Foundations For Learning

Intermediate Phase Language Lesson plans

First term

Grade 5

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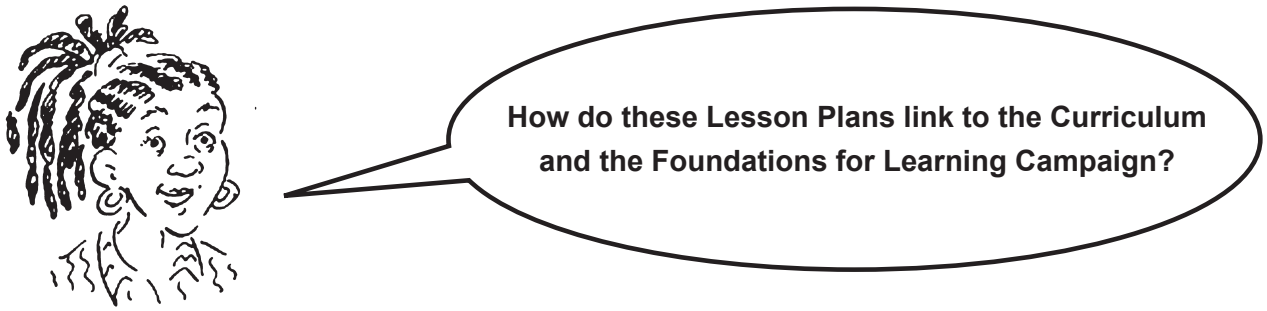
1. INTRODUCTION

1.1 BACKGROUND

Each learner in South Africa should develop solid foundations for further learning. With this goal in mind and in order to focus specifically on Literacy and Numeracy, the Minister of Education announced in the *Government Gazette* of 14 March 2008 (No. 30880) that the national Department of Education would launch the "Foundations for Learning" campaign in all South African schools.

It is a four-year campaign to create a national focus on improving learner performance in reading, writing and numeracy. By 2011 every learner should demonstrate age appropriate levels of Literacy and Numeracy. The Minister called on all South Africans to join hands with the DoE to improve learning outcomes.

The **Foundations for Learning Assessment Framework** which was distributed to all schools during 2008 contained "milestones" for each grade. These milestones explain the content embedded in the Learning Outcomes and Assessment Standards of the NCS, and indicate the expected level of achievement of learners at the end of each term. This document contains **Lesson Plans** based on the milestones.



These **Lesson Plans** have been developed using:

- the NCS Learning Outcomes and Assessment Standards as the starting point
- the Milestones and
- Government Gazette 30880 of 14 March 2008, which outlines the Foundations for Learning Campaign, details the minimum expectations for the teaching of Literacy and Numeracy (Languages and Mathematics) as well as providing timetabling and resourcing suggestions.

The following **table** provides an example of how these three documents are linked for Grade 4 - 6 Literacy (Home Language):

Learning Outcomes	Milestones for Literacy Grades 4- 6	Government Gazette: Daily Teacher Activities for Literacy Grade 4 - 6	Grade 4 - 6 time allocation in Gazette
LO 1 Listening LO 2 Speaking	• Oral	Language development • Teach 3 – 7 new vocabulary words based on a story • Read aloud the story to the class • Have learners work with the story	30 minutes, once a week
LO 3 Reading and Viewing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Reading and Writing	Literacy focus time: Shared Reading or Shared Writing: • Introduce shared text and new vocabulary. • Read the text modeling a reading strategy or write a short text using shared writing techniques • Check understanding and encourage responses	15 mins per day, 3 times per week
LO 3 Reading and Viewing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Spelling and Grammar	Literacy focus time: Word and sentence level work Do one of following: Spelling, sight words, Vocabulary, Language (grammar)	15 mins per day, 3 times per week
LO 3 Reading and Viewing LO 4 Writing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Reading and Writing	Literacy focus time: Group, Guided and Independent Reading/Writing • Do written task, e.g. Comprehension task, sentence completion, spelling words, etc. • Read graded readers and complete worksheet • Do guided reading in same ability groups	30 mins per day, 3 times per week
LO 4 Writing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Writing	Shared, group or independent writing: Brainstorm, draft, revise, edit and publish a piece of writing over the course of two weeks	30 mins per day, 2 times per week
LO 5 Thinking and Reasoning	• Investigation	The learners are encouraged to find more information about different topics from various sources, e.g. by asking relevant questions to obtain information, organising it and reporting back orally	



How do I use the time allocated for Language?

The Government Gazette No 30880 provides the following breakdown of the formal teaching allocations for Mathematics and Language in the Intermediate Phase per day:

Grade	**Daily total for Mathematics**	**Daily total for Language**	**Home Language (3 days per week)**	**First Additional Language (2 days per week)**	Allowance should be made for reading for enjoyment for 30 minutes per day
Grade 4	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	
Grade 5	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	
Grade 6	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	

It is suggested that three days per week should be spent on Home language and two days on First Additional Language.



How, then can these lesson plans help teachers? What do they provide?

These Lesson Plans are intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provide suggestions to enrich teaching practice. If you follow these lessons systematically you will cover the curriculum and reach the milestones for Grades 4 - 6.

However they are not intended to be prescriptive and teachers are not expected to abandon good practice in order to follow the plans blindly.

The Plans provide:

- **an overview of the term,** together with an **Assessment Overview,** broken into weekly units. The overview covers 10 weeks of work and provides a useful termly checklist. (You might want to compare this with your Phase Learning programme and Work Schedule and ask yourself questions such as: *Does your Work Schedule include similar content? Do you reach approximately the same point at the end of each term*? *How does this compare to your Assessment Plan?*) .

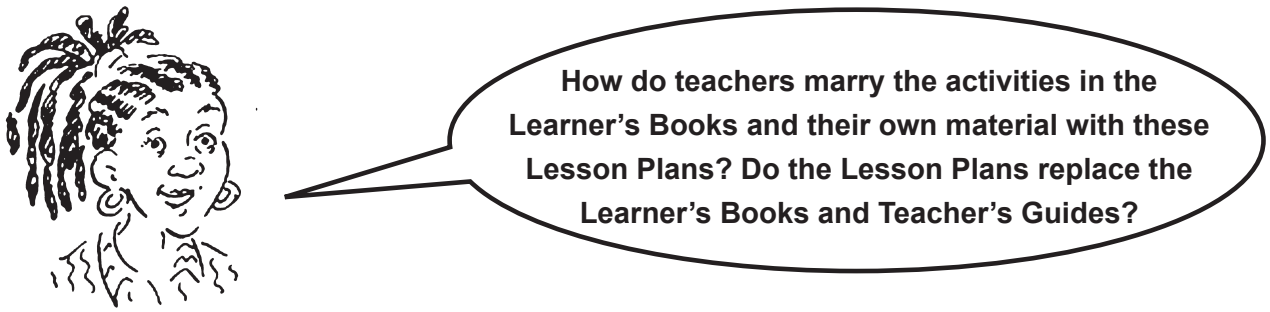
- **an overview for each week** This helps you to see the content included in the week's lesson plans, to see how it is paced and to make use of specific Lesson Plans. Learning Outcomes and Assessment Standards have been included. The latter have been numbered as AS 1, 2, 3 etc. No sub-bullets are indicated.

- **individual lesson plans for each week** There are **10 weekly Lesson Plans for each term,** covering three days' work each. Each week's Plan provides:
  - **one oral lesson (30 mins)**
  - **three literacy hour lessons (1 hour each)**
    - **shared reading and writing**
    - **word and sentence level work**
    - **group, guided and independent reading/writing**
  - **two writing lessons (30 mins each)**

- **suggestions for the Assessment Tasks** for each term are shown at the end of Week 6 (Assessment Task 1) and Week 10 (Assessment Task 2).

1.2 ADAPTING THE LESSON PLANS

Remember: every class and learner is unique. There can be no "one size fits all". Learners progress at different speeds and learn in different ways and you, as the class teacher, are best able to pace your teaching to the needs of your learners. **You can introduce new material in another order as long as you reach all the specified milestones for Intermediate Phase.**



These Lesson Plans should be used together with approved Teacher's Guides, Learner's Books and Reading Books as well as other resources. They are not intended to replace the Teacher's Guides and Learner's Books or the material you have developed yourself. The Lesson Plans do not provide actual worksheets, workcards or reading material for learners:

Approved Teacher's Guides should pace the work for the year so that all the Learning Outcomes and Assessment Standards are covered. There will therefore be similarities between the Teacher's Guides and Learner's Books and these Lesson Plans. However the order of content may be presented somewhat differently so you will need to compare and marry the content. **Remember that ultimately you are the decision maker.**



1.3 LITERACY (HOME LANGUAGE)

With these Lesson Plans we would like to encourage you to guide your learners on the exciting road to literacy by taking them on a journey through well-chosen fiction and non-fiction texts. In the Foundation Phase the focus was on "learning to read". Now, in the Intermediate Phase, it is on "reading to learn".

Scaffolding is one of the most important aspects supporting learners in this journey of becoming skilled and functional readers. The idea of scaffolding learners originated with Vygotsky, a famous educational theorist. When builders build a high building, they put up a series of frameworks and structures to support them while working at higher levels. These structures are known as "scaffolding". Once the building is completed and can stand on its own, the builders don't need the scaffolding anymore and they remove it.

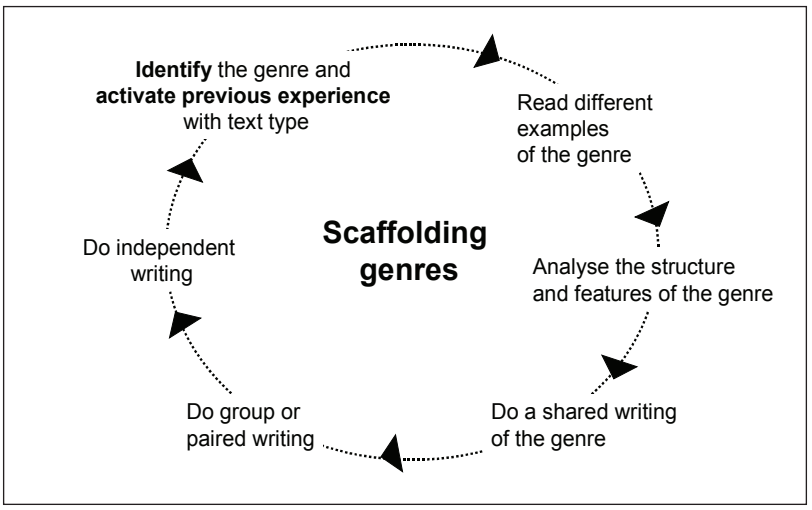
In learning, it is teacher support that scaffolds the learner in the development of skills. When a task is difficult, the learners may need full teacher support. As the learner gains skills and knowledge he or she can become more independent and share the task with the teacher. Once the learner can do the task independently without teacher help, the teacher can remove the scaffold.

In these Lesson Plans scaffolding is provided by varying the amount of teacher's support, the kind of grouping and the teaching strategy. Every time you tackle a new text or a new genre, it may be necessary to go through this scaffolding process. Literacy development happens in a spiral with learners developing and practising skills in new and more complex contexts.

We have often suggested in the Lesson Plans that you read texts to your learners or do activities with your learners. Doing activities as whole class work, group work, pair work and individual work is an attempt to scaffold learners in this way. These are suggestions. How you decide to group your learners and how much support you think they need, depends on your own context.

During the year learners should be introduced to a number of different genres (types of texts), including stories, poetry, dialogues, letters, plays, newspaper reports, advertisements, menus, different kinds of environmental print, information texts, maps, cartoons, sports reports, weather reports, movie and TV programmes and others. They need to learn to read these genres, understand how the language structures and conventions work in them and then write examples of their own.

It is important that we scaffold learners from being able to read these genres to being able to write them as well. Here are some simple steps we can follow to scaffold this process.



In the Lesson Plans we also scaffold the activities themselves. This means that activities are ordered in such a way that each activity builds on the one before. For example, whenever there are individual writing activities, these are preceded by texts and discussions of the topic as well as related language, grammar, word and sentence level work and spelling activities.

1.3.1 Shared Reading and Writing (whole-class)

In a shared reading lesson during the Foundation Phase the teacher reads with the class or a group, using a large book that has big print. In the Intermediate Phase this can also be done by providing each learner with a copy of the text or projecting the text on an OHP.

The teacher introduces and models reading the text and then re-reads the text with the learners reading along with the teacher. All language and literacy development happens within these contexts and from these texts. During a shared reading session the teacher should focus on comprehension, word-building and spelling patterns, punctuation, the layout and purpose of the text and the structure and organisation of sentences. Teachers should also use this text when teaching grammar. Because teachers are supporting reading, learners can work with texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills, which feed into other independent reading.

Shared writing (modelled writing) provides many opportunities for teachers to model the writing process. The teacher, in collaboration with the class, writes a text by using a writing frame. The teacher may also model the writing cycle process and support the learners in composing their own texts as well as working with sentences, words, punctuation, etc.

1.3.2 Group, Guided Reading

Learners need to read texts that suit their level of competence (not too simple/not too difficult). They are not ready to read the same texts at the same time. This is where group reading comes in. Learners can be grouped according to their reading ability, into 3 - 4 groups, with the teacher working with each group at least once a week. In the Lesson Plans we make provision for three same-ability groups.

Group reading does not require any special readers. Although there are group reading schemes on the market, a variety of different readers can be used, even a single, longer reader.

In guided reading, the teacher supports reading by:

- supporting learners in their attempts to read for meaning
- encouraging and modeling reading strategies
- drawing attention to cues, in the context or illustrations
- suggesting and facilitating word attack strategies
- providing different ways for them to practise their reading skills.

In guided reading, the teacher assesses reading by:

- observing how the learners read
- determining where and how they use clues and strategies
- determining learners' knowledge, understanding, skills, values and attitudes
- using their assessment to plan future support and practice.

In guided reading, the teacher uses after-reading activities to:

- establish deeper understanding and let learners respond to the text
- explore the text and illustrations further

- o develop skills in a now familiar context
- o analyse genre, theme, characters, plot, mood, context, etc.

1.3.3 Independent Reading

Providing opportunities for learners to read books on their own also develops fluency, provided that the books are easy enough for the learners to read without help. Short books with predictable text and colourful illustrations are ideal. Some teachers like to give learners individual reading to do at home – to re-read the group reading book, read simple, 'fun' books or other photocopied texts they've created. This extra reading practice, done on a regular basis every day, plays an important role in learning to read. (see the paragraph on Homework)

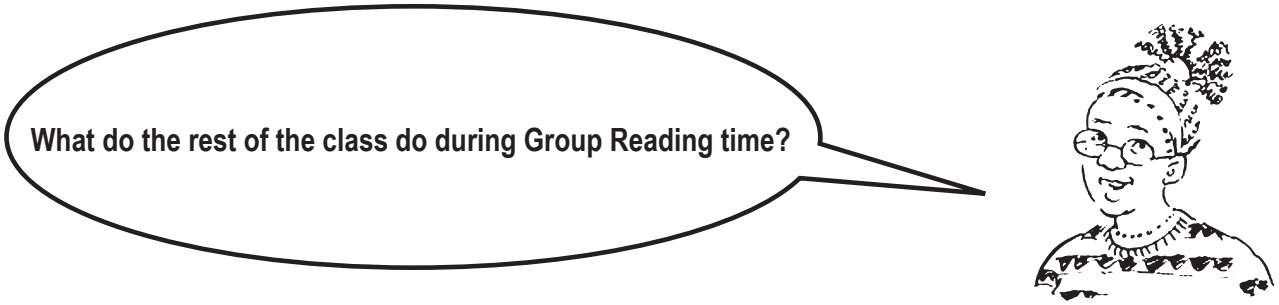
1.3.4 Paired Reading

Another way of giving learners reading practice is to have learners read in pairs, using either similar or mixed reading levels. They can reread their class or group readers, simple 'fun' books or supplementary readers. This paired reading can take place at any time, anywhere, as a class reading activity (learners can sit in pairs inside or outside the classroom to read together or take turns to read), or while other learners are busy doing other work eg two learners who have completed their tasks can read together.

1.3.5 Reading aloud by the teacher

A vital component of a balanced reading programme is the reading aloud (story-time) by the teacher. This develops a whole range of language skills (including those of reading) in a meaningful context and is at the heart of a balanced programme for literacy. Through reading aloud teachers can create in learners a love of reading and a passion for stories.

Independent or paired reading, as well as reading aloud, by the teacher are all very suitable for the time spent on Reading for Enjoyment.



Working with Guided Reading groups will take at least half an hour of literacy time every day. Learners need to be involved in either independent writing or reading activities. These activities need to be such that learners both know what they have to do and can do it without interrupting the teacher, asking for help. Training learners to get on with work on their own takes considerable time and patience. The learners need to know which tasks they have to do and, possibly, the order in which they have to complete them. The level of difficulty of the tasks should be such that they don't need help from you. If you think your learners will battle with a particular task – wait until you have time to help them or your guided reading sessions will be continually interrupted.

1.3.6 Spelling, grammar and word and sentence level work

This time during literacy hour should be used to cover spelling and vocabulary work and the teaching of grammar and punctuation. Sentence level work should be explored in the context of shared reading and writing.

It is important to have a list of spelling rules as well as a high-frequency spelling word list which learners can apply during their general writing activities. You can generate your own high-frequency words from a variety of sources, including:

- mistakes learners commonly make
- lists of frequently misspelled words
- reading books
- learner's own writing attempts
- words from other learning areas.

Learners can also create their own personal dictionaries. Use any exercise book and let the learners label each page with a letter of the alphabet. Learners copy new and challenging words and vocabulary into these personal dictionaries and write sentences to show what they mean.

The NCS has a broad concept of what language is. There are some interesting new focus areas such as sociolinguistics, where we look at how language is used and to what purposes it is used , and multilingualism, where comparisons of structures and conventions are made across languages barriers. It also includes a Communicative Language Teaching (CLT) approach, where language is developed while learners engage in texts and activities with real purposes. With much of the grammar, spelling words and spelling rules, learning happens incidentally while learners are engaged in these activities. A central principle of the Languages Learning Area is therefore the integration of all these aspects of language through the creation and interpretation of texts, as stated in the NCS and the Milestones.

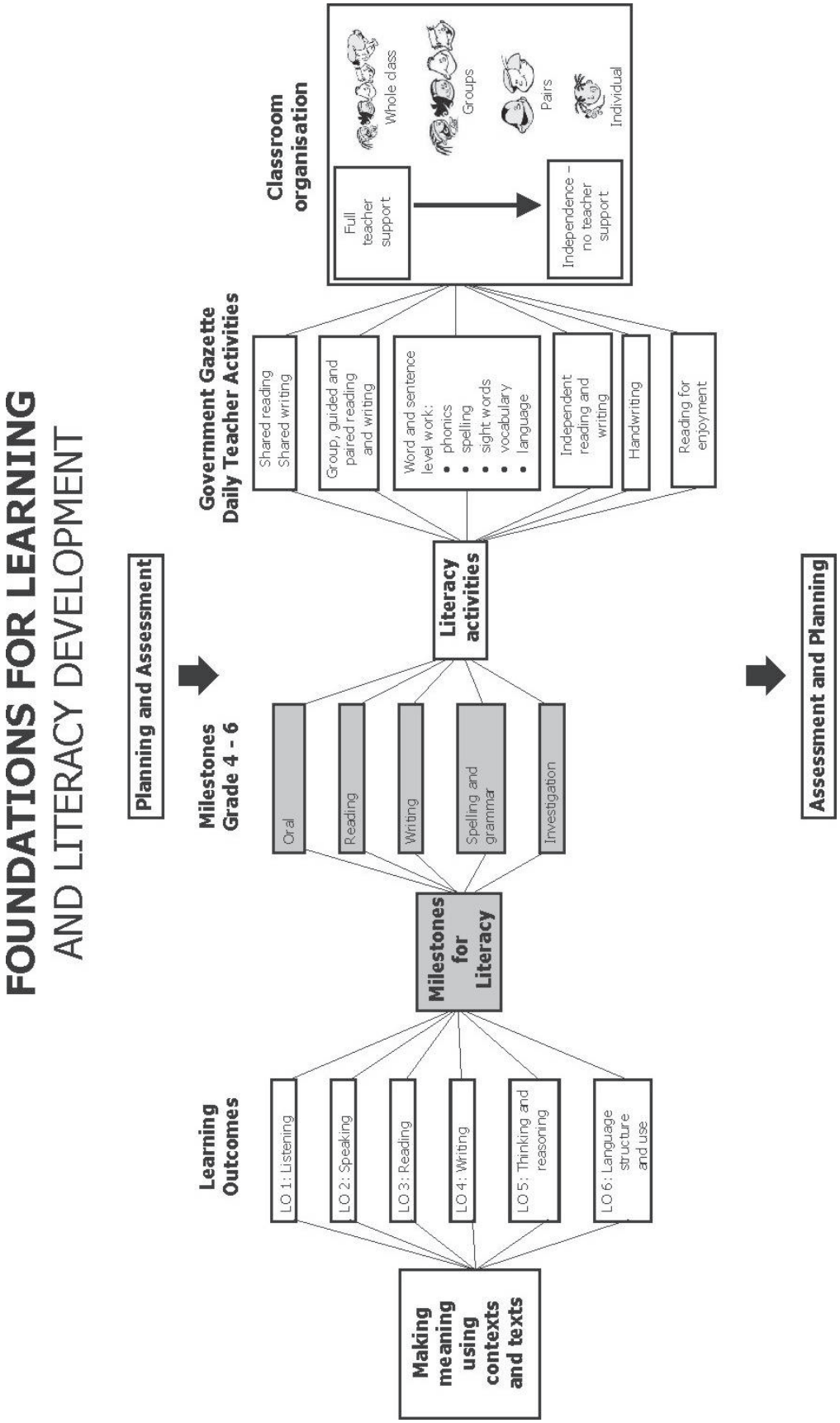
1.3.7 Writing

Learners are given a writing frame and, using a shared text as a model, do their own writing. One piece of writing is brainstormed, drafted, revised, edited and published over the course of two weeks. Learners should also be allowed to be creative and do independent writing without using a writing frame, to give them the opportunity to solve problems.

Learners in the Intermediate Phase should not be limited to the number of words they are expected to write, but should be encouraged to do more free writing. Teachers have to use their discretion in deciding on the number of words to be used for each form of assessment. In doing newspaper reports, for example, it should be noted that the number of words used must be limited to not more than 100 words, so that learners can learn to express themselves within specific parameters.

1.3.8 Foundations for Learning and Literacy Development

On the next page is a visual summary of how all the elements of Literacy Development tie up with the NCS, Learning Outcomes, the Milestones, Foundations for Learning and Scaffolding.



1.4 HOMEWORK

Children need plenty of practice in order to develop their reading skills. Some teachers like to send reading books or reading cards home with learners to reread at home. Even if there is no one literate at home an adult or older sibling can encourage the learner while he/she reads and talk to the learner about the pictures. Try to avoid sending home new reading texts. It is better for learners to have a short reading passage that they can read well and show off to their family. Learners have been known to teach their "Gogos" to read, as they become proficient readers themselves in the process! The lack of literacy at home should not stop learners doing homework – encouragement and making sure learners do their work are most important.

1.5 RESOURCES

The Government Gazette No 30880 gives a list of recommended resources for Literacy which schools should endeavour to provide. In addition to exercise books, Learner's Books, Workbooks and basic stationery which most schools already have, the following are highlighted as being especially important for the Intermediate Phase:

- graded Grade level readers or other texts for group reading and "real" readers for pair and independent reading
- read-aloud texts
- work cards per reading book (comprehension exercises)
- bookmarks/reading record cards
- reading vocabulary list for the year
- spelling list for the year
- published dictionary

Graded Readers are used during group and guided reading. A number of publishers produce reading schemes in different languages containing sets of short readers with the reading level being graded across a grade from simple to more difficult. Each class needs approximately 10 – 12 copies of each reader so that every learner has his or her own book. Presently not every school has such sets, having only a single, longer reader for each learner which is meant to last for the year. Until the school can order new reading books the teacher can still do group reading by using the single reader, preparing and working through one chapter at a time.

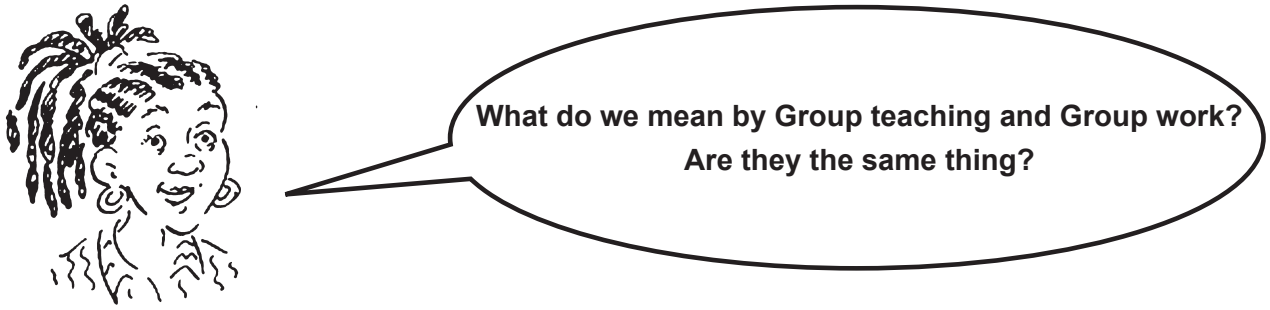
Independent reading books, or 'supplementary readers' / "real" books, are ideal for learners to read on their own or in pairs as they have predictable text. Many publishers produce packs of small, very short readers with, for example, one copy of 10 different titles. It would be best to buy one copy of a number of different sets – making sure that the reading is at a more simple level than that in the group readers.

Finally, teachers need to have access to a lot of books to **read aloud** to their learners. It is very much up to the teacher to choose books that she enjoys reading and that are suitable for her learners. In addition to books at the school she could also borrow from a public library as many allow teachers or

schools to borrow a number of books for several weeks at a time. She can also tell traditional stories that she knows and build up her own personal collection of children's stories.

1.6 GROUP TEACHING / GROUP WORK

Teaching and working in groups is a powerful tool to cater for learners at different levels of development. Group teaching and group work are also ideal for multi-grade and multi-phase classes.



Group teaching means different things to different people. It is not just rearranging the desks into groups.

You can either:

- teach the whole class the same lesson BUT differentiate the activities by:
  - giving the SAME task to every group for them to work on together or by
  - giving DIFFERENT tasks to either individuals or groups of learners; these tasks can either be at the same level or at varying levels of difficulty.

  This works well for collaborative learning and where there are not huge differences between the levels of learners.

  OR
- teach learners in same ability groups so that they are taught at a pace that is comfortable for them. The quicker learners can be challenged and extended and the weaker learners can benefit from more time, support and attention in a small group situation. All learners do not need to be at the same stage of learning and the activities given to the learners can be varied to meet their needs. Those with special needs can be supported in this way.

  To do this you will need to divide the learners into same-ability groups for certain activities.

Group work focuses on working in small groups. You should use a variety of grouping strategies:

- whole-class work – which is usually teacher-led or -guided
- group work – with different kinds of group activities and different ways of grouping learners
- pair work
- individual work.

When doing group or pair work, learners are inclined to be noisy and excited. As long as the noise is productive and doesn't disturb others, it is fine. You will need to brainstorm some basic rules for group work with your learners, right at the beginning of the year. It is best if these rules come from your learners themselves, as they are more likely to buy into them that way. List suggestions from

them on the board or on a large sheet of paper and then write this out neatly into a checklist for group work. You can display it on your wall and refer to it when you do group work. Your rules may include some of the following:

- listen to the leader.
- listen to each other.
- don't interrupt while someone else is talking.
- give everyone a chance to take part.
- follow your instructions.
- stick to the time limit.

Learners must understand that they will be assessed on their ability to work together in groups in a co-operative manner.

Each learner has a role to play in group work. These roles need to be clearly defined and learners should change roles each time they do group work. In the Intermediate Phase you need to keep these roles quite simple. For example:

a leader who:

- makes sure everyone understands the task
- makes sure everyone gets a turn to speak
- makes sure that the group doesn't become too noisy.

members who:

- give ideas
- discuss topics
- listen to each other
- help with the report back and presentation.

a monitor who:

- makes sure the group has the right books and resources
- gives out work sheets or activity sheets
- puts everything back when the group has finished.

a writer who:

- takes notes for the group
- writes things out neatly when the group has finished

While your learners are engaged with group work, you have a very important role to play. You should be moving from group to group:

- making sure that everyone understands the activity and the instructions
- observing interaction, communication and informal oral skills
- ensuring that everyone takes part, and no-one is left out

- helping, facilitating and solving problems
- keeping learners on track
- keeping order
- assessing individual and group progress
- giving feedback.



1.7 Reading for enjoyment

Everyone, including the teacher, reads a book of their own choice and records the title on a reading record card. In the last ten minutes, learners share their responses to the books with others in pairs, in groups or with the whole class.

Factors critical to nurturing a reading habit and developing reading comprehension:

- o access to books (and other interesting reading material)
- o book appeal
- o a conducive/stimulating reading environment
- o sustained reflection on what was read/viewed
- o encouragement to read by a teacher
- o an active library
- o self-directed need to read
- o teacher modelling reading behaviour and value
- o reading buddies for struggling readers.

You can supplement the texts in your classroom by starting a small library of your own. You can get learners to bring books, newspapers and magazines from home. You can also make block loans from school or community libraries. If you have funds you can buy suitable supplementary readers.

A NOTE ON TIMETABLING

These Lesson Plans are built around three lessons per week:

- DAY 1:
  - Listening and Speaking
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on spelling, sight words, vocabulary)
    - Group, guided and independent reading / writing
- DAY 2:
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on language / grammar)
    - Group, guided and independent reading / writing
  - Writing
- DAY 3:
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on language / grammar + a short spelling test)
    - Group, guided and independent reading / writing
  - Writing

GRADE 5 LITERACY: FIRST TERM: OVERVIEW

	Focus on and prepare learners for assessment task 1						Focus on and prepare learners for assessment task 2			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience • Expresses thoughts and feelings in an imaginative way • Asks and responds to higher order questions • Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression **Investigation** • Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally						• Listens to, follows and gives directions and instructions clearly • Describes events in correct sequence • Participates in discussions, offering own opinion and considering other points of view • Communicates effectively in group situations by taking turns and asking relevant questions			
	Stories (listen and respond)	Stories (tell your own in pairs)	Myths (listen and respond)	Myths (tell your own in pairs)	Funny story or joke (tell your own in groups)	Stories (listen and respond)	Directions	Describe events	Discussion: explaining own opinion	Directions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Reading	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Uses a range of reading strategies eg contextual clues and previous knowledge • Discusses the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized						• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Identifies main and supporting ideas and notes specific details in an information text • Surveys content page, headings and index to source information • Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps • Reads aloud with expression, changing tempo as appropriate			
	Short story	Short story Guided reading	Myth Guided reading	Myth Guided reading	Diary text Group reading	Poems Guided reading	Information text with pictures Guided reading	Advertisements Guided reading	Poster Guided reading	Brochure Group reading

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal and creative purposes eg a diary, story, letter, poem • Uses appropriate grammar, spelling and punctuation in written work • Uses simple and compound sentences to form paragraphs • Shifts from one tense to another consistently and appropriately						• Writes for personal and creative purposes eg a diary, story, letter, poem • Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements • Uses appropriate grammar, spelling and punctuation in written work • Uses simple and compound sentences to form paragraphs • Produces neat, legible work			
	Modelled writing: Story	Modelled writing: Story Journal writing	Independent writing: Personal story Journal writing	Independent writing: Personal story Journal writing	Modelled writing: Diary entry Independent writing: Diary text Journal writing	Independent writing: Diary Text Journal writing	Independent writing: Short information paragraph with picture Journal writing	Independent writing: Description of an event Journal writing	Independent writing: Advertisement	Paired writing: Instructions Journal writing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Spelling and grammar	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words						• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses subject-verb concord • Uses complex tenses eg past progressive: She was watching TV when…			
	Parts of speech: nouns Writes sentences using different tenses: Past simple	Parts of speech: verbs Writes sentences using different tenses: Past simple	Parts of speech: adverbs, adjectives Writes sentences using different tenses	Parts of speech: adverbs, adjectives Uses prefixes, stems and suffixes to form words	Parts of speech: prepositions	Uses prefixes, stems and suffixes to form words	Uses subject-verb concord Parts of speech: prepositions	Uses tenses, e.g. present perfect progressive	Uses complex tenses, e.g. past progressive	Uses complex tenses, e.g. past progressive

GRADE 5 FIRST TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 1; 2; 3; 4; 6 **LO** 2: AS 1; 2	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience • Expresses thoughts and feelings in an imaginative way • Asks and responds to higher order questions • Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression	Speaking and listening activities: • Learners listen to a story and relate the story to their everyday lives
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Uses a range of reading strategies eg contextual clues and previous knowledge • Discusses the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized	Shared reading and writing • Short story • Focus on elements of a story such as central idea, plot, setting and atmosphere • Focus on cause and effect Group, guided and independent reading and writing • Make personal dictionaries • Assess learners reading levels for guided reading: o Short reading piece o Cloze test Reading for enjoyment
WRITING **LO 4**: AS 1; 2; 4 **LO 5**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal and creative purposes eg a diary, story, letter, poem • Uses appropriate grammar, spelling and punctuation in written work • Uses simple and compound sentences to form paragraphs • Shifts from one tense to another consistently and appropriately	Writing: • Shared writing: story o Brainstorming o Drafting

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary: words one typically uses when telling stories • Revise relevant phonics and spelling rules for the week's spellings. <u>Grammar</u> • Tenses, especially past simple tense • Parts of speech: Nouns
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons. + • Research examples of traditional tales (during Oral).

Week 1 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES

Oral

- Enjoys listening to myths and stories, jokes and riddles, relating them to own experience
- Expresses thoughts and feelings in an imaginative way
- Asks and responds to higher order questions
- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

NOTES TO TEACHER

- Each culture has its own collection of stories, tales and myths. Choose one of your favourite stories and prepare to tell it to your class.
- Ask the learners to do some research of their own and find examples of traditional tales for the next lesson. They can talk to people in their community, their families, or find resources at a library. If the learners have access to the internet, they can also use it as a resource. They need to choose one tale and prepare to tell it to the rest of the class.
- Finding out about traditional tales and stories gives learners an insight into the beliefs, values and traditions of different cultures. Learners need to acknowledge the rights of others to hold beliefs and values that differ from their own.

DAILY ACTIVITIES

Stories: Group discussions

- Tell the story you have prepared to your class. Try to tell it exactly the way you heard/read it.
- Teach 3 – 7 new vocabulary words from the story. Give examples of how to use the words in sentences from the story. Encourage learners to use the words orally (by saying them aloud) in sentences of their own.
- Let learners work with the story: in their groups the learners discuss the moral of the story and how it relates to their everyday lives. Give feedback to the class.
- At the end of the lesson remember to give a homework task for next week's oral lesson. Ask the learners to do some research of their own and find examples of traditional tales. They can talk to people in their community, their families, or find resources at a library. If the learners have access to the internet, they can also use it as a resource. They need to choose one tale and prepare to tell it to the rest of the class at the beginning of next week's oral lesson.

ASSESSMENT:

- Informally assess the learners' abilities to relate stories to their everyday lives.

Week 1 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge
- Discusses the central idea, plot, setting, atmosphere and characters of a fiction story
- Identifies and explains cause effect relations in a story
- Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses prefixes, stems and suffixes to form words

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER:

- Find a short story from a text book, reader, anthology or magazine. Try to find a story that is written in the past simple tense and has plenty of events in it, enabling you to explore cause and effect.
- Ensure that you have sufficient copies of the story (books) for the whole class, make a transparency of the text or write it on the blackboard.
- Exercise books (one for each learner) to be made into personal dictionaries.
- Do an informal assessment of reading levels this week so that you can begin Guided Reading in Week 2. Use any time when the learners are meaningfully engaged in writing or reading.

DAILY ACTIVITIES:

Shared reading: Short Story

1. **Before reading**

   Prepare learners for the story.

   - All learners should know stories from somewhere – from their parents, grandparents, caregivers or siblings, or from television and radio. Ask them to name a few of their favourite stories. Keep it short. (Alternative: You may begin the lesson by sharing your own favourite childhood story and saying why you liked it.)

- Introduce the story and new vocabulary to the learners. Let their eyes glide (scan) over the text. Let them predict what the story is about. Ask them to explain why they think so. Draw out learners' prior knowledge. Write up a word bank as you go along.

2. **While reading**
   - Read the story with the learners. Read the story aloud while the learners follow.
   - Stop and ask questions as you read.
   - Model stopping at punctuation marks, correct pronunciation and intonation.
   - Stop at one point and ask learners to predict how the story will end.
3. **After reading**
   - Give the learners the opportunity to respond to the story from a personal perspective and encourage them to give their own opinions, e.g. ask: Did you like the story? Why or why not? What did you think of the ending?
   - Discuss the meaning of the story and check for understanding. Ask four to five questions.

Spelling and grammar/word and sentence level work

Vocabulary used in telling stories

- Focus on the vocabulary one typically uses when telling stories, e.g. "once upon a time", "the next morning", "after a while", "then", "next", "finally", "in the end", etc.
- Make a list with the learners and write the words on flashcards. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week. Have learners place the flashcards on the Word Wall, as they will need them for the modelled writing activity. A Word Wall is a large area on a wall or against the board on which to display words. Use this area for flashcards of high-frequency words, vocabulary, words that learners often spell wrongly, word families, etc.

Group, guided and independent reading/writing

Making personal dictionaries

- Hand out exercise books to be used as personal dictionaries.
- Learners label each page with a letter of the alphabet.
- Learners copy new vocabulary words one typically uses when telling stories into their personal dictionaries under S for Stories and write sentences using some of these words.

Initial assessment of learners' reading levels: using an error count test

- While learners are writing, begin to call them up to your table and assess their reading level, as they will need to be grouped for guided reading. The purpose is to group the learners broadly into three groups: below average, average and above average readers. There are different types of levelling tests that can be used, such as the "error count test" together with a "Cloze procedure test". Today you are going to administer the error count test:

- **Error count test**
  (1) Choose a text of approximately 100 words at the grade level.
  (2) Call a learner to your desk and listen to him or her read.
  (3) Count the errors and missed punctuation. Interpret the results as follows:
    - If the learner makes fewer than five errors, group him/her with above average readers.
    - If the learner makes between 5 and 10 errors, group him/her with average readers.
    - If the learner makes more than 10 errors, group him/her with below average readers.

ASSESSMENT:

- Note reading levels from the error count test so that you can group learners for guided reading which will begin next week. These initial groupings will not be permanent. Groups are fluid and will change over the year or the term.

Week 1 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the story for the whole class, or make a transparency of the text or write it on the board.
- Prepare a Cloze reading test as part of your assessment.

DAILY ACTIVITIES:

Shared reading: Short Story

- Read the story from the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read at least a paragraph.
- Let the learners identify and discuss the major elements of a story, such as central idea, plot, setting, atmosphere and characters.
    - The central idea (theme) is the "why" – it is the author's message and one of the reasons why the author wrote the story.
    - The plot is the "how" of the story. The plot refers to the chain of events caused by the conflict (the problem) which build up to the climax (the most important point of the story) which is then resolved (the ending).
    - Setting is the "where" and "when" of the story and refers to the place (geographical location(s)) and the time (set in the past, now or at some recent unspecified time; it may also be set in the future).
    - Atmosphere. This is the mood or feeling of the story; the emotional quality that the story holds for the reader. The setting of the story is usually responsible for creating the mood or feeling of the story. You might say that a novel opens with a mysterious atmosphere, or a gloomy atmosphere. Like the setting, the mood may change during the story.
    - Characters are the "who".

Spelling and grammar/word and sentence level work

Tenses: the past simple tense

Discuss the structure of the past simple tense and tell the learners that this is a very common construction in English when telling a story. The past simple tense expresses an action in the past taking place once, never or several times. It can also be used for actions taking place one after another or in the middle of another action.

Discuss the use of the past simple tense and ask the learners to find examples in the story of:

- Action(s) taking place in the past (Example: He visited his parents.)
- Actions in the past taking place one after another (Example: He came in, took off his coat and sat down.)
- Action(s) in the past taking place in the middle of another action (Example: While I was having breakfast, the phone suddenly rang.)

Point out the use of other tenses in the story where applicable.

Group, guided and independent reading/writing

Initial assessment of learners' reading levels: using a cloze test

- Do a short written task. Let the learners complete a Cloze test and use these scores to help you assess their reading comprehension. The result of this test will help you to organise learners into groups of similar reading ability. Follow these instructions to create your own Cloze test:
    1. Choose a reading text of between 30 and 50 words at the grade level.
    2. Copy the text onto the chalkboard, or provide a worksheet.
    3. Keep the first few sentences complete.
    4. Erase every seventh word.
    5. Learners rewrite the text, filling in the missing words.
    6. The score is the number of meaningful words filled in correctly. (Note: As long as the word makes sense, it is not incorrect.)

Initial assessment of learners' reading levels: using an error count test

- While the learners are writing, call up more learners to your table for assessment.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity (modelled writing)

Let the learners write a story as a whole class over the next two weeks. During this lesson you will focus on brainstorming and generating and recording ideas. You can do it in any way they like,

e.g. writing key words or doing a mind map. Refer to the discussion during Shared Reading to recap the structure of a story.

Follow these steps:

1. Choose a central theme and a title for the class story.
2. Decide on your storyline:
    - Beginning
    - Problem
    - Climax
    - Resolution or ending
3. Choose an opening sentence and a closing sentence.

ASSESSMENT:

- Informally assess learners' participation in the shared reading discussion.
- Record the results of the reading assessment - the error count test and the Cloze test - in preparation for the start of guided reading in Week 2.

Week 1 Day 3

LITERACY FOCUS TIME

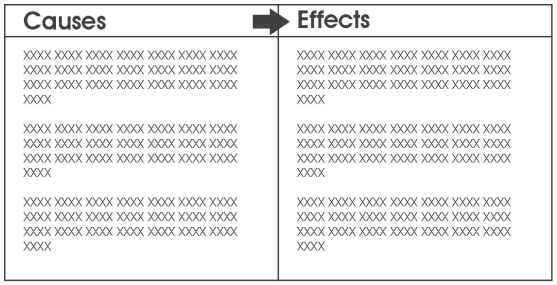
NOTES TO TEACHER

- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Blank paper/scrap paper for cause and effect activity.
- Write a story at the reading levels of your learners. Make photocopies of the story and cut into different paragraphs and shuffle. One set per group.

DAILY ACTIVITIES

Shared reading: Short Story

- Read the story from the previous lesson again with the learners. They can read it in pairs. Each learner gets the opportunity to ask a fellow learner a question about the story. The learner has to show where they find the answer in the text.
- Identify and explain cause and effect in the story to the learners.
    - As a whole-class activity, list some of the events (effects) in the story on the board or chart paper.
    - Ask the learners what or who caused these events (effects). Add these causes to the board or chart paper to the left of the events.



    - Introduce the vocabulary term “cause and effect”. Explain that a cause is what makes something happen, and label the first column “Causes”. Explain that each cause leads to another happening, or has an effect, and label the second column “Effects”.
    - Identify characters’ choices and decisions and actions that have consequences for themselves and for others. Discuss how characters’ choices and actions fuel the plot and unfolding events.
    - Hand out blank papers for learners to fold in half and label “Cause and effect.”
    - Ask learners to pick any event from the story and write its cause and effect.
    - Monitor learners’ writing for understanding of cause and effect.

Spelling and grammar/word and sentence level work

Parts of speech: nouns in the singular and plural forms

- Use the text and explain to the learners that nouns are words that name people, places or things. There are several types of nouns. Common nouns name people, places or things (find examples in the story), while proper nouns name specific people, places or things (find examples in the story). Proper nouns always begin with a capital letter.
- Another way to distinguish nouns is to show the difference between concrete versus abstract. Concrete nouns are people, places or things that one can see, hear, feel, touch or smell. Abstract nouns name ideas or qualities that one cannot see, hear, feel or smell. Find examples in the story.

- In English, nouns can be singular or plural. Find examples in the story. Discuss the spelling conventions between singular and plural forms of the word (these are only guidelines – only discuss the ones related to the text as well as the language level of your learners).
    - The plural is usually marked by the ending –s, e.g. trees, learners, parties.
    - Some plural forms are irregular, e.g. children, teeth, mice.
    - Other nouns (mass nouns) do not normally occur in the plural, e.g. butter, cotton, electricity, money, happiness.
    - Verbs and pronouns have different singular and plural forms, e.g. He was late. They were late.

Group, guided and independent reading/writing

Shared writing of a story (in groups)

- Make photocopies of a story you wrote. Cut it into different paragraphs and shuffle them. Let the learners sort the story out in their groups. Let them read the story in their groups.
- Learners retell the story in the following way:
    - Using a blank piece of paper one learner writes a sentence to begin the story.
    - Each learner adds a sentence that follows on from the previous contribution.
    - The learners should feel relaxed and not pressurised, so allow them to pass the story on if they cannot think of a contribution. Encourage them to maintain fluency and pace.
    - The story should be written in the past simple tense.

Initial assessment of learners' reading levels: using an error count test

- While the learners are busy with this group activity, call up more learners to your table for assessment. You should finish all the assessment by the end of this lesson.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity (modelled writing)

- Continue with the modelled writing task. During this lesson you will focus on drafting the first version of the story. Tell them: "Before we write our first draft, let's use the ideas from our brainstorming session and organise them into an outline for our story:
    - Central theme
    - Title
    - Introduction and setting of the scene
    - First event
    - Second event
    - Third event
    - Conclusion:"
- Use the outline and write the first draft together as a class. Model good writing strategies to your learners.

ASSESSMENT:

- Complete the individual assessment of learners' reading levels. Use the results to divide your learners into three groups for guided reading next week.
- Informally assess learners' writing for understanding of cause and effect.

GRADE 5 FIRST TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1; 2; 3; 4; 6 **LO** 2: AS 1; 2	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience • Expresses thoughts and feelings in an imaginative way • Asks and responds to higher order questions • Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression	Speaking and listening activities: • Learners tell a story (a traditional tale) they prepared in pairs
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Uses a range of reading strategies eg contextual clues and previous knowledge • Discusses the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized	Shared reading and writing • Short story • Focus on elements of a story such as central idea, plot, setting, atmosphere and characters • Focus on cause and effect Group, guided and independent reading and writing • Guided reading with all groups: fluency skills • Comprehension based on short text • Writing task: put verbs in correct form (past simple tense) • Create journals Reading for enjoyment

WRITING
LO 4: AS 1; 2; 4
LO 5: AS 1; 2; 3; 4
LO 6: AS 1; 2; 3; 4
	• Uses a writing process to plan, draft and revise writing to produce a final, correct version
	• Writes for personal and creative purposes eg a diary, story, letter, poem
	• Uses appropriate grammar, spelling and punctuation in written work
	• Uses simple and compound sentences to form paragraphs
	• Shifts from one tense to another consistently and appropriately
		Writing:
		• Shared writing: story
		  ○ Revising first draft
		  ○ Publishing

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary: words one typically uses when ending stories • Revise relevant phonics and spelling rules for the week's spellings including those for using the past simple tense. <u>Grammar</u> • Past simple tense • Parts of speech: Verbs
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons + ○ Report back on researching examples of traditional tales (during Oral)

Week 2 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2. **LO 5**: AS 1; 2; 3; 4.

MILESTONES

Oral

- Enjoys listening to myths and stories, jokes and riddles, relating them to own experience
- Expresses thoughts and feelings in an imaginative way
- Asks and responds to higher order questions
- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

NOTES TO TEACHER

- This activity encourages learners to use the people in the community around them as sources of information about stories.
- During this lesson the learners report back on their research to find examples of traditional tales. During the past week they should have talked to people in their community, their families, found resources at a library or on the internet. They should have chosen one tale and come prepared to tell it to the rest of the class.
- Finding out about traditional tales and stories gives learners an insight into the beliefs, values and traditions of different cultures. Learners need to acknowledge the rights of others to hold beliefs and values that differ from their own.

DAILY ACTIVITIES

Short Stories: telling and discussing stories in pairs

- Divide the class into pairs. Let the learners tell the stories they have prepared in their pairs. Encourage them to try and tell them exactly the way they heard/read them. Let the learners discuss in their pairs the moral of the story and how it relates to their everyday lives.
- Walk around and choose one of the stories you like best. Ask the learner to tell it to the rest of the class.
- Teach 3 – 7 new vocabulary words from this story. Encourage learners to use the words orally (by saying them aloud) in sentences of their own. Let the learners write the new vocabulary words in their personal dictionaries and write sentences to show what they mean.

ASSESSMENT:

- Informally assess the learners' abilities to relate stories to their everyday lives.
- Informally assess the learners' abilities:
  - to use appropriate body language and presentation skills
  - to use appropriate intonation and facial expressions
  - to adjust tempo and volume for emphasis.

Week 2 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge
- Discusses the central idea, plot, setting, atmosphere and characters of a fiction story
- Identifies and explains cause effect relations in a story
- Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses prefixes, stems and suffixes to form words

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Find another short story from a text book, reader, anthology or magazine.
- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Prepare vocabulary. Select 5 - 7 vocabulary words from the shared text.

DAILY ACTIVITIES:

Shared Reading or Shared Writing: short story

1. **Before reading**

   Prepare learners for the story.

   - Introduce the story and new vocabulary to the learners.
   - Let their eyes glide (scan) over the text. Let them predict what the story is about. Ask them to explain why they think so. Draw on learners' prior knowledge. Write up a word bank as you go along.

2. **While reading**
    - Read the story aloud while the learners follow on their copies.
    - Model stopping/pausing at punctuation marks, correct pronunciation and intonation.
    - Model how to use illustrations to make meaning by "thinking aloud" during the reading.
    - Stop at any point and ask learners to predict how the story will end and discuss cause and effect.
    - Explain difficult words and how to work out their meaning as you go along.
3. **After reading**
    - Give the learners the opportunity to respond to the story and encourage them to give their own opinions, e.g. ask: Did you like the story? Why or why not? What did you think of the ending?
    - Discuss the meaning of the story and check for understanding.
    - Identify cause and effect in the story.

Spelling and grammar/word and sentence level work

Vocabulary used in ending stories

- Focus on the vocabulary one typically uses when ending stories (closing patterns), e.g. "And they all lived happily ever after", "And that was the end of the giant", "And until today", "And from that day onwards", etc.
- Make a list with the learners and let them write it down in their personal dictionaries under S for Stories.
- Make flashcards of these words and have learners put these on the Word Wall, as they will need them for the modelled writing activity. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Guided reading

- Begin guided reading with Group 1.
    - Explain to the class that from now on, on most days, you are going to listen to a group read while the rest of the class completes their written activities. They should not disturb you. Early finishers should do independent reading. Any work the reading group misses will be caught up.
    - Preparation: give the guided reading groups names, e.g. of colours, numbers, etc. The learners may choose their own names.
    - Guided reading lessons are to be about 15 – 20 minutes in duration. If you are new to the guided reading approach, it is probably best to begin with homogeneous groupings based on reading ability. This enables you to focus on a few strategies for a particular reading group. However, it is important to continually assess the reading development of your groups, as some learners will be ready to move to another group sooner than others. Use the results of your reading assessment the previous week to group the learners for this Guided reading.

- Appropriately levelled reading materials should be selected for the group and each learner should have his/her own copy of the text or graded reader.

- **Before reading**
  - Establish a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text.
- **While reading**
  - Observe the learners as they read the text softly or silently to themselves. Provide guidance and coaching to individuals based on your observations by providing prompts, asking questions and encouraging attempts at reading strategy application.
- **After reading**
  - Ask questions to ensure that the readers have understood the text, and praise their efforts. Furthermore, you might notice gaps in strategy application and address these gaps following the reading in a mini-lesson format.
- **Assessment**
  - After each guided reading session note down any problem areas.

Written comprehension based on shared reading story

- Do a written task with the rest of the class while you are working with Group I on guided reading. Let the learners complete a written comprehension based on the short story they have just read. Focus on questions that develop reading comprehension, and cause and effect. Include questions starting with “Who”, “What”, “When”, “Where” and “Why”, and “explain” and “give examples”.

ASSESSMENT:

- Informally assess learners’ ability to read aloud in front of their group, as well as their ability to follow while others are reading. (Assess each group over the three days.)
- Informally assess learners’ understanding of a story, especially cause and effect, using the written comprehension.

Week 2 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Prepare the worksheet for the writing task.

DAILY ACTIVITIES

Shared Reading or Shared Writing: short story

- Read the story from the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read a paragraph.
- Revise the major elements of a story, such as the central idea, plot, setting, atmosphere and characters. Let the learners identify these in the story and discuss in their groups.

Spelling and grammar/word and sentence level work

Tenses: spelling conventions for the past simple tense

- Refresh the learners' knowledge of the structure of the past simple tense, which they discussed the previous week.
- Discuss the use of tenses, especially the past simple tense in this story, as in the previous lesson.
- Talk about the spelling conventions in English when using the past simple tense. There are some exceptions in spelling when adding "ed":
    - after a final "e" only add "d", e.g. love – loved.
    - the final consonant after a short, stressed vowel *or* "l" as the final consonant after a vowel, is doubled,
      e.g. admit – admitted, travel – travelled.
    - the final "y" after a consonant becomes "ie", e.g. hurry – hurried.

Group, guided and independent reading/writing

Writing task: putting verbs in the past simple tense

- Let the learners do a writing task in their language exercise books, focusing on putting the verbs into the correct form (past simple), e.g.:
    1. Last year I (spend) ..... my holiday in Cape Town.
    2. It (be) ..... great.
    3. I (travel) ..... around by taxi with two friends and we (visit) .....a lot of interesting places.
    4. In the evenings we usually (go) ..... to a shopping mall.
    5. One night we even (learn) ..... some dances.

Guided reading

- Do guided reading with Group 2. Focus on fluency skills.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity (modelled writing)

Continue with your modelled writing activity from Week 1. During this lesson you will focus on revising the first draft. Discuss the following tips when rewriting the first draft (choose any of those applicable to the language level of your learners):

- Consider the 5W's (who, what, when, where and why).
- Think of where you can be more specific eg in your nouns:

Instead of:	Revise to:
a woman	Ms Brown
someone	a stocky young man
dog	poodle
shoe	Nike hikers
Floor	purple tweed carpet

- Add details that create images in the reader's mind, especially sensory images and descriptions.
- Vary sentence length and structure. Use suitable conjunctions where necessary.
- Check for clarity and meaning.

ASSESSMENT:

- Use the written task to informally assess the learners' ability to use the correct form of the verb when writing in the past tense.

Week 2 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.
- Exercise books (one for each learner) to be used as personal journals. Learners use the journals to note particular points, insights and ideas, or to write freely and creatively. Encourage learners to make frequent entries in their journals. Read and add comments on a regular basis.

DAILY ACTIVITIES:

Shared reading: short story

- Read the story from the previous lesson again with the learners. They can read it quietly in pairs. Let them discuss in their pairs which characters they liked and disliked the most. They can identify people from TV programmes such as soapies, films or other stories they have read, that are similar to one of the characters in this story. Let them also discuss which of the characters in the story they would like to imitate and why.

Spelling and grammar/word and sentence level work

Parts of speech: action verbs

- Use the text and talk about verbs. A verb is a "doing word" that shows action. Let the learners identify all the action verbs and make a list on the board. Ask the learners to think about other verbs to add to the list of the action verbs.
- Let the learners copy the action verbs in their personal dictionaries and make sentences to show their meaning.

Group, guided and independent reading/writing

Starting journal writing

- Hand out exercise books and explain to the learners that a journal is like a diary. It is for them to write down their personal thoughts and feelings about what happens in class. Tell them that they are going to write a short entry at least once a week. There is a lot of research confirming the value of journal writing in developing writing skills. During this lesson, they are going to write their thoughts on the story they have just read and discussed. Examples of journal entries include:
  - particular points, insights and ideas which they have gained from an activity or lesson
  - records of group discussions
  - own creative writing

Guided reading

- Do guided reading with Group 3. Focus on fluency skills.

LANGUAGE DEVELOPMENT: WRITING

Shared writing activity (modelled writing)

- Complete the modelled writing task. During this lesson you will focus on proofreading and publishing the story. Model the following proofreading tips to your learners:
    - read your story – make sure there are no unfinished sentences or ones that are too long.
    - check to make sure all the words are spelled correctly.
    - correct any grammar mistakes.
    - fix any errors in punctuation or capitalisation.
    - when you are happy with your story, have someone else read it. A fresh pair of eyes might catch mistakes you didn't see.
- If necessary write a final version of the story. Display it on the classroom wall.

Note: *This activity may not take the full lesson. The learners can continue writing in their journals if so.*

ASSESSMENT:

- Informally assess the learners' ability to contribute during the shared writing activity.

GRADE 5 FIRST TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 1; 2; 3; 4; 6 **LO** 2: AS 1; 2	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience • Expresses thoughts and feelings in an imaginative way • Asks and responds to higher order questions • Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression	Speaking and listening activities: • Learners listen to a myth and relate it to their everyday lives.
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Uses a range of reading strategies eg contextual clues and previous knowledge • Discusses the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized	Shared reading and writing • Myth • Prediction • Focus on elements of a story such as central idea, plot, setting, atmosphere and characters • Focus on cause and effect Group, guided and independent reading and writing • Guided reading with all groups: word recognition, word attack skills, pronunciation, the use of punctuation to help understanding • Comprehension based on a shared text • Writing task: simple present tense • Writing in journals Reading for enjoyment

WRITING
LO 4: AS 1; 2; 4
LO 5: AS 1; 2; 3; 4
LO 6: AS 1; 2; 3; 4
	• Uses a writing process to plan, draft and revise writing to produce a final, correct version
	• Writes for personal and creative purposes eg a diary, story, letter, poem
	• Uses appropriate grammar, spelling and punctuation in written work
	• Uses simple and compound sentences to form paragraphs
	• Shifts from one tense to another consistently and appropriately
		Writing:
		• Individual writing: personal story
		  ○ Brainstorming and generating ideas
		  ○ Writing first draft

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary: words one typically uses when telling myths, connecting words • Revise relevant phonics and spelling rules for the week's spellings especially those for using the present simple tense <u>Grammar</u> • Present simple tense • Parts of speech: adverbs and adjectives
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons + • Research into quest myths (for Oral).

Week 3 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES

Oral

- Enjoys listening to myths and stories, jokes and riddles, relating them to own experience
- Expresses thoughts and feelings in an imaginative way
- Asks and responds to higher order questions
- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

NOTES TO TEACHER

- A myth is a made-up story that explains the existence of a natural phenomenon – such as where thunder comes from, depicting the beginning of the world, or to explain natural disasters such as floods, etc.
- Try to find a myth that you like very much. Prepare to read it to the class.
- **Homework for next week's lesson:** Ask the learners to do some research of their own and find examples of quest myths. They can talk to people in their community, their families or to someone at the local library. If the learners have access to the internet, they can also use it as a resource. They need to choose one African tale and prepare to tell it to the rest of the class.

DAILY ACTIVITIES

Myths: class and group discussions

- Start the lesson by reading the first sentence of every paragraph to your learners. Let them predict and discuss what the story may be about.
- Read the myth you have prepared to your class.
- Teach 3 – 7 new vocabulary words from the myth. Explain or demonstrate the meaning of each vocabulary word. This could be by using a simple definition, an action, a picture or a translation. Give examples of the word in a sentence from the story. Let the learners write the new vocabulary words in their personal dictionaries and write a sentence to show what they mean.
- Have learners work with the myth and discuss in their groups, the natural phenomenon explained in the myth and how it relates to their everyday lives. **Use this for Assessment Task 1.**
- Remember to give them a homework task for next week's oral lesson. Ask the learners to do some research of their own to find examples of quest myths. In a quest myth, the main character(s) has a problem that has to be overcome, which leads to a journey to find a resolution for the problem. They can talk to people in their community, their families or to someone at the local library. If the learners have access to the internet, they can also use it as a resource. They need to choose one African tale and prepare to tell it to the rest of the class.

ASSESSMENT: Formal: Assessment Task 1:

A note on the Assessment Tasks for Term 1:

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band requires that, in the Intermediate Phase, there should be two Formal Assessment Tasks for "Language 1" per term (page 12).

You should use the following rating scale for recording and reporting which is given on the same page of the document:

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 - 34

The Foundations for Learning Assessment Framework for the Intermediate Phase spells out the milestones to be covered for each of the two Assessment Tasks (pages 33 – 35).

Use the discussion to rate learners, recording any problems, against the following ORAL milestones:

- Enjoys listening to myths and stories, relating them to everyday life.
- Asks and responds to higher order questions

Week 3 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge
- Discusses the central idea, plot, setting, atmosphere and characters of a fiction story
- Identifies and explains cause effect relations in a story
- Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses prefixes, stems and suffixes to form words

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Find another myth from a text book, reader, anthology or magazine on the reading and language level of your learners.
- Ensure that you have sufficient copies of the myth for the whole class, make a transparency of the text or write it on the board.
- Prepare a written task based on the myth.

DAILY ACTIVITIES

Shared Reading: Myths

1. **Before reading**

   Prepare learners for the story.

   - A good way to prepare learners for a story or to introduce new words without simply giving them the vocabulary, is to give the definition of the new word and let them find the word in the text, e.g. find a word in paragraph 5 that means “angry”, etc. Write up a word bank as you go along.
   - Read the title of the myth and the first paragraph with the learners. Let them predict what the story is about. Ask them to explain why they think so. Draw out learners’ prior knowledge.

2. **While reading**
   Read the myth with the learners. Stop and ask questions as you read.
3. **After reading**
   - Give the learners the opportunity to respond to the story and encourage them to give their own opinions, e.g. ask: Did you like the story? Why or why not? What did you think of the ending?
   - Discuss the meaning of the story and check for understanding.

Spelling and grammar/word and sentence level work

Vocabulary used in writing myths

- Focus on the vocabulary one typically uses when telling myths. Discuss good opening lines, e.g. “A long time ago”, “Before the world was very old”, “There was a time when”, “Many years ago”, “Before the world was as it is now”, “You may have heard”, “This is a tale”, etc.
- Make a list with the learners and let them write these in their personal dictionaries under M for Myths. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written task: comprehension based on the shared reading myth

- Do a written task. Let the learners complete a worksheet on the myth they have just read. Focus on questions that develop reading comprehension.

Guided reading

- Do guided reading with Group 1. Focus on:
  1. word recognition
  2. word attack skills
  3. pronunciation
  4. the use of punctuation to help understanding.

ASSESSMENT:

- Informally assess the learners’ abilities to answer questions that develop reading comprehension.
- Informally assess the learners’ ability to read aloud clearly, their word recognition and word attack skills, pronunciation and the use of punctuation to help understanding. Make notes of learners’ development while conducting guided reading session.

Week 3 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the myth for the whole class, or make a transparency of the text or write it on the board.
- Prepare a writing task on the present simple tense.

DAILY ACTIVITIES

Shared Reading: Myths

- Read the story of the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read a paragraph. After they read their paragraph, they need to choose one word and make a meaningful sentence with it, and say it aloud to the rest of the group.
- Identify and discuss the central idea, plot, setting, atmosphere and characters.
    - When and where does it take place?
    - What details are provided that catch your interest and set the mood for the story?
    - Is there a hero/heroine in the story? Or is there a journey involved? Is there a problem that needs to be solved? Is there a clever plan involved?
    - Who are the characters in the story and what happens to them?
    - What are the main events?

Spelling and grammar/word and sentence level work

Tenses: present simple tense

- The present simple tense is one of the most common tenses in English. Discuss and explain the rules for forming the tense with regular verbs. Third person singular subjects (he, she and it) have to have a verb with -s.
- Talk about the spelling conventions in English when using the present simple tense: -s or -es? With most verbs, the third person singular form is created simply by adding -s. However, with some verbs, you need to add -es or change the ending a little. Here are the rules:

Verb ending in ...	How to make the 3rd person singular	Example
s	Add –es	He passes
sh	Add –es	She wishes
ch	Add –es	He watches
consonant + y	Change y to i, then add -es	It flies
[anything else]	Add -s	He sings

- Refer back to the shared reading text and ask learners to identify verbs in the present simple tense. You can also ask them to find verbs in the past simple tense and in the future tense.

Group, guided and independent reading/writing
Writing task based on the present simple tense

- Let the learners do a writing task in their language exercise books focusing on writing sentences using different tenses. **Use this for Assessment Task 1.**

Guided reading

- Do guided reading with Group 2. Focus on:
    1. word recognition
    2. word attack skills
    3. pronunciation
    4. the use of punctuation to help understanding.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: a story

- Let the learners, write their own personal story about their experience of a natural phenomenon over the next two weeks. During this lesson they will focus on brainstorming and generating ideas. They can do it in any way they like, e.g. writing key words or doing a mind map. Remind them that it is best to select an incident and include specific details to make it more interesting.
- Guide them by giving them a framework for their planning and recording (in note form). For example:
    - Choose a title for your story.
    - Set the scene (when and where did it happen?)
    - Who was involved?
    - Describe the phenomenon (eg a storm) - what you saw, heard, felt etc.
    - Tell the events of the story in sequence.
    - Describe what happened in the end.
    - How did you feel about what happened?

ASSESSMENT: Formal: Assessment Task 1:
Use the written task on tenses to rate learners, recording any problems, against the following WRITING milestone:

- Writes sentences using different tenses.

- Informally assess the learners' ability to read aloud clearly, their word recognition and word attack skills, pronunciation and the use of punctuation to help understanding. Make notes of learners' development while conducting guided reading session.

Week 3 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
• Ensure that you have sufficient copies of the myth for the whole class, make a transparency of the text or write it on the board.
DAILY ACTIVITIES

Shared Reading: a Myth

- Read the story from the previous lesson again with the learners. They can read it quietly in pairs.
- Talk about cause and effect in the myth. At times connecting words are used to link cause and effect. Examples of connecting words or phrases are “because”, “so”, “consequently”, “therefore”, “due to the fact”, “since”, “as a result”, “the reason for”, “thus”, “nevertheless”, etc. Let the learners find similar words in the reading text and make lists of these connecting words. Discuss how each of these words links the cause to the effect.
- You also use these words when you retell a story or event. Let them retell the story in pairs using these connecting words.

Spelling and grammar/word and sentence level work

Adverbs and adjectives

- Explore the use of adverbs and adjectives in the text. Adjectives are used to modify nouns, while adverbs are used to modify verbs, adjectives or other adverbs.
- Let the learners find examples of these in the text and discuss how the adverbs or adjectives modify the meaning of the words. List some on the board and ask learners to create other sentences using these words.

Group, guided and independent reading/writing

Journal writing

- Let the learners write in their journals about anything interesting that has happened to them recently.

Guided reading

- Do guided reading with Group 3:
    1. word recognition
    2. word attack skills
    3. pronunciation
    4. the use of punctuation to help understanding.

LANGUAGE DEVELOPMENT: WRITING

Individual writing

- The learners continue with their writing task. During this lesson they will focus on drafting the first version of their story using the notes they made earlier in the week. Remind them to write in paragraphs (eg 4 – 6 paragraphs in total).
- As this is the learners' first long written task this year give extra assistance to weaker learners so that they can also complete the task, even if their stories are shorter than those of others.
- The learners should be using their personal dictionaries as well as published versions for help with spelling words.

ASSESSMENT:

- Informally assess the learners' abilities to identify adverbs and adjectives in texts.
- Informally assess the learners' ability to read aloud clearly, their word recognition and word attack skills, pronunciation and the use of punctuation to help understanding. Make notes of learners' development while conducting the guided reading session.

GRADE 5 FIRST TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 1; 2; 3; 4; 6 **LO** 2: AS 1; 2	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience • Expresses thoughts and feelings in an imaginative way • Asks and responds to higher order questions • Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression	Speaking and listening activities: • Learners tell a myth they prepared in pairs
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Uses a range of reading strategies eg contextual clues and previous knowledge • Discusses the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized	Shared reading and writing ○ Myth ○ Focus on elements of a story such as central idea, plot, setting, atmosphere and characters ○ Focus on cause and effect Group, guided and independent reading and writing ○ Guided reading with all groups: word attack skills, use phonic, picture, semantic and syntactic cues to work words out, using punctuation to help understanding, reading strategies, pronunciation ○ Comprehension based on shared text ○ Cloze exercise on adverbs and adjectives Reading for enjoyment
WRITING **LO 4**: AS 1; 2; 4 **LO 5**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal and creative purposes eg a diary, story, letter, poem • Uses appropriate grammar, spelling and punctuation in written work • Uses simple and compound sentences to form paragraphs • Shifts from one tense to another consistently and appropriately	Writing: • Individual writing: personal story ○ Revising first draft ○ Publishing

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> o Vocabulary: words in personal dictionaries, make sentences o Revise relevant phonics and spelling rules for the week's spellings o Prefixes, stems and suffixes <u>Grammar</u> o Parts of speech: adverbs and adjectives
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons + • Report back from research into quest myths (during Oral).

Week 4 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2. **LO 5**: AS 1; 2; 3; 4.

MILESTONES

Oral

- Enjoys listening to myths and stories, jokes and riddles, relating them to own experience
- Expresses thoughts and feelings in an imaginative way
- Asks and responds to higher order questions
- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

NOTES TO TEACHER

- Learners need to report back on their research to find examples of quest myths (see Week 3 Oral). They should have chosen one African tale and come prepared to tell it to the rest of the class during this lesson.
- Homework for next lesson: Ask the learners to prepare a funny story about something that has happened to them. They need to tell the story in less than three minutes. If they can't think of something that happened to them, they can also tell an appropriate joke.

DAILY ACTIVITIES

Myths: telling and discussing stories in pairs

- Divide the class into pairs. Let the learners tell the stories they have prepared in their pairs. **Use this, together with that of the following week, for Assessment Task 1.**
- Let the learners discuss in their pairs:
    - the characters and setting of each myth
    - the problem that the myth is about
    - how the character(s) solve the problem
    - how the myth ends
    - the moral of the story and how it relates to their everyday lives.
- Each pair chooses one of the stories they like most and gives feedback to the class about their favourite story. (Optional: they can dramatise the story if they want to!) **Use this activity, together with that of the following week, for Assessment Task 1.**
- Teach 3 – 7 new vocabulary words from this discussion. Give examples of the word in a sentence from the discussions. Encourage learners to use the word orally (by saying it aloud) in sentences of their own. Let the learners write the new vocabulary words in their personal dictionaries and write a sentence to show what they mean.

ASSESSMENT: Formal: Assessment Task 1:

Use your observations from this activity, together with that of the following week, to rate learners against the following ORAL / INVESTIGATION milestones:

- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression
- Expresses thoughts and feelings in an imaginative way
- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Try to observe half the learners this week.

Week 4 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge
- Discusses the central idea, plot, setting, atmosphere and characters of a fiction story
- Identifies and explains cause effect relations in a story
- Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses prefixes, stems and suffixes to form words

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Find another myth from a text book, reader, anthology or magazine.
- Ensure that you have sufficient copies of the myth for the whole class, make a transparency of the text or write it on the board.
- Prepare vocabulary from shared text.
- Prepare the written comprehension.

DAILY ACTIVITIES:

Shared reading: Myth

1. **Before reading**

   Prepare learners for the story.

   - Introduce the story and new vocabulary to the learners.
   - Let their eyes glide (scan) over the text. Let them predict what the story is about. Ask them to explain why they think so. Draw out learners' prior knowledge. Write up a word bank as you go along.

2. **While reading**
   Read the story with the learners. Stop and ask questions as you read.
3. **After reading**
   - Give the learners the opportunity to respond to the story and encourage them to give their own opinions, ask e.g.: Did you like the story or did you prefer the one from the previous week? Why or why not? What did you think of the ending? Has this ever happened to you?
   - Discuss the meaning of the story, check for understanding and identify and discuss literary elements eg personification and similes.
   - Identify cause and effect in the story.

Spelling and grammar/word and sentence level work

Vocabulary used as continuation lines in a story

- Focus on vocabulary one typically uses as continuation lines in stories, e.g. “Then, as if by magic”, “Just when everything seemed to be going well”, “It was unbelievable”, “The people could not understand what had happened”, “It was like this”, “Funnily enough”, etc
- Make a list with the learners and let them write these in their personal dictionaries under S for Stories. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Written task based on the shared reading: a myth

- Let the learners complete a written activity on the myth they have just read. Focus on questions that develop reading comprehension, story structure, literary elements and cause and effect. **Use as part of Assessment Task 1.**

Guided reading

- Do guided reading with Group 1. Focus on:
  1. word attack skills: use phonic, picture, semantic and syntactic clues
  2. using punctuation to help understanding
  3. reading strategies, e.g. sample, predict, check, self-correct
  4. pronunciation.

ASSESSMENT:

Assessment Task 1:

Use the written task to rate learners against the following READING milestones:

- Discusses the central idea, plot, setting, atmosphere and characters of a fiction story
- Identifies and explains cause effect relations in a story
- Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized

Week 4 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the story for the whole class, make a transparency of the text or write it on the board.

DAILY ACTIVITIES:

Shared reading: Myth

- Read the myth of the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read a sentence at a time.
- Identify and discuss the central idea, plot, setting, atmosphere and characters.

Spelling and grammar/Word and sentence level work

Prefixes, stems and suffixes

- Let the learners use prefixes, stems and suffixes to form words. Explain to them that one way of gaining a better knowledge of a language is to look at how new words are formed.
- Some knowledge of word structure, compound words and other types of formation is particularly helpful when one is faced with a previously unknown word.
- Some words are simple and cannot be broken down into parts, e.g. “myth”, “grasp”, “story”. Many words, however, are composed of identifiable parts: prefix, stem and suffix. The stem is the base of the word – what is left after any prefixes and suffixes have been removed. A word like “uncomfortable” has the stem “comfort” and a prefix “un-“ and the suffix “-able”. Prefixes and suffixes add meaning to the stem. Knowledge of how prefixes are used can be of great help when working out the meaning of unfamiliar words.
- Look at the text, find suitable examples and discuss common prefixes and suffixes, and how they are changing the meaning of the stem.

Group, guided and independent reading/writing

Vocabulary related to the shared reading

- Copy the words found in the text in personal dictionaries. For enrichment, you could also include other vocabulary that is related to the topic. Make sentences to show their meaning.
- Make a list of some of the stems you identified in the shared text. Let the learners change the meaning by adding either a prefix or a suffix to change the meaning of a word.

Guided reading

- Do guided reading with Group 2. Focus on:
    1. word attack skills: use phonic, picture, semantic and syntactic clues to work word out
    2. using punctuation to help understanding
    3. reading strategies, e.g. sample, predict, check, self-correct
    4. pronunciation.

LANGUAGE DEVELOPMENT: WRITING

Individual writing

- Let the learners continue with their writing task from Week 3. During this lesson they will focus on revising their first draft. Use some of the tips as explained in Week 2 Lesson 3.
- Have them read their drafts to a partner as part of the editing process.
- Give extra help to weaker learners to ensure they have a complete draft.

ASSESSMENT:

Informally assess the learners' ability to break down a word into its prefix, stem and suffix.

Week 4 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the myth you have written for the whole class, make a transparency of the text or write it on the board.
- Explore the shared text for examples of adverbs and adjectives.
- Prepare a Cloze exercise for the written task on adverbs and adjectives.

DAILY ACTIVITIES:

Shared reading: Myth

- Read the myth of the previous lesson again with the learners. They can read it in pairs. Each learner in a group gets the opportunity to name a character from the story. The other learners try to find a sentence with that character's name in it and read the sentence aloud. (This can become bit noisy, but ask one of the learners in each group to control the volume levels!) Guide learners on how to skim and scan a text to find information.

Spelling and grammar/word and sentence level work

Parts of speech: adverbs and adjectives

- Explore the use of adverbs and adjectives in the text. Adjectives are used to modify nouns, while adverbs are used to modify verbs, adjectives or other adverbs. Let the learners find examples of these in the text and discuss how the adverbs or adjectives modify the meaning of the words.

Group, guided and independent reading/writing

Cloze exercise based on adverbs and adjectives

- Copy a very short story (not more than three paragraphs) but leave blank spaces in place of the adverbs and adjectives. The learners need to re-write the story and complete it with their own adjectives and adverbs. Give the instruction: "Fill in the blanks with a suitable adverb or adjective." Let them compare their stories in the end and discuss the difference in each and every story. **Use this for Assessment Task 1.**

Guided reading

- Do guided reading with Group 3. Focus on:
    1. word attack skills: use phonic, picture, semantic and syntactic clues to work out the word.
    2. using punctuation to help understanding
    3. reading strategies, e.g. sample, predict, check, self-correct
    4. pronunciation.

LANGUAGE DEVELOPMENT: WRITING

Individual writing

- The learners continue with their writing task. During this lesson they will focus on proofreading and publishing their personal story.
- Proofreading tips:
  - read your story. Make sure there are no unfinished sentences or sentences that are too long.
  - check to make sure all words are spelled correctly.
  - correct any mistakes in grammar.
  - fix any errors in punctuation or capitalisation.
- When you are happy with your story, have a friend read it again.

Use for Assessment Task 1.

- If there is sufficient time let learners write another entry into their Journals. They should be writing at least one entry every week.

ASSESSMENT: Formal: Assessment Task 1:

Use the learners' stories to rate them against the following WRITING/ SPELLING ND GRAMMAR milestones:

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs

Assessment Task 1:

Use the written task to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)

GRADE 5 FIRST TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1; 2; 3; 4; 6 **LO** 2: AS 1; 2	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience • Expresses thoughts and feelings in an imaginative way • Asks and responds to higher order questions • Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression	Speaking and listening activities: • Learners tell a funny story about something that happened to them.
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Uses a range of reading strategies eg contextual clues and previous knowledge • Discusses the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized	Shared reading and writing • Diary extract • Modelled writing using a writing frame: diary extract Group, guided and independent reading and writing o Group reading o Journal writing Reading for enjoyment
WRITING **LO 4**: AS 1; 2; 4 **LO 5**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal and creative purposes eg a diary, story, letter, poem • Uses appropriate grammar, spelling and punctuation in written work • Uses simple and compound sentences to form paragraphs • Shifts from one tense to another consistently and appropriately	Writing: • Shared & individual writing: diary extract o Brainstorming o Drafting

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary: high frequency words and challenging words in shared text • Revise relevant phonics and spelling rules for the week's spellings <u>Grammar</u> • Parts of speech: Prepositions
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons.

Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES
Oral

- Enjoys listening to myths and stories, jokes and riddles, relating them to own experience
- Expresses thoughts and feelings in an imaginative way
- Asks and responds to higher order questions
- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression

NOTES TO TEACHER

- During the last lesson you asked the learners to prepare, as part of their formal assessment task, a funny story about something that happened to them. In this lesson they need to tell the story in less than three minutes. If they can't think of something that happened to them, they could also tell an appropriate joke.

DAILY ACTIVITIES

Oral: expressing thoughts and feelings in an imaginative way: telling funny stories

- Divide the learners into groups. Let the learners tell the funny stories they have prepared in their groups. **Use this, together with that of the previous week, for Assessment Task 1.**
- The other learners in the group listen and use peer-assessment rubrics to assess their fellow classmates.
- Let the learners discuss in their groups why the story was funny and share if they know a similar story.
- Each group chooses one of the stories they like most and gives feedback to the class about it. **Use this activity, together with that of the previous week, for Assessment Task 1.**
- The rest of the class listen and note at least one sentence about something that relates to them.

ASSESSMENT: Formal: Assessment Task 1:

Use your observations from this activity, together with those of the previous week, to rate learners against the following ORAL / INVESTIGATION milestones:

- Expresses thoughts and feelings in an imaginative way
- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression
- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Observe the remainder of the learners this week.

Week 5 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge
- Discusses the central idea, plot, setting, atmosphere and characters of a fiction story
- Identifies and explains cause effect relations in a story
- Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses prefixes, stems and suffixes to form words

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Either write or select a diary extract from a text book or magazine. Ensure that it is at the appropriate language level for the learners.
- Ensure that you have sufficient copies of the diary extract for the whole class, make a transparency of the text or write it on the board.
- Underline challenging and interesting words in the text.

DAILY ACTIVITIES:

Shared reading: Diary extract

- **Before reading**

  Let them look carefully at the text and think about the following:
  - What kind of text is it? How do you know?
  - Where have you see a text like this before? Talk about it.
  - Who usually writes such texts? Who reads them?
  - What is the purpose of this text?
  - Let your eyes glide over the text. Read the headings and subheadings. What do you think the text is about? Explain why you think so.
- **While reading**

  Read the text with the learners. Stop and ask questions as you read.

- **After reading**
  Check for understanding by asking questions and encouraging responses:
  - What part of the diary did you enjoy or not enjoy?
  - Where was this person when he/she wrote this entry?
  - What feelings or interesting aspects were noted in the diary?
  - What happened? What would you do if you were the person in the diary?

- **Discuss**
  What do diary texts look like?
  - Diary writing is very personal and is meant only for the writer to read. It is a record of daily happenings and feelings. The style is informal or not always written in full sentences. Look at the text and find examples of the following:
  - Dates
  - Times
  - Personal experiences
  - Personal feelings and opinions
  - Informal, personal language
  - Incomplete sentences
  - Dashes used to show interrupted thoughts or phrases all strung together
  - Background information about current experiences.

Spelling and grammar/Word and sentence level work
Vocabulary used in the Diary

- Underline challenging and interesting words in the text and let the learners look at them carefully. Let them work in pairs and work out what they mean. If the learners have access to dictionaries, they can look them up, but only as a last resort. Let them write these words in their personal dictionaries, together with a sentence that shows what they mean.
- Focus also on sight words, spelling rules and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing
Journal writing

- Learners write an entry in their journals, giving a personal response to the diary message.

Group Reading

- Use group reading this week. If your learners have not already been reading in groups divide them into small groups and provide them with a suitable text which they can read at an independent reading level. Have them read quietly or silently to themselves and then discuss as a group what they have read. Vary the texts from week to week so that they read a range of texts. This week it should include a content page, headings and index. Explain these first. **Observe this activity during this week as part of Assessment Task 1 for Reading.**

ASSESSMENT:

- Informally assess the learners' responses during the discussions on the Diary text.

Week 5 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the diary text for the whole class, make a transparency of the text or write it on the board.
- Prepare for the modelled writing activity.

DAILY ACTIVITIES

Shared reading: Diary extract

- Read the diary extract from the previous lesson with the learners again. They can read it in groups or in pairs.
- Instruct each pair that one learner is to assume the role of the teacher and the other is to be the learner. The "teacher" follows the passage silently, while the learner reads aloud. Whenever the learner misreads a word or otherwise makes a reading error, the "teacher" supplies the correct word or uses a reading strategy to decode the word. Change roles after every second paragraph.

Group, guided and independent reading/writing

Shared writing: a diary extract

Do a modelled or group writing activity with the learners. Use the storyline of the diary text and let them write their own version. You could use the following or a similar writing frame to guide the writing:

Date: …… Time: ……

Dear Diary

(Setting or purpose)
Well here I am/I'm sitting here writing …

(Episodes and comments)
First …

I must say …

Later …

And of course …

I mean …

Group Reading

- Continue to do group reading. Provide them with a suitable text which they can read at an independent reading level. Have them read quietly or silently to themselves and then discuss as a group what they have read. **Observe this activity as part of Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

Independent writing: a diary entry

- The learners will write their own diary entry over the next two weeks. This will be formally assessed by you as part of **Assessment Task 1**. Let them use the rest of the lesson to brainstorm ideas about what they would like to have in their diary entry. They can do it in any way they like, e.g. writing key words or doing a mind map. Remind them that it is best to select an incident and flesh it out with specific details to make it more interesting. They should ask themselves the following questions:
  - What happened?
  - Where did it happen?
  - Who was involved?
  - What were your feelings at the time?
  - What was the outcome and could it have been avoided?
  - How did you feel about what happened?

By the end of this lesson every learner should have written notes to guide him/her on the content of each paragraph.

ASSESSMENT:

Assess informally the learners' ability to use a writing frame in the group writing activity.

Week 5 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Make up a story of something funny or interesting that has happened to you recently. Think of something that took some thinking and decision-making on your part, e.g. a flat tyre, or when you were stopped for speeding, or when something exploded in your kitchen, etc. Make sure there are enough examples of prepositions in the text.
- Example of a story: An annoying thing happened to me on Saturday. I was driving to the shopping mall, when my tyre went flat. I got out to fix it, and as I was getting the jack out of the car, a man drove up and offered to help. I replied: "No, thanks, I can fix it myself." As he drove off, I realised that my spare tyre was also flat! I called after the man, but he had gone.

DAILY ACTIVITIES:

Shared reading: Modelled writing text

- Tell the story you made up to the learners. Keep it short. Check for understanding by asking questions and encourage response.
- Let the learners re-tell the story in groups and critically discuss what they would have done in your situation.
- Do a modelled writing activity. Let the learners write a short summary with you of what happened in the story you have just told them. Guide them by asking questions. Ensure that there are sufficient examples of prepositions in the text.
- Read the modelled text with the learners.

Spelling and grammar/word and sentence level work

Parts of speech: prepositions

- Explore the use of prepositions in the text you have just created in the modelled writing activity.
- In English prepositions are often short words (on, in, to) that usually come before nouns or pronouns. Prepositions are used before nouns or pronouns to give additional information in a sentence. Usually, prepositions are used to show where something is located or when something happened. There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary and reading a lot in English (literature).
- Use the text and let the learners find at least five prepositions. Write them on the board. Ask learners to add others that they know to the list.

Group, guided and independent reading/writing

Written activity using prepositions

- Let the learners use some of the prepositions listed on the board in written sentences, using two in each sentence. **Use this for Assessment task 1.**

Group Reading

Continue to do group reading. Provide them with a suitable text which they can read at an independent reading level. Have them read quietly or silently to themselves and then discuss as a group what they have read. **Observe this activity as part of Assessment Task 1.** You should complete the assessment by the end of this lesson.

LANGUAGE DEVELOPMENT: WRITING

Independent writing

- The learners continue with their writing task. During this lesson they will focus on drafting the first version of their diary entry.
- By the end of this lesson each learner should have written a first draft.
- Give extra help to weaker learners to help them to also complete a first draft.

ASSESSMENT: Formal: Assessment Task 1:

Use your observations from group reading sessions this week, together with those from the guided reading sessions next week, to rate learners against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge

Use the written task on preposition to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions

GRADE 5 FIRST TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL **LO 1**: AS 1; 2; 3; 4; 6 **LO** 2: AS 1; 2	• Enjoys listening to myths and stories, jokes and riddles, relating them to own experience • Expresses thoughts and feelings in an imaginative way • Asks and responds to higher order questions • Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression	Speaking and listening activities: ○ Learners listen and respond to a story relating it to everyday life.
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Uses a range of reading strategies eg contextual clues and previous knowledge • Discusses the central idea, plot, setting, atmosphere and characters of a fiction story • Identifies and explains cause effect relations in a story • Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized	Shared reading and writing • Poem • Focus on rhyming words, poem structure, figures of speech Group, guided and independent reading and writing • Written activity based on a poem • Guided reading • Journal writing Reading for enjoyment
WRITING **LO 4**: AS 1; 2; 4 **LO 5**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses a writing process to plan, draft and revise writing to produce a final, correct version • Writes for personal and creative purposes eg a diary, story, letter, poem • Uses appropriate grammar, spelling and punctuation in written work • Uses simple and compound sentences to form paragraphs • Shifts from one tense to another consistently and appropriately	Writing: • Individual writing: story ○ Revising first draft ○ Publishing

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses prefixes, stems and suffixes to form words	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> ○ Vocabulary: high frequency words and challenging words in shared text ○ Spelling test ○ Prefixes, stems and suffixes
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons.

Week 6 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES
Oral

- Enjoys listening to myths and stories, jokes and riddles, relating them to own experience
- Expresses thoughts and feelings in an imaginative way
- Asks and responds to higher order questions
- Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression

NOTES TO TEACHER

- Choose a story with a strong storyline to tell to the class.

DAILY ACTIVITIES

Stories: group discussion

- Tell the story you have chose to your class.
- Teach 3 – 7 new vocabulary words from the story. Discuss and clarify the meaning of the words.
- Let learners discuss the story under the following headings:
    - The beginning
    - The problem or conflict
    - The climax – the point that the story works up to
    - The ending.
- During the class feedback record the story structure graphically eg by using a mindmap.

ASSESSMENT:

Informal assessment of learners' understanding of the structure of a story.

Week 6 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge
- Discusses the central idea, plot, setting, atmosphere and characters of a fiction story
- Identifies and explains cause effect relations in a story
- Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses prefixes, stems and suffixes to form words

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Shifts from one tense to another consistently and appropriately

NOTES TO TEACHER

- Find a poem from a text book, reader, anthology or magazine.
- Ensure that you have sufficient copies of the poem for the whole class, make a transparency of the text or write it on the board.
- Prepare a written task based on the poem.

DAILY ACTIVITIES:

Shared reading: Poem

1. **Before reading**

   Prepare learners for the poem.

   - Talk about the title of the poem. The title of the poem normally gives you a clue as to the subject or theme of the poem. Sometimes word play is used in the title to make it more expressive. What could the title be referring to? Just by looking at the title, what do you think the theme of this poem is going to be?
   - What do poems look like?
   - Poems all have patterns. What gives this poem its pattern?
   - How many verses does this poem have?

2. **While reading**

   Read the poem with the learners.

3. After reading

- What is the rhyming pattern in the poem?
- Clap out the rhythm of the poem. How would you describe the rhythm? How does the poet achieve this rhythm? Does the rhyme help to create the rhythm?
- What do you think the purpose of poetry is?
- Who do you think the poet wrote this poem for?

Spelling and grammar/word and sentence level work

Spelling test

- Do a spelling test to assess learners' ability to use phonics and spelling rules to spell words commonly used in personal texts. **Use for Assessment Task 1.**

Group, guided and independent reading/writing

Written comprehension task

- Let the learners complete a written task on the poem they have just read focussing on comprehension, vocabulary and the structure of the poem.

Guided reading

- Do guided reading with group 1. **Use your observations towards Assessment Task 1**.

ASSESSMENT: Formal: Assessment Task 1:
Use the results of the spelling test as well as the learners' diary entry to rate learners against the following SPELLING AND GRAMMAR milestone:

- Uses phonics and spelling rules to spell words commonly used in personal texts, e.g. diary

Week 6 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of the poem for the whole class, or make a transparency of the text or write it on the board.
- Prepare a written task using prefixes, stems and suffixes.

DAILY ACTIVITIES

Shared reading: Poem

- Read the poem from the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read two lines at a time.
- Talk about:
    - figures of speech: The poet may use figures of speech to add to the imagery in the poem. Figures of speech are words or phrases used in a non-literal sense for rhetorical or vivid effect.
    - alliteration is the repetition of the same sound at the beginning of words, usually the first consonant.
    - assonance is the repetition of vowel sounds or the middle sounds and end sounds of words. Be careful not to confuse this with rhyme.

Spelling and grammar/word and sentence level work

Prefixes, stems and suffixes

- Revise prefixes, stems and suffixes. Look at the text, find examples and discuss common prefixes and suffixes and how they change the meaning of the stem.
- Adding endings (suffixes). Discuss with the learners that there are two kinds of suffixes, those that begin with a vowel and those that begin with a consonant. As usual, the spelling problems occur with the vowels.
- Examples to discuss:
- Words that end in the letter “y” must have the “y” changed to “i” before adding any suffix:
    - happy – happiness
    - beauty – beautiful
    - marry – marriage
    - fury – furious
- In words that end in a silent “e”, you must drop the ‘e’ before you add a vowel suffix. The silent “e” is no longer needed to make the preceding vowel long:
    - ride – riding
    - fame – famous
    - nose – nosy
    - age – aging
    - convince – convincing

Group, guided and independent reading/writing

Written task using prefixes, stems and suffixes

- Give learners a written activity in which they (a) identify the prefixes, stems and suffixes of some words (b) add prefixes or suffixes to stems of words to make new words.
  Use this for Assessment Task 1.

Guided reading

- Do guided reading with group 1. **Use your observations towards Assessment Task 1**.

LANGUAGE DEVELOPMENT: WRITING

Independent Writing : a diary entry

- Let the learners continue with their writing task from Week 5. During this lesson they will focus on revising their first draft. Use some of the tips as explained in previous lessons.
- By the end of this lesson they should have:
  - corrected spelling, grammar and punctuation errors and
  - improved what they have written by using adding more detail, using more appropriate words and adding adjectives and adverbs.

ASSESSMENT:

Use the written task on prepositions to rate learners against the following SPELLING AND GRAMMAR milestone:

- Uses prefixes, stems and suffixes to form words

Week 6 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER
○ Ensure that you have sufficient copies of the poem for the whole class, make a transparency of the text or write it on the board.
DAILY ACTIVITIES:

Shared reading: Poem

- Read the poem from the previous lesson again with the learners. They can read it in groups or in pairs. Each learner gets a turn to read two lines at a time.
- Talk about:
  - similes – a figure of speech in which things are compared in an unusual or unexpected way using "like" and "as". For example, he looked like an angel.
  - personification – in which animals, inanimate objects or even qualities and ideas are given human attributes. For example, the flames were licking the building.

Spelling and grammar/Word and sentence level work

Spelling rules when adding suffixes

- Adding endings (suffixes). Discuss with the learners that there are two kinds of suffixes, those that begin with a vowel and those that begin with a consonant. As usual, the spelling problems occur with the vowels.
- Examples to discuss:
- Words that end in the letter "y" must have the "y" changed to "i" before adding any suffix:
  - happy – happiness
  - beauty – beautiful
  - marry – marriage
  - fury – furious
- In words that end in a silent "e", you must drop the 'e' before you add a vowel suffix. The silent "e" is no longer needed to make the preceding vowel long:
  - ride – riding
  - fame – famous
  - convince – convincing

Group, guided and independent reading/writing

Journal writing

Learners compose a short poem and write it in their journals.

Guided reading

- Do guided reading with group 1. **Use your observations towards Assessment Task 1**.

LANGUAGE DEVELOPMENT: WRITING

Independent Writing : a diary entry

- The learners complete their writing task. During this lesson they will focus on proofreading and publishing their diary entry.
- Proofreading tips:
  - read your story. Make sure there are no unfinished sentences or that sentences are too long.
  - check to make sure all words are spelled correctly.
  - correct any mistakes in grammar.
  - fix any errors in punctuation or capitalisation.
- When you are happy with your diary entry, have a friend read it.

Use this written task for Assessment Task 1.

ASSESSMENT: Formal: Assessment Task 1:

Use the learners' diary entry to rate them against the following WRITING/ SPELLING AND GRAMMAR milestones:

- Uses a writing process to plan, draft and revise writing to produce a final, correct version
- Writes for personal and creative purposes eg a diary, story, letter, poem
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts eg diary

Use your observations from guided reading sessions this week, together with those from the group reading sessions the previous week, to rate learners against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Uses a range of reading strategies eg contextual clues and previous knowledge

SUGGESTED ASSESSMENT TASKS:

Assessment Task 1: Weeks 1 - 6

	MILESTONES	WEEK	ASSESSMENT TASK
ORAL **LO 1:** AS 1 – 4, 6 **LO 2:** AS 1, 2	Enjoys listening to myths and stories, jokes and riddles, relating them to own experience	3	Observation during the discussions on a story in the Oral lesson.
	Asks and responds to higher order questions		
	Makes an oral presentation, speaking clearly, keeping eye contact and changing facial expression	4 & 5	Observation of the learners telling and discussing a story in the Oral lesson (week 4 telling a myth & week 5 telling a funny story).
	Expresses thoughts and feelings in an imaginative way		
READING **LO 3** AS 1, 3, 5, 6, 7	Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books	5 & 6	Reading: Guided reading + observation of learner participation in Independent reading and reading for enjoyment.
	Uses a range of reading strategies eg contextual clues and previous knowledge	5 & 6	Reading: Guided & Group reading
	Discusses the central idea, plot, setting, atmosphere and characters of a fiction story	4	Reading: Comprehensions
	Identifies and explains cause effect relations in a story		
	Recognises the different structures, language use, purposes and audiences of different texts eg the way texts such as fables, book reviews and letters are organized		
WRITING **LO 4** AS 1, 2, 4 **LO 5** AS 1 – 4 **LO 6** AS 1 - 4	Uses a writing process to plan, draft and revise writing to produce a final, correct version	4	Writing: Story
	Writes for personal and creative purposes eg a diary, story, letter, poem	6	Writing: Diary text
	Uses appropriate grammar, spelling and punctuation in written work		
	Uses simple and compound sentences to form paragraphs		
	Shifts from one tense to another consistently and appropriately	3	Writing task
SPELLING AND GRAMMAR **LO 4** AS 1 - 4 **LO 6** AS 1 – 4	Uses phonics and spelling rules to spell words commonly used in personal, creative and information texts, eg diary	6	Spelling Test and written diary entry
	Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)	4 5	Cloze exercise on adverbs and adjectives Written task on prepositions
	Uses prefixes, stems and suffixes to form words	6	Written task

INVESTIGATION **LO 5:** AS 1 - 4	Asks relevant questions to obtain information	4 & 5	Observation of the learners telling and discussing a story in the Oral lesson (week 4 telling a myth & week 5 telling a funny story).
	Organizes information in a logical order and reports back orally		

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 - 34

GRADE 5 FIRST TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL **LO 1**: AS 1; 2; 3; 4; 5; 6 **LO** 2: AS 1; 2	• Listens to, follows and gives directions and instructions clearly • Describes events in correct sequence • Participates in discussions, offering own opinion and considering other points of view • Communicates effectively in group situations by taking turns and asking relevant questions	Speaking and listening activities: • Follows and gives directions
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Identifies main and supporting ideas and notes specific details in an information text • Surveys content page, headings and index to source information • Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps • Reads aloud with expression, changing tempo as appropriate	Shared reading and writing • Information text with pictures • Content page, headings and index Group, guided and independent reading and writing • Written task: write directions • Written task: worksheet with questions on content page, headings and index • Guided reading: focus on word recognition, word attack skills, pronunciation, the use of punctuation to help understanding Reading for enjoyment

WRITING
LO 4: AS 1; 2; 4
LO 5: AS 1; 2; 3; 4
LO 6: AS 1; 2; 3; 4
	• Writes for personal and creative purposes eg a diary, story, letter, poem
	• Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
	• Uses appropriate grammar, spelling and punctuation in written work
	• Uses simple and compound sentences to form paragraphs
	• Produces neat, legible work
		Writing:
		• Individual writing: information paragraph
		  ○ Brainstorming
		  ○ Drafting

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses subject-verb concord • Uses complex tenses eg past progressive: She was watching TV when…	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Vocabulary: high frequency words and challenging words in shared text • Revise relevant phonics and spelling rules for the week's spellings <u>Grammar</u> Subject-verb concord
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons.

Week 7 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES
Oral

- Listens to, follows and gives directions and instructions clearly
- Describes events in correct sequence
- Participates in discussions, offering own opinion and considering other points of view
- Communicates effectively in group situations by taking turns and asking relevant questions

NOTES TO TEACHER

- Usually it helps learners to have a copy of a map in front of them when they are asked to give someone directions. Learners can be given a small or large map of the school, the town or suburb in which the school is situated.
- Ensure that each learner has a map (or make a transparency of one) and draw up a few questions, based on this map.

DAILY ACTIVITIES

Directions: Map

- Give each learner a copy of the map. Ask them questions such as the following:
  - What kind of text is this? (They may be surprised to learn that a map is classified as a text type!)
  - Have you seen a text like this before? Where and when?
  - Who is it for? What is its purpose?
- Ask the questions you have prepared, based on the map, e.g.:
  - Where is ...?
  - How do I get to ... from…?
  - Where am I if I am between … and ….
- Teach 3 – 7 new vocabulary words based on directions, such as “Go straight on (until you come to ...), turn left/right (into ... Street), go along ..., take the first/second road on the left/right, it’s on the left/right, straight on, opposite, near, next to, between, at the end (of), on/at the corner, behind, in front of, (just) around the corner, traffic lights, crossroads, junction, signpost, etc. Let them write these in their personal dictionaries and write short phrases to show their meaning.
- Divide the class into pairs. They role-play a situation where one of them has invited the other to visit his/her home. First he/she gives the address to his/her partner.(e.g. “I live at number 6 Biko Street, Boksburg”), and then gives him/her directions on how to get there. The directions need to be clear and logical, and use the imperative (you could model this for them). Both partners must have a chance to give directions, while the other one asks questions for clarification. Have some pairs to present their role-play to the class, who comment on whether or not the directions are clear and easy to follow.

ASSESSMENT: Formal: Assessment Task 2:

Use your observations from this activity to rate learners, recording any problems you observe, against the following ORAL milestone:

- Listens to, follows and gives directions and instructions clearly

Week 7 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Identifies main and supporting ideas and notes specific details in an information text
- Surveys content page, headings and index to source information
- Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses subject-verb concord
- Uses complex tenses eg past progressive: She was watching TV when…

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Writes for personal and creative purposes eg a diary, story, letter, poem
- Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Produces neat, legible work

NOTES TO TEACHER

- For this lesson you need to create a story about a hidden treasure, as well as a map. This can be either a read-aloud story or one that the learners can read in groups/pairs (depending on their language level). At the end of story ask the learners to find the hidden treasure. Include directions on where to find it, e.g. behind the first wooden hut, turn left, etc.
- Ensure that each learner has a map and make a transparency and show it on the OHP.
- On Days 2 and 3 this week learners will be writing a non-fiction paragraph using one or two pictures. Explain this to them on Day 1 so that they can bring pictures with them to the next lesson. It will also give them time to decide upon a topic on which they can write.

DAILY ACTIVITIES

Shared reading: Map and Directions

1. **Before reading**

   Prepare learners for this activity.

   - Ask the learners to find certain places on the maps in front of them. The first learner to find the place puts up his or her hand and tells you where it is on the transparency.
   - Repeat this a few times.
   - Explain to learners that you are going to tell them a story. Ask them to predict what the story is about, where they think the treasure is hidden and what it is.
   - Introduce new and difficult vocabulary to the learners.

2. **While reading**
    - Read the story to the learners or with them. Let them look at their maps.
    - Encourage them to make notes of the directions to the treasure hidden in the story (or underline the clues/directions on their copies of the text).
3. **After reading:**
    - Ask questions to check understanding and meaning.
    - In groups, let them work out where they think the treasure is. Each group is allowed to ask the teacher two questions.

Spelling and grammar/word and sentence level work

Parts of speech: more prepositions

Revise the use of prepositions indicating direction or direction in English. The following are only examples. Choose any rules that are applicable to the language level of your learners:

- A preposition is a word like “at”, “over”, “by” and “with”. It is usually followed by a noun or a noun phrase. Prepositions often indicate direction (e.g. “to the station”, “down the street”, “towards the building”) or position (e.g. “behind the building”, “at the station”, “in the field”). Refer back to the text they just have worked with.
- Prepositions can also indicate time (“at midnight”, “during the film”, “on Friday”), possession (“of this street”), means (“by car”) and accompaniment (“with me”).
- In informal questions and a few other structures, prepositions may occur at the end of the sentence, clause or phrase.
    - Who did you go out with?
    - We haven’t got enough money to live on.
    - I found the book I was looking for.
- In formal style, the preposition can go before whom or which (“with whom”, “about which”, etc.): With whom do you wish to speak?
- Many words that are usually used as prepositions (e.g. “on”, “over”, “up”) become adverbs without a following noun or pronoun.
    - We got on the bus. (preposition – followed by a noun phrase)
    - The bus stopped and we got on. (adverb – no following noun or pronoun)

Group, guided and independent reading/writing

Writing directions

- Do a written task. Let the learners write directions from the school to their house (they can also draw a simple map). Focus also on using the correct prepositions as well as vocabulary. **Use for Assessment Task 2.**

Guided reading

- Do guided reading with Group 1. Focus on:
    1. word recognition
    2. word attack skills
    3. pronunciation
    4. the use of punctuation to help understanding.

ASSESSMENT: Formal: Assessment Task 2:
Use the written task on writing directions to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)

Week 7 Day 2
LITERACY FOCUS TIME
NOTES TO TEACHER:
○ Find an information text with pictures from any resource book eg a text book. Try to find one with a lot of pictures and sub-headings. ○ Prepare questions where the learners need to find the answers either in the text or in the pictures using their scanning skills. ○ Prepare a written comprehension task.
DAILY ACTIVITIES:
Shared reading: Information Text with Pictures ○ In this lesson you are going to focus on skills that you use for scanning. Tell them that you use your scanning skills when you quickly extract, from written or printed material, only the information that you require, without reading the whole text. ○ Hand out the text which the learners need to scan in order to find answers to the questions you set beforehand. ○ Introduce the text to the learners and activate prior knowledge. Teach new vocabulary. Also point out conventions when reading this kind of text such as headings, pictures, subheadings, etc. ○ Read the questions to the learners before they scan the text. ○ Learners see how fast they can find the answers. ○ After you have asked two or three questions, get feedback from the learners on how they managed to find the answers. Let them share their different scanning strategies and skills. Focus on visual (headings, bold print, italics, pictures, map) as well as prediction skills (read two or three words and predict whether or not the answer to the question will be in that paragraph). Make a list of these strategies. Ask more questions and encourage the learners to use these strategies. **Spelling and grammar/word and sentence level work** **Vocabulary** ○ Identify new vocabulary. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Subject-verb concord

Talk to the learners about subject-verb concord in English. For example, write sentences like the following on the board and talk about which form of the verb agrees with the subject. (These are only examples. Choose any sentences that are applicable to the language level of your learners):

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.

Try and deduce the general rules and conventions in English for verb/subject concord. Choose any general rules that are applicable to the language level of your learners, e.g. a plural subject takes a plural verb; 'I' and 'you' also take the plural form of the verb.

1. When the subject of a sentence is composed of two or more nouns or pronouns connected by "and", use a plural verb. When two or more singular nouns or pronouns are connected by "or" or "nor", use a singular verb.
2. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor", the verb should agree with the part of the subject that is nearer the verb.
3. "Doesn't" is a contraction of "does not" and should be used only with a singular subject. "Don't" is a contraction of "do not" and should be used only with a plural subject. The exception to this rule appears in the case of the first-person and second-person pronouns "I" and "you". With these pronouns, the contraction "don't" should be used.

Group, guided and independent reading/writing

Written comprehension task

- Let the learners do a writing task in their language exercise books. Focus on comprehension questions based on the text with pictures. Remind them to use their skimming and scanning skills.

Guided reading

- Do guided reading with Group 2. Focus on:
    1. word recognition
    2. word attack skills
    3. pronunciation
    4. the use of punctuation to help understanding.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: writing an information paragraph

- Tell the learners they are going to create a short paragraph with a picture or two on a non-fiction topic of their choice. They have to complete this task by the end of the week. Use this lesson for planning and brainstorming the paragraph.
- On Day 1 this week you should have told the learners about this task and asked them to bring suitable pictures. (Those who haven't may need to select may need to select one or two pictures from a magazine.)
- Once they have chosen a topic they know something about they can write down a few facts that they know about the topic. They can be in any order. What is important at this first stage is to put down what they know about the topic. Although the pictures will be a support, they should be writing about the topic – not describing the pictures.
- By the end of this lesson the learners should have written enough information for their paragraph. If they have written this on pieces of paper, collect them and keep them safely until the next lesson.

ASSESSMENT: Formal: Assessment Task 2:

Use the written comprehension to rate learners against the following READING milestone:

- Identifies main and supporting ideas and notes specific details in an information text

Week 7 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Use any books that have content pages, headings and indexes for this lesson. The learners are going to work in pairs – ensure that there are sufficient copies so that each pair has a book to work with. You can use a text book from another learning area for this activity as well, as long as each pair has the same book.
- Prepare questions where the learners need to find the answers using the content page as well as the index.

DAILY ACTIVITIES:

Shared reading: Content page, Headings and Index

- Use the books and refresh the learners' knowledge of the use of content pages, headings and indexes. Instruct them to find these in pairs. Discuss the purpose and structure of each.
- Let the learners read the content page in pairs. With each item, let them predict what it refers to.
- Ask the questions you have prepared. The learners need to use their scanning skills for search for the answer. Once they have found the answer to your question eg the correct page number, they put up their hands.
- Explore the strategies they used to find the correct information. Make a list of these strategies on the board and discuss them. Ask more questions and encourage learners to use these strategies.
- Remember to also ask information questions that require the learners to use the index at the back of the book.

Spelling and grammar/word and sentence level work

Subject-verb concord

Continue to explore subject-verb concord with the learners. Create sentences that focus on the following conventions (These are only examples. Choose those applicable to your learners):

1. When a phrase comes between the subject and the verb, the verb agrees with the subject, not with a noun or pronoun in the phrase.
2. The words "each", "each one", "either", "neither", "everyone", "everybody", "anybody", "anyone", "nobody", "somebody", "someone" and "no one" are singular and require a singular verb.
3. Nouns such as "civics", "mathematics", "dollars", "measles" and "news" require singular verbs.
4. Nouns such as "scissors", "tweezers", "trousers" and "shears" require plural verbs. (There are two parts to these things.) However, if you refer to a pair of scissors, a pair of trousers, etc, the verb is singular.

Group, guided and independent reading/writing

Cloze activity based on subject-verb concord

- Give learners a cloze activity in which they must choose the correct form of the verb that agrees with the subject. **Use this as part of Assessment Task 2.**

Guided Reading

- Do guided reading with Group 3. Focus on:
    1. word recognition
    2. word attack skills
    3. pronunciation
    4. the use of punctuation to help understanding.

LANGUAGE DEVELOPMENT: WRITING

Individual writing: an information paragraph

- The learners continue with and complete their writing task from the previous lesson.
- They can begin by reading their notes from the previous lesson and deciding which facts they will include and in which order.
- Once they have made those decisions they can write a first draft of their paragraph.
- They can complete the task by editing and writing a final version.

Use this as part of Assessment Task 2.

ASSESSMENT: Formal: Assessment Task 2:

Use the written paragraph to rate learners against the following WRITING milestones:

- Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Produces neat, legible work

Use the cloze activity to rate learners against the following SPELLING AND GRAMMAR milestone:

- Uses subject-verb concord

GRADE 5 FIRST TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK
ORAL **LO 1**: AS 1; 2; 3; 4; 5; 6 **LO** 2: AS 1; 2	• Listens to, follows and gives directions and instructions clearly • Describes events in correct sequence • Participates in discussions, offering own opinion and considering other points of view • Communicates effectively in group situations by taking turns and asking relevant questions	Speaking and listening activities: • Describes an event
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Identifies main and supporting ideas and notes specific details in an information text • Surveys content page, headings and index to source information • Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps • Reads aloud with expression, changing tempo as appropriate	Shared reading and writing • Advertisements Group, guided and independent reading and writing • Group reading • Paired reading • Journal writing Reading for enjoyment

WRITING
LO 4: AS 1; 2; 4
LO 5: AS 1; 2; 3; 4
LO 6: AS 1; 2; 3; 4
	• Writes for personal and creative purposes eg a diary, story, letter, poem
	• Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
	• Uses appropriate grammar, spelling and punctuation in written work
	• Uses simple and compound sentences to form paragraphs
	• Produces neat, legible work
		Writing:
		• Individual writing: description of an event
		  ○ Brainstorming
		  ○ Drafting
		  ○ Revising first draft
		  ○ Publishing

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses subject-verb concord • Uses complex tenses eg past progressive: She was watching TV when…	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> ○ Vocabulary: high frequency words and challenging words in shared text ○ Vocabulary one typically uses in visual and information texts ○ Revise relevant phonics and spelling rules for the week's spellings <u>Grammar</u> ○ Present perfect progressive tense
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons.

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES
Oral
- Listens to, follows and gives directions and instructions clearly
- Describes events in correct sequence
- Participates in discussions, offering own opinion and considering other points of view
- Communicates effectively in group situations by taking turns and asking relevant questions

NOTES TO TEACHER

- Prepare to tell learners about a recent event in your life eg a party or wedding you attended.

DAILY ACTIVITIES

Describing events

- Tell the learners about a recent event you attended. It could have been a party, a wedding or any special happening in your life. Model how to do this by:
  - Explaining when and where it happened
  - Who was involved
  - What happened
  - Finishing with one special memory of the occasion.
- Tell learners to close their eyes for a few minutes and think of a similar, special event in their lives.
- Ask them to work in pairs to tell each other about this event. Guide them on how to do this. The partner can ask questions afterwards.
- Give each learner time to talk. **Use this for Assessment Task 2.**
- Homework for the next lesson: Ask learners to gather information for an informal debate (discussion) on a topic which is important to them or relevant to their daily lives.

ASSESSMENT: Formal: Assessment Task 2:
Use your observations from group and class discussions to rate learners, recording any problems you observe, against the following ORAL milestone:
- Describes events in correct sequence

Week 8 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Identifies main and supporting ideas and notes specific details in an information text
- Surveys content page, headings and index to source information
- Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses subject-verb concord
- Uses complex tenses eg past progressive: She was watching TV when…

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Writes for personal and creative purposes eg a diary, story, letter, poem
- Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Produces neat, legible work

NOTES TO TEACHER

- Newspapers and magazines usually have a lot of advertisements. Find advertisements that catch your eye. Cut out a few and make copies for your learners. Ensure that you have enough copies for every learner.

DAILY ACTIVITIES:

Shared reading: Advertisement

1. **Before reading**

   Prepare learners for the text. Give each learner a copy of one of the advertisements.

   - Scan the text. What do you think this text is about? Explain why you say so.
   - This text is an advertisement. How does one recognise advertisements?
   - Where have you seen texts like these before?
   - Who usually writes these texts? And who reads them?
   - What is the purpose of the text?
   - Introduce challenging vocabulary. Make up a word bank as you go along.

2. **While reading**

   Explore the text with the learners.

3. After reading

Talk about the advertisement:

- What product is advertised?
- In what type of publication do you think this advertisement appears? Why?
- How is the reader persuaded to buy the product?
- Do you think the advertisement is successful? Explain why you think it succeeds or does not.
- What does it tell you about the product for sale?

Spelling and grammar/word and sentence level work

Focus on vocabulary one typically uses in advertisements. Make a list and put flashcards on the word wall. The learners will need these to write and design their own advertisements. Focus also on high frequency and sight words, and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.

Group, guided and independent reading/writing

Journal writing

- Let learners write in their journals. Ask them to write either about a book, a film or a TV programme that they have either read or seen recently that they enjoyed. They can explain what it was about and why they liked it.
- If there is time they can share what they have written with their partner.

Note: This week there will be group reading on Day 2 but there will probably not be time for guided reading on other days this week.

ASSESSMENT:

Formal: Assessment Task 2:

Use your observations during this week's class discussions and shared writing of advertisements to rate learners, recording any problems you observe, against the following READING milestone:

- Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps

Use the learners' diary entries to rate them, recording any problems you observe, against the following WRITING milestone:

- Writes for personal and creative purposes eg a diary, story, letter, poem

NB. Focus on the content rather than the spelling and grammar. Write an encouraging comment in each learner's journal so he/she can see you valued what he/she wrote.

Week 8 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Ensure that you have sufficient copies of another advertisement for the whole class, make a transparency of the text or write it on the board.
- Prepare a writing task (cloze procedure) using the present past progressive tense

DAILY ACTIVITIES

Shared reading: Advertisement

- Read a different advertisement with the learners. They can read it in groups or in pairs. (They could also look at several adverts to compare.)
- Continue with the discussion started in the previous lesson. Talk first about the new advertisement:
  - What product is advertised?
  - In what type of publication do you think this advertisement appears? Why?
  - How is the reader persuaded to buy the product?
  - Do you think the advertisement is successful? Explain why you think it succeeds or does not.
  - What does it tell you about the product for sale?
- Talk about what advertisements look like. Discuss the graphic techniques (colour, lettering, layout, etc.) used. Advertisements must convince the public to buy or use a product. Discuss the following and critically evaluate the advertisement, and whether or not it meets the following criteria:
  - It must be logically set out.
  - It must be easy to understand.
  - It must arouse the reader's interest and appeal to certain basic emotions.

Spelling and grammar/word and sentence level work

Tenses: revision of present perfect progressive.

- Write a few sentences on the board using the present perfect progressive eg I have been sleeping for five hours. I have been waiting for you all day.
- Discuss the sentences with learners and explain that these verbs show actions or events that were and are still happening. Ask them to work in pairs to make similar oral sentences.
- Set a cloze activity for learners using the present perfect progressive tense.

Group, guided and independent reading/writing

Group reading

- Do group reading using an information text.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: description of an event

- In Oral on Day 1 you told learners about a recent event you attended. It may have been a party, a wedding or any special happening in your life. In turn they shared a memory of an event with a partner.
- For Writing this week learners write 2 – 3 paragraphs describing this event. Remind them to structure their writing:
  - Explain when and where it happened
  - Who was involved
  - What happened
  - Finish with one special memory of the occasion.
- By the end of this lesson they need to have completed a first draft.

ASSESSMENT:

Formal: Assessment Task 2:

Use your observations during this week's class discussions and shared writing of advertisements to rate learners, recording any problems you observe, against the following READING milestone:

- Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps

Informally assess the learners' ability to use language related to visual texts.

Week 8 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Prepare for shared writing of an advertisement.

DAILY ACTIVITIES:

Shared writing: Advertisement

As a class, discuss design an advertisement. You will need to discuss and decide on the following aspects:

- What product is to be advertised?
- What information needs to be included?
- How can we persuade the reader to buy the product?
- What must it look like? Discuss the graphic techniques (colour, lettering, layout, etc.) to be used.

- Once your advertisement is finished assess it using some of the following criteria:
  - It must be logically set out.
  - It must be easy to understand.
  - It must arouse the reader's interest and appeal to certain basic emotions.
  - It must make a visual impact.
  - The pictures and text should combine effectively?
  - Every word should count.

Group, guided and independent reading/writing

- Do paired reading if there is time.

LANGUAGE DEVELOPMENT: WRITING

Independent writing: description of an event

- The learners complete their writing task. During this lesson they will focus on proofreading and publishing their description.
- Proofreading tips:
  - read your description. Make sure there are no unfinished sentences or that sentences are too long.
  - check that you have used paragraphs
  - check to make sure all words are spelled correctly.
  - correct any mistakes in grammar.
  - fix any errors in punctuation or capitalisation.
- When you are happy with your description, have a friend read it.

Use this written task for Assessment Task 2.

ASSESSMENT: Formal: Assessment Task 2:

Use the learners' description of an event to rate them against the following SPELLING AND GRAMMAR milestone:

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary

Use your observations during this week's class discussions and shared writing of advertisements to rate learners, recording any problems you observe, against the following READING milestone:

- Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps

GRADE 5 FIRST TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL **LO 1**: AS 1; 2; 3; 4; 5; 6 **LO** 2: AS 1; 2	• Listens to, follows and gives directions and instructions clearly • Describes events in correct sequence • Participates in discussions, offering own opinion and considering other points of view • Communicates effectively in group situations by taking turns and asking relevant questions	<u>Speaking and listening activities</u>: • Holding an informal debate
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Identifies main and supporting ideas and notes specific details in an information text • Surveys content page, headings and index to source information • Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps • Reads aloud with expression, changing tempo as appropriate	<u>Shared reading and writing</u> • Poster • Information text • Story <u>Group, guided and independent reading and writing</u> • Written task: worksheet based on an information text • Guided reading <u>Reading for enjoyment</u>

WRITING
LO 4: AS 1; 2; 4
LO 5: AS 1; 2; 3; 4
LO 6: AS 1; 2; 3; 4
	• Writes for personal and creative purposes eg a diary, story, letter, poem
	• Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
	• Uses appropriate grammar, spelling and punctuation in written work
	• Uses simple and compound sentences to form paragraphs
	• Produces neat, legible work
		<u>Writing:</u>
		• Individual writing: advertisement
		  ○ Brainstorming
		  ○ Drafting
		  ○ Publishing

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses subject-verb concord • Uses complex tenses eg past progressive: She was watching TV when…	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> ○ Vocabulary used in writing recipes ○ Revise relevant phonics and spelling rules for the week's spellings <u>Grammar</u> ○ Creating sentences using different tenses eg past progressive
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons + Oral debate

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES:

Oral

- Listens to, follows and gives directions and instructions clearly
- Describes events in correct sequence
- Participates in discussions, offering own opinion and considering other points of view
- Communicates effectively in group situations by taking turns and asking relevant questions

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

NOTES TO TEACHER

- The learners had to prepare for an informal debate.

DAILY ACTIVITIES

Discussion (Informal debate): Explaining own opinion

- Divide learners into groups and give them the opportunity to discuss a topic that is important to them or relevant to their daily lives. (They should have prepared for this already.) Tell half the groups to prepare to present one side of the argument and the other groups the opposing argument. One scribe within each group records their group's argument. **Use your observations from this group discussion towards Assessment Task 2.**
- Hold a class "debate". You, as the teacher, will be the "chairperson". Explain to learners the rules for the debate and ensure that both sides have a fair opportunity to present their arguments and oppose the arguments put forward by the other side.
- Give the spokespersons from each group the opportunity to introduce their groups' opinions.
- Now open the floor for discussion. Give both sides equal opportunity to answer and defend their opinions and points of view. **Use your observations from this class discussion towards Assessment Task 2.**
- At the end, the two spokespersons can present their closing arguments.
- Let the learners vote.

ASSESSMENT: Formal: Assessment Task 2:

Use your observations from group and class discussions to rate learners, recording any problems you observe, against the following ORAL/INVESTIGATION milestones:

- Participates in discussions, explaining own opinion and considering other points of view
- Communicates effectively in group situations by taking turns and asking relevant questions
- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Week 9 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Identifies main and supporting ideas and notes specific details in an information text
- Surveys content page, headings and index to source information
- Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses subject-verb concord
- Uses complex tenses eg past progressive: She was watching TV when…

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Writes for personal and creative purposes eg a diary, story, letter, poem
- Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Produces neat, legible work

NOTES TO TEACHER

- Find a few posters. Try to find posters that explain technology such as cellphone features, or how to use the library, etc.
- Prepare a written task, eg a worksheet, based on the poster.

DAILY ACTIVITIES:

Shared reading: Posters

1. **Before reading**

   Prepare learners for the poster.

   - Discuss what sort of text it is. Why do they say so?
   - What is the purpose of the text?
   - Who is the target audience?
   - Let the learners skim-read the text by only looking at the heading, pictures and other visual cues on the page. What is this text about?

2. **While reading**

   Read the text with your learners.

3. **After reading:**
   - Ask questions to check their understanding.
   - Discuss the layout, lettering and other graphical techniques used in this text.
   - Does this text need any adjustments to make it easier for users to follow? Let the learners explain their answer.

Spelling and grammar/word and sentence level work

Tenses: Revision of past progressive

- Revise learner's knowledge of the past progressive. Explain the difference between the past simple tense and the past progressive where the action was continuous. Eg He was watching soccer when…
- Let learners work in pairs to create oral sentences using the past progressive.

Group, guided and independent reading/writing

Written comprehension based on the poster

- Let the learners complete a comprehension task on the poster they have just seen. Focus on questions that develop reading comprehension and allow them to give their opinions.

Guided Reading

- Do guided reading with Group 1 using an information text. Focus on skimming, scanning and surveying the content page, headings and index.
  Use this for Assessment Task 2.

ASSESSMENT: Formal: Assessment Task 2:

Use your observations from the guided reading sessions to rate learners, recording any problems you observe, against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Surveys content page, headings and index to source information
- Reads aloud with expression, changing tempo as appropriate

Week 9 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER:

- Use any books that have content pages, headings and indexes for this lesson. The learners are going to work in pairs – ensure that there are sufficient copies so that each pair has a book to work with. You can use textbooks from other learning areas for this activity as well.
- Prepare questions where the learners need to find the answers using the content page as well as the index.

DAILY ACTIVITIES:

Shared reading: Content Page, Headings and Index

- Use the books and refresh the learners' knowledge of content pages, headings and indexes. Instruct them to find these in pairs. Discuss the purpose and structure of each.
- Let the learners read the content page in pairs. Let them predict what each item will be about.
- Ask the questions you have prepared. The learners need to use their scanning skills.
- Explore the strategies they used to find the correct information. Make a list of these strategies on the board and discuss them. Ask more questions and encourage learners to use these strategies.
- Remember to also ask information questions that require the learners to use the index at the back of the book.

Spelling and grammar/word and sentence level work

Vocabulary used in information texts

- Focus on the vocabulary used in the structure of non-fiction texts eg content page, headings, sub-headings, index, graphs. Focus also on high frequency and sight words, spelling rules and words that learners often spell incorrectly in their writing. Discuss relevant phonics and spelling rules and guide the learners on the spellings to be learnt for the week.
- Write the words on flashcards. Have the learners placed them on the Word Wall.

Group, guided and independent reading/writing

Written task based on an information text

- Use a contents page or index page and create a worksheet focusing on questions where learners need to use the content page or index to find answers. Also explore their prediction skills. Include some practise in subject-verb concord: Choose the correct form of the verb that agrees with the subject.

Guided Reading

- Do guided reading with Group 2 using an information text. Focus on skimming, scanning and surveying the content page, headings and index.

  Use this for Assessment Task 2.

LANGUAGE DEVELOPMENT: WRITING

Individual writing

- Explain to learners that they are to design an advertisement that will make people buy a wonder pill that stops you from getting cross. They should give their pill a name and describe its wonderful properties and its ingredients. The text should be visually attractive so they should pay attention to the lettering, the layout, the use of colour etc. Remind them of what they learnt the previous week during the shared writing of an advertisement.
- The learners need to complete this task by the end of this week so they must have a draft finished by the end of this lesson.
- They can show their draft to their partner for comment.

ASSESSMENT: Formal: Assessment Task 2:

Use your observations from the guided reading sessions to rate learners, recording any problems you observe, against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Surveys content page, headings and index to source information
- Reads aloud with expression, changing tempo as appropriate

Week 9 Day 3
LITERACY FOCUS TIME
NOTES TO TEACHER:
○ Write a story about something that you have made in the kitchen and how it all went wrong. Include all the instructions and how you misunderstood them. Ensure that there are sufficient examples of the past progressive in the text.
DAILY ACTIVITIES:

Shared reading: Story about following instructions

1. **Before reading**
   Prepare learners for the story.
   - Introduce the story and new vocabulary to the learners. Let them predict what the story is about. Draw out learners' prior experiences. Write up a word bank as you go along.
2. **While reading:**
   - Read the story with the learners. Read the story aloud while the learners follow.
   - Stop and ask questions as you read.
   - Stop at one point and ask learners to predict what happens at the end.
3. **After reading:**
   - Give the learners the opportunity to respond to the story and encourage them to give their own opinions, e.g. ask: Has this ever happened to you? What would you have done in this situation? What did I do wrong?
   - Talk about the instructions in the story. Make a list. Correct all the misunderstandings in the story.

Spelling and grammar/word and sentence level work

Vocabulary used in writing recipes

Focus on the vocabulary used in recipes. Write them on flashcards for the Word Wall.

Group, guided and independent reading/writing

Shared writing task

- Let the learners read the story in groups and write the recipe and instructions in a way that is clearer and easy to use. They need to follow the conventions for writing a recipe.

Guided Reading

- Do guided reading with Group 3 using an information text. Focus on skimming, scanning and surveying the content page, headings and index.
  Use this for Assessment Task 2.

LANGUAGE DEVELOPMENT: WRITING

Individual writing

- Let the learners complete and publish their advertisement for **Assessment Task 2.**
- Remind them of the criteria you used the previous week for the shared writing of an advertisement:
  - Does it make a visual impact?
  - Are pictures and text combined effectively?
  - Is the product's name clear?
  - Does every word count?
  - Is it logically set out?
  - Is it easy to understand?

ASSESSMENT: Formal: Assessment Task 2:

Use the learners' advertisement to rate them, recording any problems, against the following WRITING milestones:

- Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Produces neat, legible work

Use your observations from the guided reading sessions to rate learners, recording any problems you observe, against the following READING milestones:

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Surveys content page, headings and index to source information
- Reads aloud with expression, changing tempo as appropriate

GRADE 5 FIRST TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL **LO 1**: AS 1; 2; 3; 4; 6 **LO** 2: AS 1; 2	• Listens to, follows and gives directions and instructions clearly • Describes events in correct sequence • Participates in discussions, offering own opinion and considering other points of view • Communicates effectively in group situations by taking turns and asking relevant questions	Speaking and listening activities: • Follows instructions
READING **LO 3**: AS 1; 3; 5; 6; 7	• Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books • Identifies main and supporting ideas and notes specific details in an information text • Surveys content page, headings and index to source information • Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps • Reads aloud with expression, changing tempo as appropriate	Shared reading and writing • Brochure • Role play a TV commercial Group, guided and independent reading and writing • Group reading Reading for enjoyment

WRITING
LO 4: AS 1; 2; 4
LO 5: AS 1; 2; 3; 4
LO 6: AS 1; 2; 3; 4
	• Writes for personal and creative purposes eg a diary, story, letter, poem
	• Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
	• Uses appropriate grammar, spelling and punctuation in written work
	• Uses simple and compound sentences to form paragraphs
	• Produces neat, legible work
		Writing:
		• Shared writing (in groups): instructions eg for sending an sms
		  ○ Brainstorming
		  ○ Drafting
		  ○ Revising
		  ○ Publishing

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	• Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary • Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions) • Uses subject-verb concord • Uses complex tenses eg past progressive: She was watching TV when…	<u>Word and sentence level work</u> <u>Phonics & Spelling</u> • Spelling test <u>Grammar</u> ○ Writing sentences using different tenses
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	• Asks relevant questions to obtain information • Organizes information in a logical order and reports back orally	Included in all lessons.

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1; 2; 3; 4; 6. **LO 2**: AS 1; 2.

MILESTONES
Oral

- Listens to, follows and gives directions and instructions clearly
- Describes events in correct sequence
- Participates in discussions, offering own opinion and considering other points of view
- Communicates effectively in group situations by taking turns and asking relevant questions

NOTES TO TEACHER

- Ensure that you have enough toilet paper to hand out eight squares to each learner. Do not separate these blocks. They are going to fold a paper flower by listening to instructions. Have sellotape or pieces of string at hand.

DAILY ACTIVITIES

Following instructions

- Hand out the toilet paper sheets and tell the learners that they are going to fold a flower by listening and following instructions.
- Prepare the learners for this activity by exploring vocabulary such as “perforated line”, “index finger”, “in half”, “along the length or width”, “unfold”, “lengthways”, “top left-hand corner” and “centre”. Write these words on the board and create sentences to explain their meaning.
- Use these instructions for folding a paper flower:
  1. Take eight sheets of thin toilet paper. Do not separate these sheets. Put them vertically in front of you.
  2. Start at the front edge of the first sheet of the paper.
  3. Roll this first sheet of the toilet paper into a tube roughly the same width as about a quarter of the size of the sheet.
  4. This tube is the stem and the centre part of the flower.
  5. Grasp the centre of this tube between the thumb and index finger of your left hand.
  6. Take the second sheet of paper and place the first perforated line halfway round the tube. Hold this onto the centre tube. This second sheet of the paper must bulge and not fit tightly around the stem.
  7. Do the same with the remainder of the sheets, so that a flower is formed.
  8. Tie the part that you are holding with string or bind it with Sellotape.
  9. The flower is now complete.
- You might need to repeat this exercise with new toilet paper! Discuss where some of the learners got lost. Why? Which instructions were difficult to follow? Explain it again. If you need to repeat the exercise, let them do it in pairs.
- Discuss why and when is it difficult to follow instructions. What makes it easier?
- Let the learners write new vocabulary words in their personal dictionaries.

ASSESSMENT:

- Informally assess the learners' abilities to follow instructions clearly.

Week 10 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3**: AS1; 3; 5; 6; 7. **LO 4**: AS 1; 2; 4. **LO 5**: AS1; 2; 3; 4. **LO 6**: AS1; 2; 3; 4..

MILESTONES

Reading

- Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books
- Identifies main and supporting ideas and notes specific details in an information text
- Surveys content page, headings and index to source information
- Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps
- Reads aloud with expression, changing tempo as appropriate

Spelling and grammar

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary
- Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)
- Uses subject-verb concord
- Uses complex tenses eg past progressive: She was watching TV when…

Investigation

- Asks relevant questions to obtain information
- Organizes information in a logical order and reports back orally

Writing

- Writes for personal and creative purposes eg a diary, story, letter, poem
- Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements
- Uses appropriate grammar, spelling and punctuation in written work
- Uses simple and compound sentences to form paragraphs
- Produces neat, legible work

NOTES TO TEACHER

- Information brochures (and fliers) are other forms of advertisements. Select one suitable for the learners and either copy it or make a transparency of it.

DAILY ACTIVITIES:

Shared reading: an information brochure

1. **Before reading**

   Prepare learners for the text.

   - Scan the text. What do you think this brochure is about? Explain why you say so.
   - This text is an information brochure. How does one recognise advertisements?
   - Where have you seen texts like these before?
   - Who usually writes these texts? And who reads them?
   - Introduce challenging vocabulary. Make up a word bank as you go along.
   - Encourage learners to understand how the advertisers use language and pictures and discuss the truth behind the claims.

2. **While reading**

   Explore the text with the learners.

3. **After reading:**
   Talk about the brochure:
   - What is being advertised?
   - Who is the brochure aimed at?
   - Who wrote the brochure?
   - What information is in the brochure? (List it on chart paper.)
   - Do you think the brochure will be successful? Why do you think so?

Spelling and grammar/word and sentence level work

Vocabulary used in an information brochure

Write 3 – 5 words used in the writing of information brochures on flashcards.

Written task on different tenses

- Let the learners write sentences using different tenses (correct form of the verb), focussing on complex tenses such as the past progressive. **Use this for Assessment Task 2.**

Group, guided and independent reading/writing

Group reading:

- Do group reading with the class. Use a short story or chapter from a longer text. Learners read softly together and discuss the text afterwards.

ASSESSMENT: Formal Assessment Task 2

Use the learners' written task on tenses to rate them against the following SPELLING AND GRAMMAR milestone:

- Uses complex tenses eg past progressive: She was watching TV when…

Week 10 Day 2

LITERACY FOCUS TIME

NOTES TO TEACHER

- Display the previous day's list of information from the brochure which you recorded on chart paper.
- Prepare a set of instructions either on the board or on an OHP. The instructions could be part of a manual, eg for a cellphone or TV.

DAILY ACTIVITIES:

Shared reading: a brochure

- Read the brochure and the information again with the learners. They can read it in groups or in pairs.
- Let the learners work in groups to create and role play their own TV commercial to advertise the information on the brochure. They can use the information on the chart paper although they don't need to include all the facts.
- Explain the criteria to them, for example:
  - Their TV commercial must be not more than one minute long.
  - It must provide all the important information for the viewer.
  - It must catch the attention and interest of the viewer.
- Give the learners time to prepare and then have each group present their commercial during the next lesson.

Spelling and grammar/Word and sentence level work

Spelling test

Learners write a spelling test for **Assessment Task 2** to assess the following SPELLING AND GRAMMAR milestone:

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary

LANGUAGE DEVELOPMENT: WRITING

Writing in groups (shared writing activity) : writing instructions

Write a set of instructions for learners to read, either on the board or on an OHP. The instructions could be part of a manual, eg for a cellphone or TV. Read and discuss these with the learners so that they are aware of how instructions are written. Point out the type of language that is used and how each small, separate step is explained.

Tell the learners that they must work in groups to write a set of simple instructions, such as:

- how to use your cellphone to send an sms
- how to record using a video machine, etc.

They need to complete this task this week. They can use this lesson for brainstorming and writing their first draft.

ASSESSMENT:

Use the learners' spelling test to rate them towards the following SPELLING AND GRAMMAR milestone:

- Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary

Week 10 Day 3

LITERACY FOCUS TIME

NOTES TO TEACHER

- Created a totally ridiculous ad for the class that breaks all the rules, or that advertises some completely nonsensical product, etc. It is important to learn through a bit of fun at this stage of the term.

DAILY ACTIVITIES:

Shared reading: Advertisement

- Read the advertisement you created with the learners. They can read it in groups or in pairs.
- Apply the discussion started in the previous lessons.

Role playing a TV commercial

- Each group presents its commercial to the rest of the class. They assess each presentation using the criteria provided.

Spelling and grammar/Word and sentence level work

Give feedback on the spelling test and revise spelling rules and conventions commonly used by the learners.

Group, guided and independent reading/writing

- Do paired reading if there is time.

LANGUAGE DEVELOPMENT: WRITING

Group writing (shared writing activity): a set of instructions

- The learners continue with their writing task. They must complete the instructions this lesson.
- Each group can read their instructions for the rest of the class to check to see that they are clear and that no steps are omitted.

ASSESSMENT:

Informally assess the learners' group writing activity – the set of instructions.

SUGGESTED ASSESSMENT TASKS:

Assessment Task 2: Week 7 – 10

	MILESTONES	WEEK	ASSESSMENT TASK
ORAL **LO 1**: AS 1; 2; 3; 4; 5; 6 **LO** 2: AS 1; 2	Participates in discussions, offering own opinion and considering other points of view	9	Observation during the oral lesson in which learners participate in group and class discussions (Informal debate)
	Communicates effectively in group situations by taking turns and asking relevant questions		
	Listens to, follows and gives directions and instructions clearly	7	Observation during oral lesson in which learners follow and give directions (in pairs).
	Describes events in correct sequence	8	Observation during oral lesson in which learners tell about a recent event in their lives eg party or wedding
READING **LO 3**: AS 1; 3; 5; 6; 7	Reads South African and international fiction and non-fiction texts independently eg poems, short stories, fables, book reviews, textbooks and reference books	9	Reading: Guided reading + observation of learner participation in Independent reading and reading for enjoyment.
	Surveys content page, headings and index to source information		
	Reads aloud with expression, changing tempo as appropriate		
	Identifies main and supporting ideas and notes specific details in an information text	7	Reading: written comprehension
	Views and comments on graphical techniques (colour, lettering, layout etc) used in visual texts eg photographs, advertisements, posters, maps	8	Reading: observation during the discussions and shared writing of advertisements
WRITING **LO 4**: AS 1; 2; 4 **LO 5**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	Writes and designs visual and information texts eg book reviews, descriptive paragraphs, short reports, advertisements	7 9	Writing: information paragraph Writing: Advertisement
	Uses appropriate grammar, spelling and punctuation in written work		
	Uses simple and compound sentences to form paragraphs		
	Produces neat, legible work		
	Writes for personal and creative purposes eg a diary, story, letter, poem	8	Writing: Diary entries

SPELLING AND GRAMMAR **LO 4**: AS 1; 2; 3; 4 **LO 6**: AS 1; 2; 3; 4	Uses phonics and spelling rules to spell words commonly used in personal, creative and information eg texts, diary	8 10	Description of an event Spelling Test
	Uses subject-verb concord	7	Cloze activity
	Uses complex tenses eg past progressive: She was watching TV when…	10	Language Task
	Identifies and uses parts of speech (nouns, verbs, adverbs, adjectives, prepositions)	7	Written task on prepositions
INVESTIGATION **LO 5:** AS 1; 2; 3; 4	Asks relevant questions to obtain information Organizes information in a logical order and reports back orally	9	Oral: Observe Investigation report back during the debate + observations during other lessons

RATING CODE	DESCRIPTION OF COMPETENCE
4	Outstanding / Excellent Achievement
3	Satisfactory Achievement
2	Partial Achievement
1	Not Achieved