end with proper punctuation?
EDIT	<ol style="list-style-type: none"> 1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklist on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their instructions to be more clear. 7. Instruct learners to move sentences around if needed, so that the steps are in the correct order. 8. Explain that learners may begin to publish when they are finished editing.
PUBLISH	<ol style="list-style-type: none"> 1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their instructions, correcting any mistakes. 3. Instruct learners to rewrite the instructions correctly, under the heading: How to... 4. Tell learners that they may illustrate their instructions by drawing a picture for each step or some steps, but it is not a requirement.
SHARE	<ol style="list-style-type: none"> 1. Instruct learners to turn and talk to a partner. 2. Instruct learners to read their writing out loud to their partner and then swop. 3. Instruct learners to each tell each other one thing they liked about their partners' writing.

How to play soccer

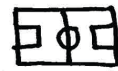
1. First, you must get your soccer boots and soccer kit.



2. Second, you must put on your soccer boots and kit



3. Next, you must go to the soccer field and stretch and warm up.



4. Then you must run on the field to your position. You must kick the ball and try to score a goal.



5. Last, you must take off your soccer boots and kit and have a shower.



ASSESSMENT RUBRIC					
Rubric: INSTRUCTIONS Award a maximum of 10 marks					
Criteria	Exceptional	Good	Fair	Improving	Needs support
CONTENT 5 MARKS	5	4	3	2	1
	The learner's response is interesting and exceeds expectations. The learner formulates instructions correctly.	The learner's response is interesting and relevant to the topic. The learner formulates most instructions correctly.	The learner's response is relevant to the topic. The learner tries to formulate instructions and they are mostly recognisable.	The learner's response is not totally relevant to the topic. The learner formulates some instructions, but struggles with the format.	The learner's response is irrelevant to the topic. The learner does not formulate instructions.
ORGANISATION 5 MARKS	5	4	3	2	1
	The instructions are clear, well organised and perfectly formatted.	The instructions are clear, well organised and are mostly correctly formatted.	The instructions are reasonably well organised and are formatted in the style of instructions, but with a few errors.	The instructions are incomplete or disorganised. There are parts of the instructions that are in the correct style but most are not.	The instructions are incomplete or disorganised. They are not recognisable as instructions.

WEEK 8: FRIDAY / DAY 5: GROUP GUIDED & INDEPENDENT READING WORKSHEETS

GROUP GUIDED READING (SMALL GROUP)

GROUP	GROUP 5
TEXT	Not concentrating
SIGHT WORDS	Read the sight words on the worksheet. Tell the learners to repeat after you and to remember these words by sight.

INDEPENDENT READING (WHOLE CLASS)

Learners use worksheets for independent reading

WEEK 8 CONCLUSION

Find 10 minutes at the end of the week to do the following:

CHECK WORD FIND	<ol style="list-style-type: none"> 1. Go through the lists of words that learners created from the Word Find. 2. Use this opportunity to correct and remediate any issues with phonics. 3. Praise and congratulate learners who made an effort or improved their phonic knowledge. <p>You may want to have a space on the chalkboard for the names of the class 'Word Find Champions'. You could change these names every two weeks, according to who finds the most words, the most unusual word, or for learners who made a real effort.</p>
SUMMARISE	<p>Ask learners to help you create a summary of what has been learnt this week. (This does not need to be written down – it is a discussion task). For example:</p> <p>This week we:</p> <ol style="list-style-type: none"> 1. Learnt new vocabulary words breaking things down. 2. Learnt more about connecting words. 3. Learnt how to write a procedural text that gives instructions. 4. Read different texts about breaking things down. 5. Spoke about the texts. 6. Learnt how to search the text and make evaluations. 7. Answered questions about the texts. 8. Read each other's writing.

SHARE WITH FAMILIES	<ol style="list-style-type: none"> 1. Ask learners to think about two sentences that they are going to tell their families about what they during this theme. 2. Give learners a few minutes to think about this. 3. Ask a few learners to share their sentences with the rest of the class. 4. Remind learners to please tell their families what they learnt!
ACKNOWLEDGE AND CELEBRATE	<ol style="list-style-type: none"> 1. Acknowledge a few learners who worked hard or produced good work during the week. 2. This could include learners who: <ol style="list-style-type: none"> a. Made good progress – developed one of their skills. b. Were kind and helpful. c. Learnt all the new vocabulary. d. Practiced their reading, and managed to read the text really well. e. Wrote a good procedural text. f. Helped their partner to understand something. g. Worked really hard throughout the week. h. Spoke in English during EFAL, and used all the vocabulary. 3. Remember to try to acknowledge all the learners in a class at some stage, and not just the same learners over and over. 4. Celebrate the achievements of those learners, and also of the whole class!

GRADE 5 - TERM 2

WEEKS 9 AND 10

THEME:
ASSESSMENT WEEKS