

**PSRIP
TRACKER
ANNUAL TEACHING PLAN
&
PROGRAMME OF ASSESSMENT
TERM 2 2020
GRADE 5**

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Term 2 Curriculum Coverage

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. This will help you and your HoD to analyse your pacing and coverage.

| ACTIVITY | NUMBER OF LESSONS IN LESSON PLAN | NUMBER OF LESSONS TAUGHT |
|---|----------------------------------|--------------------------|
| Phonics Review | 4 | |
| Listening Lessons | 4 | |
| Speaking Lessons | 4 | |
| Shared Reading Pre Read | 4 | |
| Shared Reading First Read | 4 | |
| Shared Reading Second Read | 4 | |
| Shared Reading Post-Read | 4 | |
| Teach the Comprehension Skill | 4 | |
| Teach the Writing Genre | 4 | |
| Writing: Planning, Drafting, Editing, Publishing & Presenting | 12 | |
| Group Guided Reading | 20 | |

Please remember:

1. Make sure that learners know how to use the Reading Worksheets during Group Guided Reading, and that they do these activities.
2. Get learners who finish their work quickly to complete a DBE Workbook Activity.
3. Encourage learners to do as much independent reading as possible. Collect as many reading resources as you can, and make these available to learners.

WEEKLY TRACKER

| Week 1 | | |
|-----------------------------------|--|----------------|
| Day | CAPS content, concepts, skills | Date completed |
| THEME: PEOPLE WHO CHANGED HISTORY | | |
| Monday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Monday | Activity 1: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: The story of a brave young woman • Genre: Story • Three read • Model comprehension skill: Making inferences • Oral comprehension | |
| Tuesday | Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: The story of a brave young woman • Genre: Story • Small group discussions to respond to text | |
| Tuesday | Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /ch/ and /ai/ | |
| Tuesday | Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Discuss and predict | |
| Wednesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Wednesday | Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension • Introduce the LSC in context | |
| Thursday | Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text | |
| Thursday | Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Teach: Making inferences | |

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| Friday | Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: Nelson Mandela • Genre: Story • Oral recount • Making inferences / summarise | |
| Friday | Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Story (narrative essay) • Sample text: How I would like to change history | |

WEEK 1 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 1 | | |
|---|--|-----------------------|
| Textbook | Supplementary Reading Activity: | Date Completed |
| | Reads a story | |
| SUCCESSFUL OXFORD Oxford | Trouble in the supermarket, 68 | |
| STUDY & MASTER Cambridge | Feeling small, 70 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Singing in the New Year, 63 | |
| VIA AFRICA Via Africa | Read a story, 57 | |
| HEAD START Oxford | All you need is a friend, 48 | |
| SOLUTIONS FOR ALL Macmillan Education | The girl who tore her books, 63 | |
| PLATINUM Pearson | Danger at the dump, 48 | |
| TOP CLASS Shuter & Shooter | The ungrateful puff adder, 40 | |

Week 2

| Day | CAPS content, concepts, skills | Date completed |
|-----------------------------------|--|----------------|
| THEME: PEOPLE WHO CHANGED HISTORY | | |
| Monday | Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Story • Topic: A story about something you would like to do to change history! • Planning Strategy: Write a list | |
| Monday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 1 | |
| Tuesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Tuesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 2 | |
| Wednesday | Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Conditional • Use plan to draft story | |
| Wednesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 | |
| Thursday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Thursday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 4 | |
| Friday | Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit story using checklist • Publish and share story | |
| Friday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 5 | |
| Friday | Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion | |

WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

| Week 2 | | |
|---|--|----------------|
| Textbook | Supplementary LSC Activity: Begins to use the conditional, e.g.: If..., then... | Date Completed |
| SUCCESSFUL OXFORD Oxford | Language: 'if' and 'then', 97 | |
| STUDY & MASTER Cambridge | Conjunctions, 153 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Connecting words, 'if' and 'then', 89 | |
| VIA AFRICA Via Africa | Begin to use conditional 'if'...'then', 84 | |
| HEAD START Oxford | Connecting words, 71 | |
| SOLUTIONS FOR ALL Macmillan Education | Language: 'if' and 'then', 91 | |
| PLATINUM Pearson | Sentences with 'if', 71 | |
| TOP CLASS Shuter & Shooter | Using 'if' and 'then', 60 | |

WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 2 | | |
|---|--|----------------|
| Textbook | Supplementary Writing Activity: Writes a simple story or review with a frame | Date Completed |
| SUCCESSFUL OXFORD Oxford | Plan a story called, 'The biggest rule-breaker in our home', 72 Book review of, 'Trouble in the supermarket', 73 | |
| STUDY & MASTER Cambridge | Use the writing frame to write a story about your day, 72 Write a book review of a book you have read, 73 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Write a story using the writing frame, 69 Write a book review of, 'Totsi', 70 | |
| VIA AFRICA Via Africa | Write a story using the writing frame, 62 Write a book review of a book you have read, 62 | |
| HEAD START Oxford | Write your own story when you had fun with friends, 52 Write a book review of a book you have read, 54 | |
| SOLUTIONS FOR ALL Macmillan Education | Write a story using the writing frame, 69 Write a book review of the stories you have read in this book so far, 68 | |
| PLATINUM Pearson | Write a story about a child or children who are brave and adventurous, 52 Write a book review of, 'The eagle calls', 53 | |
| TOP CLASS Shuter & Shooter | Write your own folktale, 43 Write a book review, 44 | |

Theme Reflection: PEOPLE WHO CHANGED HISTORY

| | |
|--|--------------|
| 1. What went well this cycle? | |
| 2. What did not go well this cycle? | |
| 3. How can you improve this next cycle? | |
| 4. Did you cover all the work for the cycle? | |
| 5. If not, how will you get back on track? | |
| 6. Do you need to extend some learners? | |
| 7. In which area / activity? | |
| 8. How will you do this? | |
| 9. Do you need to support some learners? | |
| 10. In which area / activity? | |
| 11. How will you do this? | |
| SMT Comment | |
| | |
| SMT name and signature | Date |
| | |

| Week 3 | | |
|----------------|---|----------------|
| Day | CAPS content, concepts, skills | Date completed |
| THEME: SPIDERS | | |
| Monday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Monday | Activity 1: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Woman survives after bite from deadly spider! • Genre: Newspaper Article • Three read • Model comprehension skill: I wonder / Search the text • Oral comprehension | |
| Tuesday | Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: Woman survives after bite from deadly spider! • Genre: Newspaper Article • Small group discussions to respond to text | |
| Tuesday | Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /tr/ and /ir/ | |
| Tuesday | Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • Introduce theme: Spiders • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Discuss and predict | |
| Wednesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Wednesday | Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Model comprehension skill: I wonder / Search the text • Oral comprehension • Introduce LSC in context | |
| Thursday | Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Model comprehension skill: I wonder / Search the text • Oral comprehension • Formulate a question about the text | |
| Thursday | Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals | |

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| | <ul style="list-style-type: none"> • Teach: I wonder / Search the text | |
| Friday | Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 98: Spinning a web • Genre: Information text with visuals • Written Comprehension • Comprehension strategy: I wonder / Search the text | |
| Friday | Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Descriptive paragraph • Sample text: Spider! | |

WEEK 3 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 3 | | |
|---|--|-----------------------|
| Textbook | Supplementary Reading Activity: | Date Completed |
| | Reads information text with visuals | |
| SUCCESSFUL OXFORD Oxford | Read a view a graph, 'Foods bought most often by Grade 5A', 79 | |
| STUDY & MASTER Cambridge | Learning about rhinos, 76 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Read a TV schedule, 74 | |
| VIA AFRICA Via Africa | Sports safety week, 68 | |
| HEAD START Oxford | Birds and butterflies in your garden, 56 | |
| SOLUTIONS FOR ALL Macmillan Education | The recovery position, 82 | |
| PLATINUM Pearson | Read about games, 58 | |
| TOP CLASS Shuter & Shooter | Read a TV guide, 47 | |

| Week 4 | | |
|----------------|--|-----------------------|
| Day | CAPS content, concepts, skills | Date completed |
| THEME: SPIDERS | | |
| Monday | Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Descriptive paragraph • Topic: Write a descriptive paragraph about seeing a spider! Describe the experience. • Planning Strategy: Write a list | |
| Monday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 | |
| Tuesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Tuesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 | |
| Wednesday | Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Preposition indicating direction • Use plan to draft descriptive paragraph | |
| Wednesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 | |
| Thursday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Thursday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 4 | |
| Friday | Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit descriptive paragraph using checklist • Publish and share descriptive paragraph | |
| Friday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 | |
| Friday | Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion | |

WEEK 4 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

| Week 4 | | |
|---|---|----------------|
| Textbook | Supplementary LSC Activity: | Date Completed |
| SUCCESSFUL OXFORD Oxford | Uses prepositions that show direction (towards) Language: prepositions, 82 | |
| STUDY & MASTER Cambridge | Fill in the missing words in the paragraph, 82 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Prepositions, 78 | |
| VIA AFRICA Via Africa | Use prepositions, 76 | |
| HEAD START Oxford | Prepositions, 61 | |
| SOLUTIONS FOR ALL Macmillan Education | Prepositions of direction, 83 | |
| PLATINUM Pearson | Work with words and sentences: prepositions, 60 | |
| TOP CLASS Shuter & Shooter | Using prepositions, 51 | |

WEEK 4 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 4 | | |
|---|---|----------------|
| Textbook | Supplementary Writing Activity: | Date Completed |
| SUCCESSFUL OXFORD Oxford | Writes a short description using a frame / Makes a mind map summary of a short information text Write a description of your favourite meal, 81 | |
| STUDY & MASTER Cambridge | Write a short description of each animal you have chosen, 85 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Write a description of a microphone, 80 Create a mind map summary, 80 | |
| VIA AFRICA Via Africa | Write short descriptions of objects, 74 Use key words to make a mind map, 74 | |
| HEAD START Oxford | Write a description of a garden you would like to grow, 60 | |
| SOLUTIONS FOR ALL Macmillan Education | Write a description of a first aid box, 75 | |
| PLATINUM Pearson | Write descriptions for three objects you see every day, 62 Make a mind map and summary, 62 | |
| TOP CLASS Shuter & Shooter | Write a description of a lost item, 48 | |

Theme Reflection: SPIDERS

| | |
|--|------------------|
| 1. What went well this cycle? | |
| 2. What did not go well this cycle? | |
| 3. How can you improve this next cycle? | |
| 4. Did you cover all the work for the cycle? | |
| 5. If not, how will you get back on track? | |
| 6. Do you need to extend some learners? | |
| 7. In which area / activity? | |
| 8. How will you do this? | |
| 9. Do you need to support some learners? | |
| 10. In which area / activity? | |
| 11. How will you do this? | |
| SMT Comment | |
| | |
| SMT name and signature | Date |
| | |

Week 5

| Day | CAPS content, concepts, skills | Date completed |
|-------------------|--|----------------|
| THEME: LEADERSHIP | | |
| Monday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: leadership • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Monday | Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Choosing a soccer captain • Genre: Story • Three read • Model comprehension skill: I wonder / Make evaluations • Oral comprehension | |
| Tuesday | Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: Choosing a soccer captain • Genre: Story • Small group discussions to respond to text | |
| Tuesday | Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /th/ and /ay/ | |
| Tuesday | Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Discuss and predict | |
| Wednesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Wednesday | Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader Model comprehension skill: Making inferences • Genre: Story • Oral comprehension • Introduce LSC in context | |
| Thursday | Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Model comprehension skill: I wonder / Making evaluations • Oral comprehension • Formulate a question about the text | |
| Thursday | Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Teach: I wonder / Making evaluations | |

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| Friday | Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 116: Choosing a leader • Genre: Story • Oral recount • Comprehension strategy: Summarise / Make evaluations | |
| Friday | Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Story (narrative essay) • Sample text: Painting the Grade 5 classroom | |

WEEK 5 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 5 | | |
|---|--|-----------------------|
| Textbook | Supplementary Reading Activity: Read stories | Date Completed |
| SUCCESSFUL OXFORD Oxford | Kudu's wonderful horns, 91 | |
| STUDY & MASTER Cambridge | The trader and the farmer part 1 & 2, 91 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | How frogs lost their buttocks, 86 | |
| VIA AFRICA Via Africa | The walk to the cave, 79 | |
| HEAD START Oxford | Why willows weep, 66 | |
| SOLUTIONS FOR ALL Macmillan Education | The flying Dutchman, 92 | |
| PLATINUM Pearson | Theseus and the minotaur, 69 | |
| TOP CLASS Shuter & Shooter | The water of life, 54 | |

Week 6

| Day | CAPS content, concepts, skills | Date completed |
|--------------------------------|--|----------------|
| THEME: LEADERSHIP & ASSESSMENT | | |
| Monday | Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Story • Topic: Write a story about a character who shows at least one quality of being a good leader, like kindness, responsibility, or helpfulness! • Planning Strategy: Write a list | |
| Monday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 1 | |
| Tuesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Tuesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 2 | |
| Wednesday | Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: 'Must', 'should', 'have to', to show obligation • Use plan to draft story | |
| Wednesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 | |
| Thursday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Thursday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 4 | |
| Friday | Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit story using checklist • Publish and share story • ASSESSMENT | |
| Friday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 5 | |
| Friday | Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion | |

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

| Week 6 | | |
|---|--|-----------------------|
| Textbook | Supplementary LSC Activity: | Date Completed |
| | Begins to use 'must', 'should' and 'have to' to show obligations | |
| SUCCESSFUL OXFORD Oxford | Language: 'must', 'have to' and 'should', 96 | |
| STUDY & MASTER Cambridge | Language: 'must', 'have to' and 'should', 98 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Language: 'must', 'have to', 'should', and 'will', 89 | |
| VIA AFRICA Via Africa | Use modal verbs, 'must' and 'should', 86 | |
| HEAD START Oxford | Language to show intention with 'will' or 'shall', 71 | |
| SOLUTIONS FOR ALL Macmillan Education | Language: 'must', 'have to' and 'should', 94 | |
| PLATINUM Pearson | Work with words and sentences, 68 | |
| TOP CLASS Shuter & Shooter | Should / must / have to, 59 | |

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 6 | | |
|---|--|-----------------------|
| Textbook | Supplementary Writing Activity: | Date Completed |
| | Writes a story using a frame | |
| SUCCESSFUL OXFORD Oxford | Write a story about something you have lost, use the writing frame, 94 | |
| STUDY & MASTER Cambridge | Write a story about something that has happened to you that taught you a lesson, use the writing frame, 96 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Write a story about something that has happened to you that taught you a lesson, use the writing frame, 90 | |
| VIA AFRICA Via Africa | Write a story using a frame, 85 | |
| HEAD START Oxford | Write a story to explain why an animal looks or acts the way it does, use the writing frame, 70 | |
| SOLUTIONS FOR ALL Macmillan Education | Write a South African ghost story, use the writing frame, 96 | |
| PLATINUM Pearson | Write a story about a child who chases away a monster, use the writing frame, 73 | |
| TOP CLASS Shuter & Shooter | Write your own story with the title 'A day without water', use the writing frame, 57 | |

Theme Reflection: LEADERSHIP AND ASSESSMENT

| | |
|--|-------------|
| 1. What went well this cycle? | |
| 2. What did not go well this cycle? | |
| 3. How can you improve this next cycle? | |
| 4. Did you cover all the work for the cycle? | |
| 5. If not, how will you get back on track? | |
| 6. Do you need to extend some learners? | |
| 7. In which area / activity? | |
| 8. How will you do this? | |
| 9. Do you need to support some learners? | |
| 10. In which area / activity? | |
| 11. How will you do this? | |
| SMT Comment | |
| | |
| SMT name and signature | Date |
| | |

Week 7

| Day | CAPS content, concepts, skills | Date completed |
|-----------------------------|--|----------------|
| THEME: BREAKING THINGS DOWN | | |
| Monday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: Breaking Things Down • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Monday | Activity 1: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Programming a robot • Genre: Story • Three read • Model comprehension skill: Search the text / Making evaluations • Oral comprehension | |
| Tuesday | Activity 1: SPEAKING <ul style="list-style-type: none"> • Re-read Text: Programming a robot • Genre: Story • Small group discussion to respond to text | |
| Tuesday | Activity 2: PHONICS REVIEW Word find with /ck/ /o/ and /sh/ | |
| Tuesday | Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • Introduce theme: Breaking things down • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Discuss and predict | |
| Wednesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Wednesday | Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Model comprehension skill: Search the text / Making evaluations • Oral comprehension • Introduce LSC in context | |
| Thursday | Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Model comprehension skill: Search the text / Making evaluations • Oral comprehension • Formulate a question about the text | |

| | | |
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| Thursday | Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Teach: Search the text / Making evaluations | |
| Friday | Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 132: Following instructions • Genre: Information text with visuals • Written comprehension • Comprehension strategy: Search the text | |
| Friday | Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Procedural Text • Sample text: How to make fried egg on toast | |

WEEK 7 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 7 | | |
|---|---|----------------|
| Textbook | Supplementary Reading Activity: | Date Completed |
| | Reads procedural text | |
| SUCCESSFUL OXFORD Oxford | How to mend a puncture, 100 | |
| STUDY & MASTER Cambridge | Flying high, 100 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Read a recipe, 'Crumpets', 95 | |
| VIA AFRICA Via Africa | Read a procedural text, 89 | |
| HEAD START Oxford | A drawing game: Strange people, 74 | |
| SOLUTIONS FOR ALL Macmillan Education | How to make a paper plate rainbow, 100 | |
| PLATINUM Pearson | Read a recipe, 'A healthy salad', 78 | |
| TOP CLASS Shuter & Shooter | Read a recipe for a paper mâche volcano, 63 | |

Week 8

| Day | CAPS content, concepts, skills | Date completed |
|--|--|----------------|
| THEME: BREAKING THINGS DOWN AND ASSESSMENT | | |
| Monday | Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Procedural text (instructions) • 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. • Planning Strategy: Write a list | |
| Monday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 | |
| Tuesday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Tuesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 | |
| Wednesday | Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Connecting words and phrases showing contrast and reason • Use plan to draft procedural text | |
| Wednesday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 | |
| Thursday | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries | |
| Thursday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 4 | |
| Friday | Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit procedural text using checklist • Publish and share procedural text • ASSESSMENT | |
| Friday | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 | |
| Friday | Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion | |

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

| Week 8 | | |
|---|---|----------------|
| Textbook | Supplementary LSC Activity: | Date Completed |
| | Begins to use connecting words to show contrast, reason and purpose | |
| SUCCESSFUL OXFORD Oxford | Connecting words, 162 | |
| STUDY & MASTER Cambridge | Connecting words, 101 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Connecting words, 'because', 'so that' and 'but', 99 | |
| VIA AFRICA Via Africa | Connecting words, 39 | |
| HEAD START Oxford | Practise connecting words, 80 | |
| SOLUTIONS FOR ALL Macmillan Education | Joining words, 106 | |
| PLATINUM Pearson | Work with words and sentences, 79 | |
| TOP CLASS Shuter & Shooter | Connecting words, 45 | |

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 8 | | |
|---|---|----------------|
| Textbook | Supplementary Writing Activity: | Date Completed |
| | Writes a recipe or instructions for doing something using a frame / Writes a short account of a procedure followed | |
| SUCCESSFUL OXFORD Oxford | Write instructions for how to fix things, 101 | |
| STUDY & MASTER Cambridge | Write instructions on how to make a puppet, 106 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Write a recipe, 101 | |
| VIA AFRICA Via Africa | Write instructions on how to make something, 93 | |
| HEAD START Oxford | Write a factual recount of instructions, 77 | |
| SOLUTIONS FOR ALL Macmillan Education | Write a paragraph explaining how you made a rainbow plate, 102 | |
| PLATINUM Pearson | Write a recipe, 81 | |
| TOP CLASS Shuter & Shooter | Write instructions on how to make a paper mâché item, 65 | |

Theme Reflection: BREAKING THINGS DOWN

| | |
|--|-------------|
| 1. What went well this cycle? | |
| 2. What did not go well this cycle? | |
| 3. How can you improve this next cycle? | |
| 4. Did you cover all the work for the cycle? | |
| 5. If not, how will you get back on track? | |
| 6. Do you need to extend some learners? | |
| 7. In which area / activity? | |
| 8. How will you do this? | |
| 9. Do you need to support some learners? | |
| 10. In which area / activity? | |
| 11. How will you do this? | |
| SMT Comment | |
| | |
| SMT name and signature | Date |
| | |

Tracker for Group Guided Reading

Please ensure that you do the following:

TERM 2 READING GROUPS

1. Remember that the purpose of Group Guided Reading is to LISTEN TO EVERY LEARNER READ INDIVIDUALLY, and to help them BUILD THEIR TECHNICAL READING SKILLS and their READING COMPREHENSION SKILLS.
2. Continue to use the rubric below to sort learners according to their abilities.
3. Remember to UPDATE YOUR READING GROUPS ON A REGULAR BASIS, at the very least, once per term.
4. There are 2 copies of table called TERM 2 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

Rubric to help sort learners into same-ability reading groups.

| 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 just a few common words. • This learner does not seem to recognise some letter-sound relationships, OR this learners 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 and can decode most previously unseen words. • This learner needs help to decode VERY challenging words. • This learner reads with fluency and some expression. | <ul style="list-style-type: none"> • This learner knows most sight 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. |

Please note:

1. This rubric divides learners based on their technical reading skills.
2. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
3. **In a Grade 5 class of 40 learners, there may be:**
 - No full group at level 1, only a few individual learners
 - 1 group at level 2
 - 2 or 3 groups at level 3
 - 2 or 3 groups at level 4
 - 1 group at level 5

| Date | | | | | | | | |
|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Group number and name | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 | Group 8 |
| Reading day | | | | | | | | |
| Group members' names | | | | | | | | |

CAPS ANNUAL TEACHING PLAN GUIDE

HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE

SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER

| Informal / Formative Activities | TOTAL | Sample of activities should be moderated to ensure quality | | | | Term 1 10 Weeks | | | Term 2 8 Weeks | | | Term 3 10 Weeks | | | Term 4 8 Weeks | | | Comment on Coverage and the Quality of Activities |
|---|-------|---|--------|----------|---------------|--------------------|-----|---------------|-------------------|-----|---------------|--------------------|-----|---------------|-------------------|-----|-----|---|
| | | <ul style="list-style-type: none"> • Departmental Heads • School Management Team • Subject Advisors | | | | Jan | Feb | Mar | Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | |
| Total number of informal activities: Languages | 105 | | Term | Activity | 31 activities | | | 23 activities | | | 31 activities | | | 20 activities | | | | |
| | | | Term 1 | 31 | | | | | | | | | | | | | | |
| | | | Term 2 | 23 | | | | | | | | | | | | | | |
| | | | Term 3 | 31 | | | | | | | | | | | | | | |
| | | | Term 4 | 20 | | | | | | | | | | | | | | |
| Total number of Listening and Speaking (Oral) informal activities | 31 | There should be a total of 31 informal activities to cover enough depth of Listening and Speaking skill over 36 weeks period for Terms 1-4: <ul style="list-style-type: none"> • 15 listening and speaking activities; • 16 reading aloud activities; and Different oral activities should be covered (avoid repetition). | | | | 1 | 4 | 4 | 1 | 4 | 2 | 1 | 4 | 4 | 2 | 4 | 0 | |
| Total number of Reading Comprehension informal activities | 16 | There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1-4. <ul style="list-style-type: none"> • Reading comprehension activities should be as follows: <ul style="list-style-type: none"> ○ 7 x Literary / Non-literary text; ○ 5 x Visual text; and ○ 4 x Summary. • Barrett taxonomy of 40:40:20 should be applied. <ul style="list-style-type: none"> ○ Level 1 (Literal) – 20%; ○ Level 2 (Reorganisation) – 20%; ○ Level 3 (Inference) – 40%; and ○ Level 4 / 5 (Evaluation or Appreciation) – 20%. Coverage of different reading comprehension strategies. | | | | 1 | 2 | 2 | 1 | 2 | 0 | 1 | 2 | 2 | 1 | 2 | 0 | |

| | | | | | | | | | | | | | | | | |
|--|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| Total number of Literature informal activities | 11 | <p>There should be a total of 11 literature informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> Semester 1: Poetry; Folktales; Novel Semester 2: Poetry; Short Stories; Drama For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading). <ul style="list-style-type: none"> Grade 4 – 7-10 pages; Grade 5 – 10-12 pages; and Grade 6 – 12-15 pages. <p>The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).</p> | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | |
| Total number of Writing informal activities | 16 | <p>There should be a total of 16 writing informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> 1 Essay in Terms 1, 2 and 4 1 Story or poem or documentary in Term 3 The other 12 informal written activities are all transactional. Different transactional texts should be covered (avoid repetition). <p>All informal written activities should consist of both process writing evidence as well as a final product.</p> | 1 | 2 | 2 | 1 | 2 | 0 | 1 | 2 | 2 | 1 | 2 | 0 | | |
| Total number Language Structures and Conventions informal activities | 31 | <p>There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> Language Structures and Conventions informal activities should be spread to cover: Word level; Phrases; Clauses; Sentences; Paragraphing; Critical language awareness | 1 | 4 | 4 | 2 | 4 | 1 | 1 | 4 | 4 | 2 | 4 | 0 | | |

Note: When completing this Annual Teaching Plan, please remember to include the Comprehension and LSC tasks that are included in the Reading Worksheets. The programme has been designed to ensure that all ATP requirements can be met, other than extended reading, which is dependent on the availability of reading materials.

Term 2 Programme of Formal 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 |
| 6 | Paper 1 Listening comprehension & Conversation | 20 | 9 | ASSESSMENT WEEK | | |
| 7 | Writes a transactional text | 10 | 8 | Mon, Wed, Fri | Writing | |
| | Writes an essay | 15 | 6 | Mon, Wed, Fri | Writing | |
| 8 | Paper 2 Literary / non-literary text comprehension | 10 | 9 | ASSESSMENT WEEK | | |
| | Visual text comprehension | 5 | | | | |
| | Summary writing | 10 | | | | |
| | Language Structures and Conventions in context | | | | | |
| Total | | 90 | | | | |

Term 2 Reading Worksheet Memoranda

GRADE 5 TERM 2 WEEK 2 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: How Stephen got his name

- 1. What did the Grade 5 class have to do for homework?** For homework, the Grade 5 class had to find out why their parents gave them their names.
- 2. Who was Stephen named after?** Stephen was named after Stephen Bantu Biko.
- 3. How did Steve Biko's actions help to change history?** Biko's actions helped to fight apartheid and bring change and democracy to South Africa / bring a new government / end apartheid. (any suitable response)
- 4. What can you infer about how the old South African apartheid government treated black South Africans?** The apartheid government treated black South Africans badly /cruelly /unfairly. (or similar)
- 5. If Steve Biko were alive today, what would you ask him or say to him?** If Steve Biko were alive today, then I would ask him about his ideas / how can we make our country better / any suitable response.
- 6. Use the conditional to complete the sentence:** If you believe in yourself then you can achieve a lot / do many things / any suitable response.

ACTIVITY 1: Florence Nightingale

- 1. Why did Nurse Busi think Florence Nightingale was brave?** Nurse Busi thought that Florence Nightingale was brave because she went to Crimea during a war and because she stood up to powerful men and made them listen to her.
- 2. What can you infer Nurse Busi thinks about her job?** I can infer that Nurse Busi thinks her job is important / her job saves lives / she is proud of her work / other suitable answers.
- 3. Change the sentence into the past tense:** Nurses were very important and their work saved lives.
- 4. An idiom is an expression/saying where the words don't mean exactly what they say. There is an extra, hidden meaning. Choose the correct word to complete the idiom:**
Lesedi was feeling under the weather.

ACTIVITY 2: Bad times in history

1. **What was Hitler the leader of?** Hitler was the leader of the Nazi Party.
2. **Did you know that South African soldiers fought against Hitler? How do you feel about this?** I know / did not know that South Africans fought against Hitler. This makes me feel.....because...(own answer)
3. **Connectors join sentences. Choose one of these connectors to join these two sentences into one sentence - therefore / however / then:**
Hitler had great power therefore he had a huge influence on his country.
4. **WW2 is an abbreviation for World War Two. What do you think WW1 stands for?** World War One

ACTIVITY 3: Map of the World

1. **Look at the journey Florence Nightingale took from Britain to Crimea. Which oceans or seas did she have to cross?** Florence Nightingale had to cross the Mediterranean Ocean and the Black Sea.
2. **Look at where the Allies were (USA, France, Britain). They fought against Germany in France and Germany. Who had to travel the furthest to get there?** The Ally that had to travel the furthest to fight Germany was the United States of America.
3. **Would you have rather been Florence Nightingale or an Allied soldier? Why?** I would rather have been Florence Nightingale / an Allied soldier because...(own answer)
4. **Choose the correct word:** Long ago people used a compass to find their way; today we use GPS.

ACTIVITY 4: Summary - Bad times in history

1. **Adolph Hitler was the leader of the** Nazi Party.
2. **He told the German people that all of their problems were because of** Jewish people.
3. **The Nazi Party kidnapped and killed over 6 million** Jews.
4. **The Nazi Party was stopped by** the Allies.
5. **South Africa** sent many black and white soldiers to fight against Hitler.

GRADE 5 TERM 2 WEEK 4 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: Spider Bites

- 1. If you are bitten by a spider, what may happen to your skin?** If you are bitten by a spider your skin may become itchy and sore.
- 2. If you are bitten by a poisonous spider, what should you do?** If you are bitten by a poisonous spider, you should go to hospital immediately.
- 3. Spiders only bite humans in self-defence. How can humans defend (protect) themselves if they think they are in danger?** Humans can defend themselves by fighting / calling for help / using a weapon / any suitable answer.
- 4. What can you infer about staying calm if you are bitten by a spider?** I can infer that you should stay calm because there are a few things you should do and if you panic, you could forget what to do. (suitable answer)
- 5. Some prepositions show direction. Underline the three prepositions of direction in the sentence:**
The spider crawled around the corner, along the wall and through the window.
- 6. Use one of these prepositions of direction to complete the sentence: down / up / above**
My cousin is scared of spiders and when he saw one near him, he jumped up in the air.

ACTIVITY 1: Dad's Fear of Spiders

- 1. What was Themba's father scared of?** Themba's father was scared of spiders.
- 2. What important lesson did Themba learn about boys' feelings?** Themba learnt that boys are allowed to be scared and there are no rules about what boys can feel – they are allowed to have all feelings.
- 3. What are you scared of? Why?** I am scared of spiders / snakes / the dark because... learners' own responses with a suitable reason.
- 4. Complete these sentences with prepositions of direction:**
Themba's father walked through / towards / past the door with a smile. (Any preposition showing direction)

ACTIVITY 2: Interesting Facts about Spiders

1. **What do many spiders make to catch their food?** Many spiders make webs to catch their food.
2. **Why do you think humans are afraid of spiders when most are not dangerous?** I think humans are afraid of spiders because they have many (eight) legs and can crawl all over walls / they have hairy, long legs / humans don't want spider crawling over them when they sleep / any suitable answer.
3. **Alliteration is when words following each other start with the same sound. Look at the alliteration: '...pounce on their prey...' and 'The careful cat catches cockroaches.'** Write a sentence about spiders or snakes using alliteration. (It can be silly and doesn't have to make sense!)

The silent snake slithered on the sand

The secret spider saw the snail

Sanele saw a scary spider and screamed!

Any response showing consecutive words starting with the same sound.

4. **What do you think it means if you say someone has spidery handwriting?** (Choose the best meaning.)

The handwriting was done by a spider.

The handwriting is messy and difficult to read. ✓

The handwriting was written by someone afraid of spiders.

ACTIVITY 3: Diagram of a Spider

1. **What part of the body are the spider's legs attached to?** The spider's legs are attached to the cephalothorax.
2. **A spider is different to an insect because a spider has eight legs and an insect has six legs.**
3. **What does the spider use to make silk?** The spider uses spinnerets to make silk.
4. **What other animal has fangs?** Another animal that has fangs is a snake / shark / baboon / lion / tiger / cheetah / leopard / hippopotamus / any suitable response

ACTIVITY 4: Summary - Interesting Facts about Spiders

1. **Spiders make** webs to catch their food.
2. **Spiders use** a liquid thread to make their webs.
3. **Most spiders are not** poisonous.
4. **Most homes have** about 30 spiders in them.
5. **Spiders have short** hairs under their feet to help them walk on walls and ceilings.

GRADE 5 TERM 2 WEEK 6 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: What makes a good leader?

1. **Which of the important points do you think is the most important one?** I think the most important one is...because... (Learners' own choice and reason.)
2. **Do you ever want to be a leader? Why?** Yes, I want to be a leader because..../No, I do not want to be a leader because... (own answer)
3. **Which point do you think you are good at?** I think I am good at... (own answer)
4. **Which point do you think you need to work on?** I think I need to work on...(own answer)
5. **Underline the verbs showing obligation in the following sentences:**
A good leader must think of everyone and not only herself.
A good leader should be honest and trustworthy.
6. **Put these words in the correct order:** A good leader has to work hard.

ACTIVITY 1: Stopping the Bullies

1. **Why were the bullies jealous of Nelly?** The bullies were jealous of Nelly because she was smart, she got good marks, and she was a good netball player.
2. **Why do you think the principal told Sindiswa that she was a good leader?** I think the principal told Sindiswa she was a good leader because she took action and got everyone to sign the letter, and she stopped the bullies. (any reasonable answer)
3. **Do you think Sindiswa's decision to write a letter was a good one?** I think her decision was/was not a good decision because... (own answer with reason)
4. **Complete the following sentence:** If you see someone being treated badly, you should do something / help them / own answer

ACTIVITY 2: South Africa's President

- 1. Who is the 5th democratically elected president of South Africa?** The 5th president of South Africa is President Cyril Ramaphosa.
- 2. Why do you think it's important that the president can speak many of the country's languages?** I think it's important because he is the leader and he needs to communicate with many different people / this shows he respects many people and their languages / any suitable response
- 3. Choose the correct form of the verb to complete the sentence: have / had / has**
Every day, the president has to make many difficult decisions to help the people.
- 4. Poly is a prefix meaning many. Multi also means many. What do you think the underlined words mean in the following sentences:**
She chose a multicoloured design because it was unusual. many colours
The new multilevel building took a long time to complete. many levels/floors/storeys

ACTIVITY 3: Number of Female Leaders in the World by Continent

- 1. Which continent has the highest number of female leaders?** The continent with the highest number of female leaders is Europe.
- 2. What ideas do you have to increase the number of females in world leadership positions?**
To increase the number of female leaders, I think we should encourage more girls to lead societies and sports at school / send more young women on leadership camps / not only think of boys and young men when there are leadership positions available / recognize and highlight the women who are leaders as examples for young women / own ideas.
- 3. Complete the sentence:** The North American continent has more countries than the South American continent, but fewer than the African continent. (or any other correct combination)
- 4. There are many different kinds of leadership positions. Match the different names of different leaders to their job:**

| | |
|------------|-----------------------------|
| Principal | head of a ship |
| Boss / CEO | has people working for them |
| Captain | head of a military unit |
| President | head of a school |
| Employer | head of a country |
| Commander | head of a company |

ACTIVITY 4: Summary - South Africa's New President

1. **The 5th president of South Africa is** President Cyril Ramaphosa.
2. **He was born** on the 17th November 1952.
3. **During Apartheid, he** was a freedom fighter who fought against apartheid.
4. **He is married to** Dr Tshepo Motsepe and they have four children.
5. **He is a successful** business man who brought MacDonaldis to South Africa.
6. **He is also** a cattle farmer.

GRADE 5 TERM 2 WEEK 8 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: Not concentrating

- 1. Why did Mrs Bunu think it was a good idea to make soup?** She thought it was a good idea because it was cold outside and the family would warm up and enjoy it.
- 2. Why was Mrs Bunu's mouth on fire?** Her mouth was on fire because she used chillies instead of red peppers and they were very hot and spicy.
- 3. How did Mrs Bunu feel when she realised she had made a mistake?** I think Mrs Bunu must have felt silly / irritated / cross. I can make a connection because I have also made a mistake / not been concentrating and I felt silly / cross (learners' own suitable answers)
- 4. What can you learn from this story?** I can learn that it is important to concentrate when you are following a recipe. I can also learn that it is important to follow a recipe carefully – one mistake can ruin the whole thing!
- 5. Connectors join ideas and sentences. Underline the connectors in the following sentences:**

The weather was cold outside, so she thought hot soup was a good idea.
Mrs Bunu took out her favourite recipe book and found a recipe for tomato soup.
Because she was not concentrating, Mrs Bunu ruined the soup.
- 6. Adjectives tell us more about nouns. Underline the adjective that matches the information in the story:**

The weather was icy / boiling.
Mrs Bunu was an uncaring / devoted mother.
The twins were energetic / tired that afternoon.
The chillies were too spicy / mild for Mrs Bunu.

ACTIVITY 1: Getting ready for the party

1. **What kind of party did Yamkela decide to have? Why?** Yamkela decided to have a Talent Show party, because her friends loved singing, dancing and performing.
2. **Do you think Yamkela made a good decision about her party? Why?** I think she made a good decision, because everyone had a great time and loved the Talent Show.
3. **If you are having a party, why is it important to start planning before?** It is important to start planning before so that you can be organised / have time to invite people, get the food, do all the planning / any suitable response.
4. **Connectors join sentences. Look at the underlined connectors in the sentences: Rewrite the sentences using another connector without changing the meaning: however / so / because**

She was very excited, however her mother said there was lots of planning to be done first.
They loved singing and dancing, so she decided to have a Talent Show party.

ACTIVITY 2: Preparing for exams

1. **Why must you be prepared for exams?** You must be prepared because you will write exams every year and exams are an important part of your assessment.
2. **There are 5 points listed. Which point do you think is the most valuable for preparing for your exams? Why?** I think ... is the most valuable, because... (own answer with reason)
3. **Connectors join sentences. Choose one of the following connectors to join these sentences. You may only use each one once: but, although, so, and, because**

I wanted to study but I was too lazy.

The exam is tomorrow so I made sure I did enough preparation.

She was really upset because she failed the exam.

He didn't do very well although he thought he had done enough work.

Learners must make sure they have a good place to study and they must eat and rest and look after themselves.

4. **Find and write down a word in the text that means:**

worrying – stressful

schedule – timetable

peaceful – quiet

unfocused – distracted

nourishing - healthy

ACTIVITY 4: Visual Text – poster: What is recycling

1. **What is recycling?** Recycling is taking things you've used and making new things from them.
2. **Do you think recycling can really make a difference and help the environment? Why or why not?** I think recycling can make a difference because it will reduce waste and rubbish in the world. Or, I don't think recycling will make a difference because there is so much being produced, even if we recycle, there's more being produced all the time. (learners' own ideas)
3. **At the end of the poster there is a question: Are you making a difference?' Answer this question truthfully in the present continuous.** I am making a difference because I am recycling and trying not to use plastic. Or, I am not making a difference because I am not recycling or reusing things in my house. (learners' own answers)
4. **Refuse is a homonym because is has two meanings – one is the noun and one is the verb. Write two sentences to show you understand both meanings.**
The garden refuse can be recycled. (noun - waste/rubbish)
I refuse to use plastic because it's so bad for the environment. (verb)

ACTIVITY 5: Summary – Not concentrating

1. **In the story** Mrs Bunu used a recipe to make tomato soup.
2. **First** she got out all the ingredients. She followed the recipe.
3. **However** she didn't concentrate and she put in chilis instead of red peppers!
4. **In the end** the soup was too spicy to eat, and she had to start again!

GRADE 5 TERM 2 PAPER 2

LISTENING COMPREHENSION & CONVERSATION (20)

- *At the start of the assessment week, settle the learners so that you have their attention.*
- *Explain to learners that you are going to read a passage to them, and then you are going to call each SMALL DISCUSSION GROUP to answer some questions.*
- **Do this as follows:**
 1. *Read the passage aloud to the class twice. Embed meaning as you read, by using actions and facial expressions, and by reading with expression.*
 2. *Then, throughout the assessment weeks, call each SMALL DISCUSSION GROUP to work with you.*
 3. *Read the passage to the group once again.*
 4. *Then, distribute the questions that follow amongst the group.*
 5. *Mark each learner according to the rubric.*
 6. *Award a maximum of 20 marks.*

Passage: The Oak Tree and the Reeds

On the banks of a river stood a huge oak tree, surrounded by slender reeds. The tree had massive branches, filled with beautiful green leaves. The reeds were thin, graceful and a lovely golden colour.

When the wind blew, the oak tree stood firm. "This wind is nothing to me," said the tree, "I am big and strong, and I will never bow down to the wind." But when the wind blew, the reeds bent over. "We can't fight the wind," the reeds said, "it is too strong for us. So instead, we bend over as it blows."

'That is why I am the leader of this field," said the oak tree, feeling proud of himself.

Then one day, there was a massive storm! A powerful wind blew against the tree and the reeds. The tree stood strong, and the reeds bent over. But this time, the wind kept blowing and blowing!

Eventually, it was too strong for the oak tree to resist. "Crack!" went the tree. It broke in half and fell to the ground.

The next day, when the storm was over, the tree still lay silently on the ground. The reeds stood up straight, and moved gently in the breeze. They were still slender, golden and beautiful.

Recall Questions (ask each group member one question)

1. Who are the main characters in this story? (oak tree and reeds)
2. Who is the proud character? (oak tree)
3. What does oak tree look like? (massive branches filled with beautiful green leaves)
4. What do the reeds look like? (slender, thin, graceful, lovely golden colour)

Vocabulary Questions (ask each group member one question)

1. What word tells us that the oak tree is very big? (massive)
2. What word tells us that the wind was very strong on the day of the storm? (powerful)
3. What is another word for thin? (slender)
4. What word means to stand up against something? (resist)

Higher-Order Questions (ask each group member one question)

1. At first, which plant did you think was stronger and safer? Why? (The oak tree, because it was very big and didn't bend when the wind blew.)
2. In the end, which plant was safer, and why? (The reeds, because they survived the wind by bending over.)
3. What is the message of this story? (That sometimes it is better to bend than to break.)
4. What do you think a good leader can learn from this story? (Own answer.)

Conversation Prompts (ask each group member at least one prompt)

1. Which part of the story did you like, and why?
2. What can you learn from this story as a human being?
3. What connection can you make to the story?
4. What can you infer about the reeds?
5. How can we help people who are like the oak tree?
6. The writer of this story wants us to learn about leadership. What leadership lessons do you think he wants us to learn?

| ASSESSMENT RUBRIC | | | | | |
|--|--|--|--|--|--|
| Rubric: LISTENING COMPREHENSION AND CONVERSATION | | | | | |
| Award a maximum of 20 marks | | | | | |
| Criteria | Exceptional | Good | Fair | Improving | Needs support |
| UNDERSTANDING AND RECALL 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | The learner clearly understands the entire story and can recall all details. | The learner understands most of the story and can recall many details. | The learner understands at least half of the story and can recall some details. | The learner understands very little of the story and struggles to recall details, but can answer some questions correctly. | The learner barely understands the story and struggles to recall details, partially answering only 1-2 question. |
| USE OF VOCABULARY AND SENTENCE STRUCTURES 5 MARKS | 5 | 4 | 3 | 2 | 1 |
| | The learner retains and uses all the vocabulary and sentences structures from the story. | The learner retains and uses most of the vocabulary and sentences structures from the story. | The learner retains and uses some of the vocabulary and sentences structures from the story. | The learner retains and uses a few of the vocabulary words and sentences structures from the story. | The learner retains one or two words from the story but struggles with sentences structures. |

| Criteria | Exceptional | Good | Fair | Improving | Needs support |
|---|---|--|--|---|---|
| CRITICAL THINKING SKILLS 5 MARKS | 5 The learner demonstrates excellent critical thinking skills by using inference, evaluation or connections in their answers. | 4 The learner demonstrates good critical thinking skills by using inference, evaluation or connections in their answers. | 3 The learner demonstrates some critical thinking skills by using inference, evaluation or connections in their answers. | 2 The learner manages to answer a higher order or conversation answer, but in a very basic way. | 1 The learner needs assistance to answer a higher order or conversation question. |
| CONFIDENCE AND FLUENCY 5 MARKS | 5 The learner is clear and completely audible. The learner speaks confidently and with good expression at all times. | 4 The learner is clear and mostly audible, and usually speaks with confidence and good expression. | 3 The learner is audible and speaks with some confidence and expression from time-to-time. | 2 The learner is not completely audible and speaks with little confidence and expression. | 1 The learner is barely audible and speaks in a hesitant, monotone manner. |

GRADE 5 TERM 2: PAPER 2 ASSESSMENT MEMO

QUESTION 1: THE MISUNDERSTANDING

QUESTIONS:

- 1. Why were there lots of misunderstandings in the Grade 5 class?** (1)

There were lots of misunderstandings because many learners spoke different languages and sometimes, they didn't know what was being said.

- 2. What happened when Tendai walked past Lethu's desk? (** (1)

Lethu whispered something to Unathi.

- 3. What did she think he said?** (1)

Tendai thought he said something rude or nasty about her.

- 4. Do you think Tendai was right to scream at Lethu? Why or why not?** (2)

I think she was right because she thought he was being rude / it had happened before. Or, I think she was wrong as you should never shout at people, but if there is a problem you should rather talk and try resolve it respectfully.

- 5. How would you react if you thought someone said something bad about you?** (2)

I would ask them why they said that / I would shout at them / I would say something bad back to them / Learners' own response

- 6. What did Lethu really say?** (1)

Lethu said he thought Tendai was clever and he wanted to spend more time with her.

- 7. What does it mean you are feeling if your face goes red?** (2)

If your face goes red, you are feeling embarrassed / ashamed.

- 8. Complete the sentence with the correct adverb: Ms Ndebele spoke firmly / nervously / angrily.** (1)

Ms Ndebele spoke firmly.

9. Do you think Ms Ndebele handled the situation well? Why or why not? (2)

Yes, she handled it well because she went over and asked the learners what was going on / she tried to help sort out the problem / she didn't want disrespect in her class. No, she didn't handle it well, because it was none of her business. Learners' own ideas with reason.

10. Do you think Tendai and Lethu will be friends after this or not? What do you think will happen? (2)

They will start to spend time together and enjoy hanging out. Or, after this incident they are both so embarrassed, neither of them wants to be friends. Learners' own ideas.

TOTAL: 15 MARKS

QUESTION 2:

1. Which language is the most used language in South Africa? (1)

The most used language is Zulu.

2. Which official language has the fewest users? (1)

Venda and Ndebele both have the fewest with only 2%.

3. There is 1% of other languages spoken. What do you think those languages might be and why? (1)

It might be Shona from Zimbabwe, or Yoruba from Nigeria or any of the other languages spoken in other countries by people living in SA.

4. Sign Language is a language made with hand signals used by deaf people. Should sign language be included as one of our official languages? (2)

Yes, because it's important that all South Africans feel respected and can communicate. No, it's different from the other languages and would be too difficult to implement as an official language. Learner' own responses with reasons.

5. Choose the words that you would only hear in South Africa from the list: parent / takkies / computer / chips / eish friend / party / lunch (2)

takkies; eish

6. How many languages do you speak? Which is your favourite? Why? (2)

Learners' own answers with reason

7. A person who speaks more than one language is a: (choose the correct one) (1)
language-plus / tongue-twister / multi-linguist

multi-linguist

TOTAL: 10 MARKS

QUESTION 3: Summary.

Complete the summary:

1. **As Tendai walked past, Lethu** whispered something to Unathi. (1)
2. **Tendai started** screaming at Lethu **because** she thought he was being rude to her or saying something bad about her. (1)
3. **Ms Ndebele** came over and tried to sort out the problem by asking Lethu what he had said. (1)
4. **Lethu said** he thought Tendai was clever and he wanted to spend time with her. (1)
5. **Tendai realised** he wasn't being rude or mean, he liked her! (1)

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

1. Find and copy the following words:

- a. one proper noun (paragraph 4) Ms Ndebele / Tendai / Lethu (1)
- b. one connector (paragraph 8) and (1)
- c. one adjective (paragraph 2) tired / irritated (1)
- d. one adverb (paragraph 2) insistently (1)

2. Rewrite this sentence – fill in all the punctuation marks. (2)

In our class most learners speak Zulu, Sesotho and English.

3. Underline the prepositions showing direction in the sentence below. (1)

Tendai always walked past Lethu's desk without stopping.

4. Complete this sentence using the 1st Conditional. (2)

If you don't understand what someone says, then you can ask what they mean / you could ask for an explanation / any suitable response with the correct grammatical form

5. Join the sentences below with a connecting word that shows reason, e.g.: **therefore;
because.** (1)

People often have misunderstandings, because they speak different languages.

TOTAL: 10 MARKS