

**PSRIP
TRACKER
ANNUAL TEACHING PLAN
&
PROGRAMME OF ASSESSMENT
TERM 2 2020
GRADE 6**

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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: EXPLORING NEW PLACES		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: Exploring New Places • 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: Visiting the City of Gold • 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: Visiting the City of Gold • 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"> • Introduce theme: Exploring new places • DBE Workbook 1 page 70: The brave little fish • 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: The brave little fish • Genre: Story • Model comprehension skill: Making inferences • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: The brave little fish • 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: The brave little fish • Genre: Story 	

	<ul style="list-style-type: none"> • Teach: Making inferences 	
Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 70: The brave little fish • Genre: Story • Oral recount • Summarise / Making inferences 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Story (narrative essay) • Sample text: Thuli's trip to the mountains 	

WEEK 1 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity:	Date Completed
	Read a story	
SUCCESSFUL OXFORD Oxford	Deucalion's Flood, 63	
STUDY & MASTER Cambridge	Hot Air, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	How fire came to Earth, 76	
VIA AFRICA Via Africa	The snake charmer, 62	
HEAD START Oxford	The rhino warriors who walked from Musina to Cape Town, 50	
SOLUTIONS FOR ALL Macmillan Education	There's a crocodile in the river, 52	
PLATINUM Pearson	Why monkeys have flat tummies, 54	
TOP CLASS Shuter & Shooter	The power of words, 45	

Week 2

Day	CAPS content, concepts, skills	Date completed
THEME: EXPLORING NEW PLACES		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Story • Topic: A story about somebody who explores a new place! • Planning Strategy: Write a list 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 1 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 2 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Adjectives • 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:	Date Completed
	Adjectives	
SUCCESSFUL OXFORD Oxford	Adjectives word game, 72	
STUDY & MASTER Cambridge	Choose the correct adjectives, 72	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 92	
VIA AFRICA Via Africa	Adjectives, 52	
HEAD START Oxford	Practise using adjectives, 62	
SOLUTIONS FOR ALL Macmillan Education	Adjectives, 56	
PLATINUM Pearson	Adjectives, 56	
TOP CLASS Shuter & Shooter	Finding and adding adjectives, 41	

WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a simple story using a frame / Writes a paragraph to express and explain an opinion	
SUCCESSFUL OXFORD Oxford	Write about your favourite season, use the writing frame, 67	
STUDY & MASTER Cambridge	Write a paragraph about the story, use the writing frame, 72	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph to explain your opinion of the story, 82	
VIA AFRICA Via Africa	Write a paragraph giving an opinion, 70	
HEAD START Oxford	Write a paragraph to express your opinion, 54	
SOLUTIONS FOR ALL Macmillan Education	Write a story called 'The day I saw a crocodile', 60	
PLATINUM Pearson	Write a story using a frame, 59	
TOP CLASS Shuter & Shooter	Write a story called 'Words that changed my life', 49 Express an opinion, 49	

Theme Reflection: EXPLORING NEW PLACES

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: MUSIC		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: Music • 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: Litha's first concert! • Genre: Story • 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: Litha's first concert! • Genre: Story • 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: Music • DBE Workbook 1 page 94: A radio interview • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 94: A radio interview • Genre: Information text • Model comprehension skill: I wonder / Search the text • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 94: A radio interview • Genre: Information text • 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 94: A radio interview • Genre: Information text • Teach: I wonder / Search the text 	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 94: A radio interview • Genre: Information text • Written Comprehension • Comprehension strategy: Summarise / Search the text 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Descriptive essay • Sample text: Enjoying records with my granny! 	

WEEK 3 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads information texts / Reflects on texts read independently	Date Completed
SUCCESSFUL OXFORD Oxford	Different clothes from different climates, 75	
STUDY & MASTER Cambridge	Computers, 81	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Moon landing, 87	
VIA AFRICA Via Africa	The origins of transport, 72	
HEAD START Oxford	Looking beyond the Earth, 58	
SOLUTIONS FOR ALL Macmillan Education	Rosa's duties, 63	
PLATINUM Pearson	Read about paper, 64	
TOP CLASS Shuter & Shooter	Read the information text: the value of trees, 54	

Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: MUSIC		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Descriptive essay • Topic: Write a descriptive essay about a time you enjoyed music in some way! • 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: Personification • Use plan to draft descriptive essay 	
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 essay using checklist • Publish and share descriptive essay 	
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: WRITING

Week 4		
Textbook	Supplementary Writing Activity: Writes a short description of objects, animals, plants, places / Designs, draws and labels visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Design draw and label an outfit, 78 Write a description of your outfit, 80	
STUDY & MASTER Cambridge	Write a description of a pieces of technology you love, or would love to have, 86	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph describing an object or place you find interesting, 94	
VIA AFRICA Via Africa	Write a description of an object, 75	
HEAD START Oxford	Write a paragraph and description, 61	
SOLUTIONS FOR ALL Macmillan Education	Compare and describe two of the pictures, 67	
PLATINUM Pearson	Write a description of a plant product, 68	
TOP CLASS Shuter & Shooter	Write a description of a wooden household item, 56	

Theme Reflection: MUSIC

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: URBAN AND RURAL		
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: A personal letter from Simphiwe to Unathi • Genre: Personal letter • Three read • Model comprehension skill: Making connections • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: A personal letter from Simphiwe to Unathi • Genre: Personal letter • 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"> • Introduce theme: Urban and rural • DBE Workbook 1 page 112: Country mouse and city mouse • 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 112: Country mouse and city mouse • Genre: Story • Model comprehension skill: Making connections • Oral comprehension 	

Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 112: Country mouse and city mouse • Genre: Story • Model comprehension skill: Making connections • 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 112: Country mouse and city mouse • Genre: Story • Teach: Making connections 	
Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 112: Country mouse and city mouse • Genre: Story • Oral recount • Comprehension strategy: Summarise / Make connections 	
Friday	Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> • Personal letter • Sample text: A letter from Fatima to Bongive 	

WEEK 5 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads stories / Reads personal and social texts	
SUCCESSFUL OXFORD Oxford	Read a personal letter, 86	
STUDY & MASTER Cambridge	Read this letter Gavin wrote to his friend, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a formal letter, 104	
VIA AFRICA Via Africa	Read a simple personal letter, 85	
HEAD START Oxford	Read a personal email, 72	
SOLUTIONS FOR ALL Macmillan Education	Read a letter, 73	
PLATINUM Pearson	Read a diary extract, 74	
TOP CLASS Shuter & Shooter	Read a personal letter, 62	

Week 6

Day	CAPS content, concepts, skills	Date completed
THEME: URBAN AND RURAL AND ASSESMENT		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Personal letter • Topic: Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin! • 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: Connecting words and phrases to show purpose • Use plan to draft personal letter 	
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 personal letter using checklist • Publish and share personal letter • 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 connecting words to show purpose 'so that'	
SUCCESSFUL OXFORD Oxford	Using connecting words, 'because' and 'so that', 93	
STUDY & MASTER Cambridge	Connecting words, 85	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'because', 'so that' and 'but', 103	
VIA AFRICA Via Africa	Connecting words, 117	
HEAD START Oxford	Connecting words, 52	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Connecting words, 'because', 'so that' and 'but', 78	
TOP CLASS Shuter & Shooter	Use connecting words, 57	

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a simple personal letter	
SUCCESSFUL OXFORD Oxford	Write a letter to your friend, 89	
STUDY & MASTER Cambridge	Write back to Gavin as if you were his friend, 97	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a letter, 109	
VIA AFRICA Via Africa	Write a personal letter, 86	
HEAD START Oxford	Write a letter, 73	
SOLUTIONS FOR ALL Macmillan Education	Write a letter to John, 75	
PLATINUM Pearson	Write a letter, 79	
TOP CLASS Shuter & Shooter	Write a letter, 65	

Theme Reflection: URBAN AND RURAL AND ASSESMENT

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: RESEARCHING		
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: What are 21st Century skills? • Genre: Story • Genre: Story • Three read • Model comprehension skill: Making evaluations • Oral comprehension 	
Tuesday	Activity 1: SPEAKING <ul style="list-style-type: none"> • Re-read Text: What are 21st Century skills? • Genre: Story • Small group discussion 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"> • Introduce theme: Researching • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text with visuals • Model comprehension skill: Making evaluations • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text • Model comprehension skill: Making evaluations • Oral comprehension 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text with visuals • Teach: Making evaluations 	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 128: Workbookpedia • Genre: Information text • Oral recount • Comprehension strategy: Summarise / Making evaluations 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Questionnaire • Sample text: Mr Khosa's questionnaire on using the Internet 	

WEEK 7 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity: Reads information text with visuals	Date Completed
SUCCESSFUL OXFORD Oxford	Cellphones, 97	
STUDY & MASTER Cambridge	Read an extract from a TV guide, 107	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a weather chart, 116	
VIA AFRICA Via Africa	Thandi's trip, 94	
HEAD START Oxford	The different stages in producing a book, 77	
SOLUTIONS FOR ALL Macmillan Education	The long journey, 83	
PLATINUM Pearson	TV news, 86	
TOP CLASS Shuter & Shooter	Read an information text, 73 Read a graph, 73	

Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: RESEARCHING AND ASSESSMENT		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Questionnaire • Topic: Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions. • Planning Strategy: Mind map 	
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: Adverbs of degree • Use plan to draft questionnaire 	
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 questionnaire using checklist • Publish and share questionnaire • 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 adverbs of degree, e.g.: very, really, almost, too	
SUCCESSFUL OXFORD Oxford	Language: adverbs of degree, 99	
STUDY & MASTER Cambridge	Adverbs of degree, 'very', really', 'so' and 'too', 108	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adverbs of degree, 123	
VIA AFRICA Via Africa	Adverbs of degree language game, 99	
HEAD START Oxford	Adverbs of degree, 80	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Adverbs of degree, 90	
TOP CLASS Shuter & Shooter	Adverbs of degree, 78	

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes simple definitions / Develops a simple questionnaire	
SUCCESSFUL OXFORD Oxford	Write a questionnaire, 99	
STUDY & MASTER Cambridge	Write a paragraph giving your opinion, 109	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write simple definitions, 125 Develop a questionnaire, 125	
VIA AFRICA Via Africa	Write simple definitions, 97 Develop a simple questionnaire, 98	
HEAD START Oxford	Write a questionnaire, 81	
SOLUTIONS FOR ALL Macmillan Education	Add questions to a survey, 89	
PLATINUM Pearson	Develop a questionnaire, 91	
TOP CLASS Shuter & Shooter	Write a questionnaire, 71	

Theme Reflection: RESEARCHING

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 6 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

Term 2 Reading Groups

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								

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 6 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 6 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	Paper 1 Listening comprehension & Conversation	15	9	ASSESSMENT WEEK		
7	Writes a transactional text	15	8	Mon, Wed, Fri	Writing	
	Writes an essay	20	6	Mon, Wed, Fri	Writing	
8	Paper 2 Literary / non-literary comprehension	20	9	ASSESSMENT WEEK		
	Visual text comprehension	10				
	Summary writing	5				
	Language Structures and Conventions in context	15				
Total		100				

Term 2 Reading Worksheet Memoranda

GRADE 6 TERM 2 WEEK 2 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: Interesting Facts about Johannesburg

1. Find and copy two facts about Johannesburg.

Johannesburg is South Africa's largest city.

Johannesburg has so many trees it is a human-made forest.

The Carlton Centre is the tallest building in Africa.

The Chris Hani-Baragwanath Hospital is the third biggest hospital in the world.

The Oliver Tambo International Airport has 28 million visitors a year.

2. What would you like to see in Johannesburg? Why? If I visited Johannesburg, I would like to see...because...(own answer)

3. 'Although she loved her home in the Free State, she also loved the excitement and bright lights of Johannesburg.' What can you infer about Lefa's home town based on her comment about Johannesburg? I can infer that Lefa's home town is small and it's quite quiet and boring.

4. Why do you think Johannesburg is called 'the city of gold'? I think it's called that, because of the gold they discovered in the mines/ the city is full of lights and excitement and it's busy / wealthy people live there / any reasonable response.

5. Find and write down 4 adjectives from the story. bright, interesting, man-made, tallest, largest, busy, beautiful, whole new, favourite – any four.

6. Complete these sentences using the correct form of the adjectives:

Lefa has an older sister, but she is the taller of the two.

Cape Town is the most beautiful city in South Africa.

Port Elizabeth has better beaches than Durban.

ACTIVITY 1: A trip to America

- 1. Where do the Mahleki family live? How do you know this?** The Mahleki family live in Nelspruit.
I know this because they left Nelspruit to go to America / started their trip in Nelspruit.
- 2. Would you like to visit Florida? Why?** I would / would not like to visit Florida because... (own answer with explanation)
- 3. Connectors join sentences. Join the following sentences using the correct connector: but / and / because (You may only use each one once.)**
The Mahleki family had the greatest holiday because they all love theme park rides.
On the aeroplane Lindiwe ate her meals and she could watch her own tv.
The family had a wonderful time, but they had to go home to get back to school and work.
- 4. Complete the sentence using the antonym for best as the missing adjective:**
When Lindiwe came home and had to go back to school, it was the worst morning for her.

ACTIVITY 2: Getting to know Kenya

- 1. Where is Kenya located?** Kenya is located in East Africa.
- 2. What can you infer about a country where schooling is free?** I can infer that the country values education / the country wants to help all its children learn and become educated / any suitable answer.
- 3. What do you find interesting about Kenya?** I find it interesting that... (own answer)
- 4. The word game has two meanings. Write two sentences using the word to show you understand both meanings.**
In Kenya you can see the wild game in their natural habitat. (animals)
Soccer / Chess is my favourite game. (pastime, entertainment, recreation)

ACTIVITY 3: Most Visited Cities in the World in 2018

1. **Which city had the most visitors in 2018?** Bangkok had the most visitors in 2018.
2. **How many visitors went to this city in 2018?** In 2018, this city had 20,1 million visitors.
3. **Which one of these cities would you like to visit? Why?** I would like to visit...because...(own answer)
4. **When a word ends in -y, it can be confusing to form the plural. If the letter before the 'y' is a vowel, just add 's'. If the letter before the 'y' is a consonant, take away the 'y' and change to -ies.**

Write the plural form of the following nouns:

e.g. city – cities

story – stories

boy – boys

baby – babies

party – parties

holiday – holidays

factory – factories

monkey – monkeys

family - families

ACTIVITY 4: Summary - A Trip to America

1. **Read Activity 1 again.**
2. **Then, complete the summary that follows.**

The Mahleki family visited Disney World in Florida. / Florida in the United States of America.

They flew from Nelspruit **to** Johannesburg **to** Atlanta **to** Florida

On the aeroplane to Atlanta they had their own tv screens. / dinner and breakfast.

In Florida, they went to Disney World.

Here, they went on many fast, high and exciting rides (and played lots of fun games).

10 year old Lindiwe liked flying in the aeroplane the best.

GRADE 6 TERM 2 WEEK 4 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: Miriam Makeba – a South African star

- 1. What happened when Miriam Makeba was 18 days old?** When Miriam Makeba was 18 days old, she went to prison with her mother.
- 2. Who was Miriam supposed to sing her first solo for? Did she sing for them?** Miriam was supposed to sing her first solo for the King and Queen of England, but it rained so they did not stop to hear her sing.
- 3. Do you think Miriam Makeba's mom was wrong to brew beer when it was illegal? Why or why not?** I think her mom was wrong because you should never do anything against the law. Or, I think she was right because you have to make money to support your family. (or any suitable justified answer)
- 4. Who is your favourite present-day South African musician? Why do you like their music?**
My favourite South African musician is.... I like their music because ... (own answers)
- 5. Punctuate the following sentences correctly:**
Miriam **M**akeba was born near Johannesburg and lived in Sophiatown and later New York City. She was famous for her African jazz.
- 6. Adverbs tell us more about verbs. Change the words in brackets into the correct form of adverbs:**
Miriam's mother brewed beer illegally.
She began singing professionally in the 1950s.
Many of her songs were banned as she frequently performed for civil rights and anti-apartheid organisations.

ACTIVITY 1: Tseko's Dream

1. **What was Tseko's dream?** Tseko's dream was to win South African Idols.
2. **Even though he didn't win the Church Talent show, why do you think Tseko felt very proud of himself?** I think Tseko felt proud of himself because the crowd stood up and cheered / the crowd really enjoyed his singing / he had the courage to try and compete / any suitable answer
3. **What do you think it takes to win Idols or any talent competition?** I think you need to work very hard / spend a lot of time preparing and practising / you need to be brave and have courage / you need to believe in yourself / any suitable answer
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 meaning for the idiomatic expression 'to sing your heart out':**
to sing until you make yourself sick
to sing in time to your heart beat
to sing not only loudly, but with great passion ✓

ACTIVITY 2: Interesting Facts about Music

1. **What chemical does your brain release when you listen to music that you like?** Your brain releases a chemical called dopamine.
2. **What is your favourite song or kind of music and why is it your favourite?** My favourite...because... (own response with reason)
3. **Change the following into the present progressive tense:**
She is listening to music while she is exercising.
My flower is growing faster because I am playing music to it!
4. **A prefix comes before the root of the word. It gives the word a new meaning. Look at the following words: premature, prerelease, prefix, precede, prejudge, predict, prepare. What do you think the prefix 'pre-' means?** I think 'pre-' means before, in front or early.

ACTIVITY 3: Music Festival

1. **What date is the music festival, and what is special about this date?** The free music festival is on the 21st March 2019, this date is special because it is Heritage Day.
2. **How much does it cost to go to this festival?** To go to the festival, it costs nothing, it is free.
3. **What is something important that you think needs to be celebrated or made known to the public? What festival would you like to organise? Why?** I think we need a ... **Festival**, because... (learners' own ideas with reasons. E.g. a local sports/music/food festival; a school festival; youth talent; etc)
4. **Many words are made from a root and then changed into different kinds of words, e.g. nouns, adjectives, verbs and so on. Change the verb 'celebrate' into a noun and use it in a sentence.**

The celebration was very special, and everyone was very pleased to be there.

ACTIVITY 4: Summary - Interesting Facts about Music

1. **When you listen to music that you like, your brain** releases a chemical called dopamine.
2. **Dopamine is** a chemical that makes you feel happy and good.
3. **When premature babies listen to music it** makes them feel happier and healthier.
4. **Listening to music can** decrease depression.
5. **Music can help you to** have a good workout.
6. **Your favourite song is probably your favourite because** you connect the song to something good that happened in your life.
7. **Flowers grow** faster when there is music playing.

GRADE 6 TERM 2 WEEK 6 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: Subsistence Farming

- 1. How were Kamo and Buhle's lives very different?** Kamo and Buhle's lives were different because Kamo lived in a small village and Buhle lived in a large city.
- 2. How did Buhle's family get food?** Buhle's family got food by buying it from the grocery store.
- 3. How did Kamo's family get food?** Kamo's family got food from their subsistence farm.
- 4. Which type of life would you prefer to have, rural or urban? Why?** I would prefer to live in a ... because... (own responses with reason)
- 5. Connectors join sentences. Some connectors show purpose. Choose which connector showing purpose best completes the following sentences: in order to / so that**
Buhle milked the cows so that the family could have milk daily.
Buhle and Kamo wrote regularly in order to stay in touch with one another.
- 6. Change the following sentences into the negative form:**
Kamo did not go to the city.
Buhle had not milked cows.
The cousins did not see each other often.

ACTIVITY 1: Getting to School

- 1. What time did Babalwa and her mother wake up in the mornings?** Babalwa and her mother woke up at 5am.
- 2. Do you think Babalwa's school should punish her if she comes to school late? Why or why not?** Yes, I think she should be punished, because the school rules are important, and all learners need to follow the rules. No, she should not be punished, because she left the house in time and it was not her fault there was traffic and she was late.
- 3. How do you get to school in the morning? Do you enjoy the journey or not? I...** (own answers)
- 4. Join the sentences using appropriate connectors:**
The people in the cars were anxious because they were going to be late for work.
Babalwa's mother was not wealthy, but/however she sent Babalwa to a good school.
Babalwa's mother worked very hard so that she could send Babalwa to a good school.

ACTIVITY 2: A Big City

1. **What is the capital city of Japan?** The capital city of Japan is Tokyo.
2. **Do you think you would like to live in Tokyo? Why?** I would/would not like to live in Tokyo because... (own answers with reason)
3. **Tokyo is described as one of the biggest, busiest, most bustling cities in the world. Write down three adjectives that describe the city/town where you live.** Learners' own responses
4. **There are many Japanese words that we use in English. Write down the meanings of these words:**

sushi	pictures / graphics used in for electronic and phone messages
tsunami	a fighting style that uses hands and feet
emoji	rice combined with raw fish, raw or cooked shellfish, or vegetables
karate	extremely large, destructive wave caused by an earthquake

ACTIVITY 3: Travel Poster for Tokyo

1. **What would you like to see in Tokyo?** I would like to see...(own answer)
2. **Does this poster make you want to visit Tokyo? Why?** This poster does / does not make me want to visit Tokyo because...(own answer with reason)
3. **Punctuate the following sentence to show direct speech:**
'I'd love to travel to new places and experience unusual food and new traditions,' she told her friend.
4. **An idiom is an expression/saying where the words don't mean exactly what they say. There is an extra, hidden meaning. Connect the following idiomatic expressions to their meanings:**

	hit the road	to be in
control, or in charge		
miss the boat	the final part of the task or job	
to have itchy feet	to be too slow, to miss an opportunity	
In the driver's seat	to leave, to start a journey	
on the home stretch	to want to travel, to want to leave a place	

ACTIVITY 4: Summary - A Big City

- 1. One of the biggest cities of the world is Tokyo, in Japan.**
- 2. 35 million** people live in the city and suburbs of Tokyo.
- 3. People visit Tokyo to see** modern fashions **and to eat** at some of the best restaurants in the world.
- 4. One of the tallest buildings in the world is the Tokyo Skytree in Tokyo. It is 640 metres high.**
- 5. There are vending machines** on the streets of Tokyo, some only 12 metres apart.
- 6. You can buy** anything from the vending machines, from clothes to hamburgers.
- 7. Tokyo is a very safe city to live** because crime is so low.

(or similar)

GRADE 6 TERM 2 WEEK 8 WORKSHEET MEMORANDUM

TEACHER ACTIVITY: Losing weight

- 1. What did Mpho and Puleng decide to do together?** They decided to do some research to see what the best way to lose weight was and to try lose some weight.
- 2. For one week what did Mpho change? For one week what did Puleng try?** For one week Mpho gave up all sugar and bread and for one week Puleng exercised for an hour every day.
- 3. Do you think they had a good plan to research which method was the best for losing weight? Why?** Yes, I think it was because they were the same weight and height so they could see which method worked best. Or, No, I don't think so, because every person is different and will respond differently to these methods.
- 4. Have you ever tried something new to become more healthy or fit? What was it? If not, what would you like to do?** I tried... or I would like to try... (own answers)
- 5. Adverbs of degree tell us more about other adverbs, adjectives and verbs. They tell us 'how much or to what degree'.**

Put the following adverbs in order from most to least:

extremely - very – quite - slightly – hardly

- 6. Complete these sentences using the correct adverbs of degree:**

very / extremely / quite / hardly

Eating healthy food is extremely important in losing weight.

Exercising regularly is very important to keep fit.

Taking vitamins is quite important for being healthy.

Cutting your hair is hardly important for losing weight!

ACTIVITY 1: A class research project

1. **What was the research project that the Grade 6s had to do?** The Grade 6s had to find out about their family, where they were from and their languages and traditions.
2. **What do you think would have happened if Asa's mother had not read the letter from his teacher?** I think Asa would not have done the project and he would have been in trouble with his teacher.
3. **What topic would you like to research and find out more about?** I would like to find out more about... (own answer)
4. **Adverbs of degree tell us more about other adverbs, adjectives and verbs. They tell us 'how much or to what degree'.**

First underline the adverbs of degree in the following sentences and then put a circle around the adjective or verb they are referring to.

Asa's teacher gave the Grade 6s a very interesting research project.

Asa was extremely unhappy about the project.

You'll absolutely love learning about your family.

ACTIVITY 2: Researching online

1. **What was the original purpose of the Internet?** The original purpose was to allow users of a research computer at one university to 'talk to' research computers at other universities.
2. **What are some of the ways the internet is not helpful?** The internet is not helpful when something is not true / opinions are given as facts / there is so much information / you can get distracted and forget what you are looking for.
3. **'The Internet is vast and you can often get 'lost'...' Can a person really get 'lost' on the internet? Explain what this means.** No, you cannot get lost like when you're following directions, but you can get confused, distracted and forget what you are looking for.
4. **An abbreviation is the shortened form of a word that is often used. The Net, is an abbreviation of the Internet.**

Write the abbreviations for the following words:

January	Jan
Wednesday	Wed
refrigerator	fridge
telephone	phone
electronic mail	email
mister	Mr

ACTIVITY 3: Ms Mavikela's Questionnaire

1. Ms Mavikela learnt a lot from her survey. It helped her understand where her learners got their information.

What did Ms Mavikela learn? Put a tick ✓ next to the correct answers and a cross ✗ next to the incorrect answers.

a. Many learners did not have access to the Internet. ✓

b. Many learners have a tablet. ✗

c. None of the learners read newspapers. ✗

d. Many learners use the internet everyday. ✗

e. Most learners learn from listening to people talking. ✓

2. Which do you think is the best way to get information: people talking, watching TV, reading newspapers and magazines or going on the Internet? Why do you think so? I think ... is the best, because...(own answers with reasons)

3. Change the following sentences into the negative past tense:

I did not go online everyday.

Older people did not prefer newspapers and magazines.

No-one had a smartphone.

4. Tablet is a homonym as it has two meanings. Write two sentences to show you understand the two meanings of tablet.

My dad takes a tablet everyday for his blood pressure.

I was very excited with my tablet – now I could play games at home! (Sentences must show understanding of both meanings.)

ACTIVITY 4: Summary – Losing Weight

1. Mpho and Puleng decided to do some research to see what the best way to lose weight was.

2. Mpho stopped eating sugar and bread.

3. Puleng started exercising for an hour a day.

4. After a week they weighed themselves to see who had lost the most weight.

5. Their research showed that the best way to lose weight is to change your diet.

GRADE 6 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: City and Country

Peter and Paul were cousins. Their mothers, Rose and Pretty, were sisters who grew up in the city of Johannesburg. Then, when Rose was twenty years old, she fell in love with a farmer, who had come to visit a friend in the city.

Rose married her farmer, and went to live on a huge cattle farm in the Free State. Rose immediately fell in love with country life. She loved the peace and quiet, the animals, the wide open spaces, and all the people who worked on the farm. When Peter was born, Rose felt like her life was perfect. She was always bragging to Pretty about the wonderful life that they lived. "My boy has such a wonderful life," she would say. "He has a huge garden, and 5 dogs and many friends to play with. He drinks fresh milk from the cows, and he eats vegetables from our garden. What more could you want for your child?" Rose asked smugly, "He has a perfect life."

Pretty just smiled when her sister said this. She was happy for her sister and nephew – their lives did sound good. "I am so glad you love country life, sister," said Pretty, "and I do enjoy my visits to you."

Pretty looked around her apartment and smiled to herself. From her window on the 10th floor, she looked down on the Johannesburg Zoo, many wonderful museums and art galleries, and lots of interesting buildings. It was almost time for her to fetch her son Paul from his soccer practise at a big club. And that night, they were going to the movies.

Recall Questions (ask each group member one question)

1. Who are the main characters in this story? (Rose and Pretty)
2. Where did Rose end up living? (on a farm in the Free State)
3. What did Rose love about country life? (the peace and quiet, the wide-open spaces, the animals and the people who worked on the farm)
4. What did Peter drink and eat on the farm? (milk from the cows and vegetables from the garden)

Vocabulary Questions (ask each group member one question)

1. What word tells us that Rose fell in love with country life very quickly? (immediately)
2. What word can be used to show that you think you are better than someone? (smugly / bragged)
3. What is another word for very big? (huge)
4. What does nephew mean? (your brother or sister’s son)

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

1. Who do you think is the nicer sister and why? (Pretty – she does not brag to her sister, she is happy for her sister.)
2. Why do you think Pretty keeps quiet about her own life? (She doesn’t want to brag / She doesn’t want her sister to think she is competing with her / She is happy for her sister / any reasonable answer.)
3. What are some of the nice things that Pretty can do close to her house? (She can go to the zoo, she can watch movies, she can go to museums and art galleries, her son can be part of a soccer club.)
4. Who do you think has got the better life? Why? (Own answer.)

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

1. Can you make a connection to one of the sisters? If so, who?
2. What can you learn from the way Pretty acts towards her sister?
3. What can you infer about Pretty?
4. What can you infer about Rose?
5. Make an evaluation about the sisters – who do you think is a better person and why?
6. What did you like about this story and why?

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 The learner clearly understands the entire story and can recall all details.	4 The learner understands most of the story and can recall many details.	3 The learner understands at least half of the story and can recall some details.	2 The learner understands very little of the story and struggles to recall details, but can answer some questions correctly.	1 The learner barely understands the story and struggles to recall details, partially answering only 1-2 question.

Criteria	Exceptional	Good	Fair	Improving	Needs support
USE OF VOCABULARY AND SENTENCE STRUCTURES 5 MARKS	5 The learner retains and uses all the vocabulary and sentences structures from the story.	4 The learner retains and uses most of the vocabulary and sentences structures from the story.	3 The learner retains and uses some of the vocabulary and sentences structures from the story.	2 The learner retains and uses a few of the vocabulary words and sentences structures from the story.	1 The learner retains one or two words from the story but struggles with sentences structures.
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 6 TERM 2: PAPER 2 ASSESSMENT MEMO

QUESTION 1: THE BEST IN THE WORLD!

QUESTIONS:

1. How many times has the Rugby World Cup been played? (1)

The Rugby World Cup has been played nine times.

2. Who has won the tournament the most times? (2)

South Africa and New Zealand have both won it three times each.

3. Why was it so important for South Africa that the Springboks won the Rugby World Cup in 2019? (3)

The Springboks' victory made the country proud and happy. Winning the World Cup showed South Africans that our country is changing for the better. Many of the players overcame hard challenges to get there and this gave South African hope and joy. (any suitable answers)

4. Where did Siya Kolisi grow up? (1)

He grew up in Zwide township, outside Port Elizabeth.

5. What was his life like when he was growing up? (2)

He had a hard life. He was poor and life was tough.

6. Give two adjectives to describe Siya Kolisi. (2)

humble, brave, determined, hard-working (any suitable adjectives)

7. What can we all learn from the Springboks? (2)

We can learn we need to work together. We can learn that you need to work hard to achieve. We can learn you can overcome hardships. We can learn team members need to respect each other. (learners' own suitable responses)

8. Do you agree with what Nelson Mandela said about sport? Why or why not? (3)

I agree with Mandela because sport can bring people together. Sport is powerful and we can learn from winners and losers. If your country or team wins, it does give you hope.

Or, I disagree with Mandela. Sport is fun to watch and play, but it doesn't really change anything. After you cheer together, life is still the same and all the challenges are still there. (learners' own responses with reasons)

9. How do you feel when your team wins a match? How do you feel when your team loses a match? (2)

When my team wins, I feel so happy / thrilled / like celebrating and dancing and singing. When my team loses, I feel sad and depressed. (Learners' own ideas and answers)

10. How did you feel when the Springboks won in 2019? (2)

I felt so happy and proud. I couldn't believe we won! I was so happy for Kolisi and his team. The Springboks showed me I can achieve my dreams and I must work hard and never give up. (learners' own responses and memories)

TOTAL: 20 MARKS

QUESTION 2:

1. Where were South Africa ranked in world rugby in 2018 and where were they ranked in 2019? (2)

In 2018, SA was ranked six and in 2019 we were number one.

2. Who fell the most positions from 2018 to 2019? (1)

Wales fell from position seven to four.

3. Who went up the most positions from 2018 to 2019? (1)

South Africa went up the most from number six to number one.

4. Which country made it into the Top 10 in 2019 and had not been in the Top 10 before? (1)

Japan made it to the Top 10 in 2019.

5. What do you think is a reason that Fiji was no longer in the Top 10 in 2019? (2)

They didn't play well / they lost their good players / they lost their good coach / any suitable response.

6. If you were the Springbok coach, what would be your ideas to keep the Springboks in first position? (2)

Try keep all the great players / keep the team strong and fit / make sure they train together / keep their attitude positive / any suitable answers.

7. If you play for a national team, are you always playing for the country or can you play for your own success? (1)

Learners' own ideas.

TOTAL: 10 MARKS

QUESTION 3: Summary.

Instructions:

Read the text 'The Best in the World' again.

Complete the summary:

1. **The Rugby World is held** every four years. (1)
2. **The countries who have won the tournament are** South Africa, New Zealand, Australia and England. (1)
3. **When the Springboks won in 2019**, the whole of South Africa cheered and celebrated together. (1)
4. **Siya Kolisi** was the first black Springbok captain. (1)
5. **Nelson Mandela said sport can** change the world, unite people and bring hope. (1)

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'The Best in the World' once again.
- Complete the following:

1. Find and copy the following words:

- a. a proper noun (paragraph 1) South Africa / New Zealand / Australia /England / Rugby World Cup / William Webb Ellis (1)
- b. a pronoun (paragraph 3) we / our / their (1)
- c. an adjective (paragraph 2) _ whole / black / humble / true / poor / tough / hard / national / great (1)
- d. an adverb (paragraph 1) impressively (1)
- e. a determiner (paragraph 4) the (1)

2. Rewrite this sentence – fill in all the punctuation marks. (5)

When Kolisi's team brought the Webb Ellis Cup home, the whole of South Africa celebrated.

3. Join the sentences using one of these connecting words: and / because / then / however (2)

- a. The Springboks started the tournament badly, however they won it in the end!
- b. They made it to the final because they worked incredibly hard together as a team.

4. There are lots of ideas from sport that we can use in life as well. Match these idiomatic expressions with their meaning: The first has been done for you. (3)

to be on the ball		something started well and is going well
off to a flying start		someone who works well with others
level the playing field		to know what is happening and to be focused
a team player		everyone has an equal chance

TOTAL: 15 MARKS