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First Additional Language

PSRIP

Grade **5**

Lesson Plans

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GRADE 5
TERM 3
WEEKS 1 & 2

T H E M E

MORE MYTHS

TERM 3: WEEK 1



OVERVIEW

Theme	More Myths
Theme Vocabulary	myth, creature, magic, creation, lesson, rainbow, serpent, harmony, nature, environment, ancient, culture, honour, carve, survive, fresh, shimmering, sandy, wide, leafy
LSC	Adjectives
Comprehension Strategy	Make inferences Visualise
Writing Genre	Descriptive paragraphs
Writing Topic	Write three descriptive paragraphs describing what you think the world looked like before the Rainbow Serpent created humans. Each paragraph should have one topic. You can choose from: land, water, plants, animals, sky, or choose your own creative idea.
Classroom Preparation	1. Take down and carefully store the flashcard words and pictures from the previous theme. 2. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 3. Try to find some reading material for your theme table, for example: books of mythology, different myths printed from the internet. 4. Try to find some visual materials for your classroom, for example: a map of Australia, so learners can see where Australia is on the map; different images of the Rainbow Serpent from the internet; other images of Aboriginal art 5. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.



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

INTRODUCE THE THEME

Picture	1. Tell learners to turn to the Learner Book: More Myths. 2. Instruct learners to look at the title, headings and pictures in the text.	
Introduce the Theme	1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme as per the core methodology. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
Song / Poem	Lyrics	Actions
	Have you ever heard the tale,	<i>Cup your hand around your ear</i>
	Of the Rainbow Serpent, with shimmering scales?	<i>Move your hand like a snake</i>
	It created rivers, valleys and hills,	<i>Draw a river, valley and hill in the air</i>
	And all earth's creatures with magic skills.	<i>Make a circle with your arms to represent the earth</i>
	This story teaches us to care for all,	<i>Put your hands on your heart</i>
	Land, water, and creatures big and small.	<i>Use your fingers to show big and small</i>
	So let's remember this ancient myth,	<i>Point to your head</i>
	And live in peace with nature's gifts!	<i>Hug yourself</i>
Theme Vocabulary	myth, creature, magic, creation, lesson	



QUESTION OF THE DAY

Question	What do you think you will like best about reading myths?
Graph	3 columns
Options	I think I will like reading about creatures. I think I will like reading about magic. I think I will like learning an important lesson.

Follow-up questions

Question	How many learners think they will like reading about creatures?
Answer	__ learners think they will like reading about creatures.
Question	How many learners think they will like reading about magic?
Answer	__ learners think they will like reading about magic.
Question	How many learners think they will like learning an important lesson?
Answer	__ learners think they will like learning an important lesson.
Question	What do most learners think they will like reading about?
Answer	Most learners think they will like reading about __
Question	What do fewest learners think they will like reading about?
Answer	Fewest learners think they will like reading about __
Question	What do you think you will like about reading myths?
Answer	I think I will like reading about creatures.
Answer	I think I will like reading about magic.
Answer	I think I will like learning an important lessons.
EXPLAIN	<i>Explain to learners that a myth is a story that tells us how or why something happened. The myth we will read this week comes from the Aboriginal people of Australia, and explains the creation of the world – by a powerful, magical creature (the Rainbow Serpent). Myths are often written to teach important lessons or values to the people who hear or read them.</i>

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.





WEEK 1 MONDAY / DAY 1: LISTENING

LISTEN TO...

Follow the core methodology to conduct the listening lesson using an information text: **All about myths**

Read 1: Read and explain	Read 2: Read and think aloud	Read 3: Read and ask questions
A myth is a story that has been passed down from generation to generation through storytelling.	Note: <i>'from generation to generation' is an idiom that means passed down or handed down.</i> I can infer that myths are old stories because it says they have been passed down.	- How have myths been passed down? <i>(Through storytelling)</i> - How can we infer that myths are old stories? <i>(Because they have been passed down from generation to generation. This means people have been telling and retelling myths for a long time)</i>
In ancient times, myths were an important part of many cultures around the world. People used these stories to understand the world around them and to explain things that they could not understand. For example, many ancient cultures believed in gods who controlled the weather, the seasons, and other natural phenomena. They also believed in magical creatures like dragons, monsters, and unicorns.	I can infer that people in ancient times often believed different things than people believe today.	- What were myths used for in ancient times? <i>(Myths were used to explain things that people could not understand.)</i> - What were some things that ancient cultures believed in? <i>(People believed in gods who controlled the weather, dragons, unicorns, etc.)</i>

Myths are not only stories from the past – they are still important today. Many people today feel connected to their ancestors and culture through telling, hearing, and reading myths.	I can infer that even though myths might be old stories, they are still important for many people even today.	1. Why are myths still important today? <i>(Because people feel connected to their ancestors and culture through myths)</i> 2. Do you know of any myths that are important in your family or culture today? <i>(Yes, I know of a myth that is important in my family/culture. The myth is about... OR No, I do not know of any myths that are important in my family/culture that I know of.)</i>
There are many elements that make up a myth. Here are some common elements that you might find in a myth:	I can infer that all myths have certain elements in common. Let's see what they are.	Does anyone remember what the six common elements are? <i>(characters, setting, conflict, plot, moral, symbolism)</i>
1. Characters: Myths often have magical characters such as gods, goddesses, heroes, and monsters. These characters often have special powers or abilities that help to drive the story forward. For example, there are many myths from ancient Egypt about the gods and goddesses who ruled over the Nile River. When we read these myths, we meet characters like Osiris, the god of the underworld, and Ra, the god of the sun.	I can infer that ancient Egyptians believed in many gods and goddesses, because their myths had many gods and goddesses as characters. I wonder if Egyptians believe in these same gods and goddesses today?	1. What are some examples of magical characters? <i>(gods, goddesses, heroes and monsters)</i> 2. Who are the Egyptian gods mentioned in the text? <i>(Osiris, god of the underworld and Ra, god of the sun)</i> 3. What is an example of a special power? / Can you think of an example from a story or movie you have read or watched before? <i>(Personal answer)</i>

2. Setting: Myths are often set in a specific time and place. They might take place in a mythical world, such as Asgard, the kingdom of the gods in Norse myths, or in a real place, like Mount Olympus in ancient Greece.	I wonder if there are any myths set in ancient South Africa?	Do you know of any myths set in ancient South Africa? <i>(Personal answer)</i>
3. Conflict: Myths often involve a conflict between different characters. For example, this conflict might be between a hero and a monster, or between two gods or goddesses. For, example, in the story of Perseus and Medusa from Greek mythology, Perseus is sent on a journey to kill Medusa, who has snakes for hair and the power to turn people into stone. There is conflict between Perseus and Medusa because he must defeat her to complete his journey.	I infer that myths do not always involve conflict, because the word 'often' is used. This means myths usually have a conflict in them, but not always!	1. What is an example of a conflict? <i>(We learn about the conflict between Perseus and Medusa.)</i> 2. What do you infer happened in the conflict between Perseus and Medusa? <i>(We can infer that he probably killed/defeated her and complete his journey.)</i>

4. Plot: Myths have a plot that follows a specific storyline. This might involve a hero's journey or an adventure to save the world from destruction. For example, the myth of Sundiata Keita from ancient Mali is an epic story about Sundiata's journey to defeat his jealous brother and become king.	I can infer that the story of Sundiata Keita from ancient Mali has a conflict between Sundiata and his brother. I infer that they have a conflict because they both want to be king.	1. What is the plot of the myth of Sundiata Keita? (The plot is all about how this character defeats his brother and becomes king.) 2. What can we infer the conflict is in the myth of Sundiata Keita? (<i>We can infer the conflict is between Sundiata and his jealous brother</i>)
5. Moral: Many myths have a moral or lesson that can be learned from the story. This might be a lesson about bravery, honesty, or the consequences of our actions. For example, a myth called 'Why the Fox Has a Huge Mouth' from ancient Peru is told to teach children to keep their word.	I learn that myths have a moral. This must mean that when we read a myth, we are supposed to learn something from it.	1. What kind of lessons might be in a myth? (<i>There might be lessons about bravery, honesty, or the consequences of our actions.</i>) 2. What can we infer is the moral of the story 'Why the Fox Has a Huge Mouth'? (<i>We can infer the moral is to keep your word.</i>)
6. Symbolism: Myths often use symbolism to represent ideas. For example, a myth might use a snake to represent evil or a tree to represent knowledge.	I infer that when we read myths, we need to think deeply – about elements of the story that might be symbolic.	1. What are some examples of symbolism? (<i>A snake to represent evil, a tree to represent knowledge</i>)

Overall, myths are fascinating stories that help us to understand the beliefs and values of different cultures throughout history. By reading different myths, we can develop appreciation for the many different cultures and beliefs that exist in the world.	I infer that we read myths for different reasons – 1. Because myths are interesting stories, 2. Because myths can teach us about ancient cultures and 3. We can develop appreciation for other people and cultures by reading myths.	1. Can you recount the six common elements that you might find in a myth? (<i>characters, setting, conflict, plot, moral, symbolism</i>) 2. Do you think people still believe in myths now? Why or why not? (<i>Yes, I think people believe in myths because.../ No, I don't think people believe in myths because...</i>) 3. Why do people read myths today – what can you infer? (I can infer that people still read myths because we can learn about the beliefs, values, and behaviours of people in the past.)
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WEEK 1 TUESDAY / DAY 2: SPEAKING



DISCUSS...

1. Follow the core methodology to guide learners to discuss the listening text: **More Myths**
2. Use the following discussion frame:
 - a. **This text was about...**
 - b. **In this text I learnt that...**
 - c. **I think this text is...because...**
 - d. **I think this text was written to help me understand ...**

WEEK 1 TUESDAY / DAY 2: PHONICS REVIEW



REVIEW

Sounds	/fl-/ /a-e/ /-ing/
Activity	1. Write the following sounds on the board: fl, a-e (long A), -ing 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Explain that with this sound (a-e) the two letters are not written together in the word, but that they make one sound (long A). 4. Explain that when -ing is added to a word that ends in 'e', the 'e' is dropped. For example: • flake – flaking • poke – poking 5. Write the following words on the board as follows: • /fl/ - /i/ - /ck/ = flick • /b/ - /a-e/ - /k/ = bake • /m/ - /a-e/ - /k/ - /ing/ = making (drop the e) 6. Next, model sounding each word out. Point to each grapheme as you say the sound. 7. Then, model how to blend the sounds together to read the word. Drag your finger below the letters as you blend. Practice sounding out new words: We do 1. Call on a different learner to sound out each of the phonic words. 2. The learner should point to each grapheme in the word as they say the sound. 3. The learner should then blend the sounds together to read the word. The learner should drag their finger below the letters as they blend.

Word find

1. Write the following table on the board:

fl	a-e	b
k	l	o
ing	m	p
a	t	s

2. Review all of the sounds on the chalkboard.
3. Tell learners to copy the table into their books.
4. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks.
5. Show learners how to build one or two words, like: flake or mop
6. Possible words (this is not a complete list): flake, flop, flip, fling, flame, bake, make, ping, mop, king, pong, flaking, baking, making, etc.

**WEEK 1 TUESDAY / DAY 2: PRE-READ****Title**

The Myth of the Rainbow Serpent: An Aboriginal Creation Myth

Text Location

Learner Book: More Myths

PRE-READ ACTIVITY

1. Remind learners of the theme for this cycle.
2. Explain that you are now going to read a text that is related to the theme.
3. Ask a learner to read the title: ***The Myth of the Rainbow Serpent: An Aboriginal Creation Myth***
4. Explain the meaning of the title, e.g. *The title tells us we will read a myth about a Rainbow Serpent. A Rainbow Serpent is like a big, colourful snake. The title also tells us that this is an Aboriginal myth. The Aboriginal people are the indigenous people of Australia. This must be a myth that comes from their culture. Then, I also learn this is a creation myth. A creation myth tells us about how the world or humans were created.*
5. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
6. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about. *Explain that learners might need to look for words that relate to: **creation, the earth, the environment***
7. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
8. Ask learners: Which words did you underline? Why?
9. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.

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10. Instruct learners to think about the format, title, the pictures, and the words they underlined.
 11. Ask learners relevant predictive questions, for example:
 - a. What kind of text is this?
 - b. What is the setting of this story?
 - c. What do you think this text is about?
 - d. What do you think will happen in this text?
 - e. What do you think might happen at the end of the text?
 - f. Who are the characters in the story? What do you think you know about them?
 12. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.
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WEEK 1 WEDNESDAY / DAY 3: ORAL ACTIVITIES

GRADE 5

TERM 3

WEEK 1

WEDNESDAY

Song / Rhyme	Lyrics	Actions
	Have you ever heard the tale,	<i>Cup your hand around your ear</i>
	Of the Rainbow Serpent, with shimmering scales?	<i>Move your hand like a snake</i>
	It created rivers, valleys and hills,	<i>Draw a river, valley and hill in the air</i>
	And all earth's creatures with magic skills.	<i>Make a circle with your arms to represent the earth</i>
	This story teaches us to care for all,	<i>Put your hands on your heart</i>
	Land, water, and creatures big and small.	<i>Use your fingers to show big and small</i>
	So let us remember this ancient myth,	<i>Point to your head</i>
	And live in peace with nature's gifts!	<i>Hug yourself</i>
Theme Vocabulary	rainbow, serpent, harmony, nature, environment	



QUESTION OF THE DAY

Question	Which lesson from the myth of the Rainbow Serpent do you think is important?
Graph	3 columns
Options	I think it is important to protect the environment. I think it is important to live harmony with nature. I think it is important to care for all living things.



Follow-up questions

Question	How many learners think it is important to protect the environment?
Answer	__ learners think it is important to protect the environment.
Question	How many learners think it is important to live in harmony with nature?
Answer	__ learners it is important to live in harmony with nature.

Question	How many learners think it is important to care for all living things
Answer	__ learners think it is important to care for all living things.
Question	Which lesson do most learners think is important?
Answer	Most learners think it is important to __
Question	Which lesson do fewest learners think is important?
Answer	Fewest learners think it is important to __
Question	Which lesson from the myth of the Rainbow Serpent do you think is important?
Answer	I think it is important to protect the environment.
Answer	I think it is important to live harmony with nature.
Answer	I think it is important to care for all living things.

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



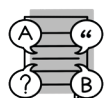


WEEK 1 WEDNESDAY / DAY 3: FIRST READ

Title	The Myth of the Rainbow Serpent: An Aboriginal Creation Myth
Text Location	Learner Book: More Myths
Text	Think Aloud: First Read
<i>The myth of the Rainbow Serpent is a creation story told by the Aboriginal people of Australia. The Aboriginal people are the indigenous people of the continent of Australia and its nearby islands. They are believed to have lived in Australia for over 60,000 years. Despite being treated very unfairly since the British colonised Australia in 1778, the Aboriginal people still have strong connections to the land, to their cultures, and to their communities.</i>	This part of the text is in italics. I see below that the actual myth is not in italics. I infer the italics help me as the reader understand that this is information about the story we will read.
<i>There are many different versions of the Rainbow Serpent myth, told by many different Aboriginal cultures. Overall, the story of the Rainbow Serpent teaches that the world is full of wonder and magic, and that we must care for and protect the land and all living things. The myth also teaches that nature is powerful and should be respected. Additionally, the story is meant to show us that the actions of humans can have a big impact on the environment and disturb the harmony and balance of nature.</i>	I infer from the title that we will read one version of the story of the Rainbow Serpent, but that different Aboriginal cultures might tell this story differently.
Long ago, before the world was created, there was only darkness and the sound of the wind. But in the darkness, there lived a powerful creature known as the Rainbow Serpent. The Rainbow Serpent was as long as the world and as wide as the sky, and its body was covered in shimmering scales of every color.	The Rainbow Serpent is a powerful creature who lived before the world was created. I infer that the Rainbow Serpent might be the creature who will create the world in this story.

One day, the Rainbow Serpent woke from its long sleep and decided to create the world. It slithered across the earth, carving out the rivers and mountains with its powerful body. As it moved, it sang a powerful song that echoed through the darkness.	I can visualise a giant snake slithering through Australia's desert, creating a river bed. Then I can visualise the water coming to fill it!
Soon, the world began to take shape. The Rainbow Serpent created the forests and the deserts, the oceans and the sky. It filled the world with all kinds of plants and animals, each one more amazing than the last.	I know in the Listening and Speaking text, it said that in some myths, a snake can symbolize evil. I infer that this is not true in this myth. The Rainbow Serpent is creating the world!
But the Rainbow Serpent was not satisfied. It saw that the spirits and animals of the world were lonely. It wanted to give them companions who could appreciate and care for them.	I infer the Rainbow Serpent will create humans next – to appreciate and care for all the spirits and animals in the world.
So, the Rainbow Serpent took some clay from the ground and shaped it into the first humans. Then it breathed life into them, and they came alive. The humans were amazed by the world around them and the beauty of the Rainbow Serpent. They protected and cared for the world all around them.	I can visualise little clay humans. Then, I can visualise them growing and beginning to move when the Rainbow Serpent gives them life!
For many, many years, the humans and the Rainbow Serpent lived together in peace and harmony. But one day, the humans became greedy. They began to take more than they needed from the earth. They cut down trees, hunted animals, and polluted the rivers.	I can visualise the Rainbow Serpent coming to the edge of an old forest, and seeing only tree stumps – because all the trees have been cut down. That must have made the Rainbow serpent so angry!
The Rainbow Serpent was angry. It saw that the humans had forgotten the beauty and wonder of the world around them. So, it decided to teach them a lesson. It sent a great flood to wash away the humans and start again.	I can a giant flood coming – there is water everywhere, to wash everything away!
But some of the humans survived. Those humans remembered the lesson that the Rainbow Serpent had taught them. They promised to take care of the earth and all its creatures, and to remember the power and beauty of the Rainbow Serpent.	I visualise some of the humans running to the top of tall hills and climbing trees to escape the giant flood!

And so, to this day, the Aboriginal people of Australia remember the creation myth of the Rainbow Serpent. They honour the beauty and power of the natural world, and they work hard to live in harmony with it.	I infer that humans today are meant to remember the consequences of not living in harmony with nature. Not living in harmony with nature can cause destruction for humans too.
Follow up questions	Responses
Where does the myth of the Rainbow Serpent come from?	It comes from the Aboriginal people of Australia.
What happened during the great flood?	The great flood washed away most of the humans, but some survived.
Why question	Possible response
Why did the Rainbow Serpent send a great flood?	- Because it was angry that the humans were greedy. - Because it wanted to get rid of humans to protect the other living things on earth. - Because it wanted to teach humans a lesson. - Because it thought the great flood would destroy all humans. - Maybe because it thought that any humans who survived would have more respect for nature.



Introduce the LSC in context

1. Explain to learners that this cycle, they will learn about: **Adjectives**
2. Point out the following example of this: **One day, the Rainbow Serpent woke from its long sleep and decided to create the world. It slithered across the earth, carving out the rivers and mountains with its powerful body.**
3. Introduce this LSC as follows: **Adjectives describe a noun – they give us more information about people, places, and things.**

WEEK 1 THURSDAY / DAY 4: SECOND READ

2

Title	The Myth of the Rainbow Serpent: An Aboriginal Creation Myth
Text Location	Learner Book: More Myths
Text	Think Aloud: Second Read
<i>The myth of the Rainbow Serpent is a creation story told by the Aboriginal people of Australia. The Aboriginal people are the indigenous people of the continent of Australia and its nearby islands. They are believed to have lived in Australia for over 60,000 years. Despite being treated very unfairly since the British colonised Australia in 1778, the Aboriginal people still have strong connections to the land, to their cultures, and to their communities.</i>	I infer that the British colonisers did not treat the Aboriginal people well. They tried to take their land and destroy their communities. However, their culture, communities, and important myths like this one survived.
<i>There are many different versions of the Rainbow Serpent myth, told by many different Aboriginal cultures. Overall, the story of the Rainbow Serpent teaches that the world is full of wonder and magic, and that we must care for and protect the land and all living things. The myth also teaches that nature is powerful and should be respected. Additionally, the story is meant to show us that the actions of humans can have a big impact on the environment and disturb the harmony and balance of nature.</i>	I infer that although there are many versions of the story of the Rainbow Serpent, that many of the stories have similar morals – or lessons to be learnt.
Long ago, before the world was created, there was only darkness and the sound of the wind. But in the darkness, there lived a powerful creature known as the Rainbow Serpent. The Rainbow Serpent was as long as the world and as wide as the sky, and its body was covered in shimmering scales of every color.	This is a myth about the creation of the world. I infer that this is a story that has been passed down from generation to generation. I infer that it can give me some important information about ancient Aboriginal culture and beliefs. However, it can also probably give me information about Aboriginal culture and beliefs today.

One day, the Rainbow Serpent woke from its long sleep and decided to create the world. It slithered across the earth, carving out the rivers and mountains with its powerful body. As it moved, it sang a powerful song that echoed through the darkness.	I infer that in Aboriginal cultures, the Rainbow Serpent is the creator. This is a different belief from the culture I grew up in.
Soon, the world began to take shape. The Rainbow Serpent created the forests and the deserts, the oceans and the sky. It filled the world with all kinds of plants and animals, each one more amazing than the last.	I infer that different myths from different cultures might use symbols quite differently. In some cultures, snakes might symbolize evil. However, for Aboriginal people the Rainbow Serpent is a powerful, live-giving force!
But the Rainbow Serpent was not satisfied. It saw that the spirits and animals of the world were lonely. It wanted to give them companions who could appreciate and care for them.	I infer that Aboriginals might believe humans were created to keep the other living things in the world company – to help them not to feel lonely.
So, the Rainbow Serpent took some clay from the ground and shaped it into the first humans. Then it breathed life into them, and they came alive. The humans were amazed by the world around them and the beauty of the Rainbow Serpent. They protected and cared for the world all around them.	I infer that Aboriginals might believe that humans were created after all other living things on earth, and that they were created to love and care for the creatures that already existed.
For many, many years, the humans and the Rainbow Serpent lived together in peace and harmony. But one day, the humans became greedy. They began to take more than they needed from the earth. They cut down trees, hunted animals, and polluted the rivers.	-
The Rainbow Serpent was angry. It saw that the humans had forgotten the beauty and wonder of the world around them. So, it decided to teach them a lesson. It sent a great flood to wash away the humans and start again.	I infer that the Rainbow Serpent wanted to create the world again, but this time without any humans in it.
But some of the humans survived. Those humans remembered the lesson that the Rainbow Serpent had taught them. They promised to take care of the earth and all its creatures, and to remember the power and beauty of the Rainbow Serpent.	Oh! I infer that the ancestors of the Aboriginal people are the people who survived the great flood. This myth must help Aboriginals who hear the story today understand the need to care for and respect all living things.

And so, to this day, the Aboriginal people of Australia remember the creation myth of the Rainbow Serpent. They honour the beauty and power of the natural world, and they work hard to live in harmony with it.

I **infer** that the myth is not only an ancient story – that the lessons are still important in many Aboriginal cultures today.

Follow up questions

Responses

In Aboriginal cultures, who is the creator of the world?

The Rainbow Serpent is the creator of the world.

How can we **infer** that caring for the environment might be an important part of Aboriginal cultures?

- Because in this myth about the creation of the world, there are big consequences for humans who do not take care of the environment.
- Because they have a myth that is all about the importance of caring for other creatures.

Open question

Possible response

What do you think we can learn about the Aboriginal people of Australia by reading this text?

- *From the section in italics, we learn that there are many different Aboriginal cultures and versions of this myth. So, Aboriginal people believe different things!*
- According to this myth, Aboriginals believe a powerful creature called the Rainbow serpent created the world.
- The myth tells us that ancient Aboriginals believe the first humans were created from clay.
- Some Aboriginals believe that the Rainbow Serpent tried to get rid of the first humans when they were greedy and started to destroy nature.
- Some Aboriginals believe that a few humans survived the flood, and that those humans must work to respect nature.
- That Aboriginal people work hard to respect and care for the natural world around them.

Development of learners' own questions

Ask learners to formulate a question about the text.

1. Ask learners to independently think of a question that they can ask about the text.
2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
3. Tell learners to turn and talk and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.
5. Give other learners the opportunity to answer these questions.

**WEEK 1 THURSDAY / DAY 4: TEACH COMPREHENSION STRATEGY****MAKING INFERENCES****Modelling: I do**

1. Explain that this week, we have been working on **making inferences**.
2. Explain that we make an inference when we use what is written and what we already know to figure something out.
3. Instruct learners to turn to the text of the week.
4. Read out loud while learners follow along: *The myth of the Rainbow Serpent is a creation story told by the Aboriginal people of Australia.*
5. Explain we can make inferences that:
 - a. That this part of the text is in italics because it is telling us some information about the myth before we read it. Italics have been used so we can see the difference between the facts and the myth.
 - b. We are going to read the myth of the Rainbow Serpent.
 - c. That the myth will explain how the world was created, according to Aboriginal myth.
6. Explain that these are inferences because these are all things that aren't written, but we can guess when we read the text.

Work with learners: We do	1. Read out loud while learners follow along: <i>Long ago, before the world was created, there was only darkness and the sound of the wind. But in the darkness, there lived a powerful creature known as the Rainbow Serpent.</i> 2. Ask learners: What inferences can you make after you read these sentences? 3. If needed, you can help prompt learners by asking: a. <i>Who was the first creature that existed?</i> b. <i>What do you think the Rainbow Serpent might do next in the myth?</i> c. <i>What special abilities do you think the Rainbow Serpent might have?</i> 4. Listen to learners' ideas, like: a. The Rainbow Serpent was the first creature to exist. It existed before the world and all of the other creatures. b. The Rainbow Serpent will create all the other creatures – because it is powerful and because it existed before anything else in the world. c. The Rainbow Serpent must have magical abilities, because it can create everything in the world.
Pair Work: You do	1. Explain that now, learners will work with a partner to make an inference. 2. Read out loud while learners follow along: <i>For many, many years, the humans and the Rainbow Serpent lived together in peace and harmony. But one day, the humans became greedy.</i> 3. Ask learners: What inferences can you make about the Rainbow Serpent and the humans. 4. Instruct learners to discuss this with their partners. 5. After 3-5 minutes, call learners back together. 6. Call on 2-3 learners to share their answer to the question, like: a. The Rainbow Serpent did not like when the humans became greedy. The humans lived in peace with the Rainbow Serpent until they became greedy. b. The humans were not greedy for a long time. Then, one day they started to become greedy. c. The humans changed at some point, but we don't know why.

Notes	1. Tell learners to open their exercise books, and copy down the following notes to remind them of what an inference is: <u>Making Inferences</u> To make an inference, we take: what is written + what we already know and we make a good guess about the text. 2. If your learners have copied down the notes, then ask them to write down their own response to the Pair work: You do
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WEEK 1 FRIDAY / DAY 5: POST-READ



Title	The Myth of the Rainbow Serpent: An Aboriginal Creation Myth
Text Location	Learner Book: More Myths

MAKING A SUMMARY

1. Explain that today we will be **summarising the main point/s** of the text. *This means that we will think about the most important parts of the text.*
2. Explain that we will also be **making an inference** about the text. This means that we will think about how we can make a good guess about the text, based on what is written AND what we know.
3. Ask learners: How can you tell a friend about the story in **3-5 sentences**?
4. Instruct learners to use the frame to answer the question:
 - a. **This text is about...**
 - b. **In this story...**
 - c. **I can infer that a lesson we are meant to learn from this story is...because...**
5. Explain that learners will not be able to say everything about the text – they will need to choose the most important parts.
6. Give learners time to think about the most important parts of the text. Explain that learners may **skim** or **scan** the text if they need help remembering what the text was about.
7. Instruct learners to **turn and talk** with a partner. Partners will take turns presenting and listening.
8. Call the class back together. Call a few learners up to the front of the classroom to present to the class.
9. Come up with a class summary, like: ***This text is about** the Rainbow Serpent. The Rainbow Serpent is a powerful creature with shimmering scales who created the whole world, including humans. **In this story** the Rainbow Serpent sends great flood to destroy humans when they became greed. **I can infer that a lesson we are meant to learn from this story is** to take care of nature and all the living things in the world **because** the Rainbow Serpent destroyed the humans who didn't care for nature.*



WEEK 1 FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Descriptive Essay	To describe something in a vivid way	Identification: Gives a general orientation to the subject, <i>e.g. There was a huge beast.</i> Description: Describes features or characteristics of the subject, <i>e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.</i>	May be written in past or present tense. Creates a picture in words. Uses adjectives and adverbs. Uses figurative language, <i>e.g. simile, metaphor, personification and alliteration.</i>
Introduce the Genre	1. Explain that this cycle, learners will write descriptive paragraphs. 2. Remind learners that a paragraph is a group of sentences about the same topic. In a paragraph, we do not start every sentence on a new line – the sentences continue one after the other. The first sentence tells us about the topic. It is called a topic sentence. The body sentences add more details about the topic. The final sentence is called the conclusion sentence. It summarises the paragraph. 3. Explain that descriptive writing is writing that uses words to create pictures in the reader's imagination. It helps the reader to visualise what the writer is writing about. 4. Explain that in descriptive writing, we must: a. Create a picture using words b. Use words that tells us about what something looks, sounds, smells, tastes and feel like. c. Use interesting adjectives 5. Use figures of speech		

Read the Sample Text	<i>My favorite place</i> <i>My favorite place in the world is the small but beautiful forest near my house. I like to go sit under the tall, thick pine trees to relax. It is dark in the middle of the forest because the trees are so tall, they keep out most of the sun. Inside the forest, you can smell the fresh smell of pine needles. If you are quiet, you can hear the branches whistles as they move with the wind. I like to run my fingers across the rough, brown bark – even though sometimes there is thick sap dripping. There is no place more relaxing and beautiful than this special little forest.</i>
Discuss	1. What is being described? 2. What are some words that tell is about how something looks, sounds, smells, tastes or feels? 3. Who is telling this story? (Is the person talking about herself or someone else?) 4. How do we know this is descriptive writing?
Notes	Tell learners to open their exercise books, and write down the following heading and notes: <u>Descriptive writing</u> 1. Tells us in detail about a person, place or thing. 2. I use interesting adjectives. 3. I write about how something looks, sounds, smells, tastes and feels 4. I write in the past or present tense.

END OF WEEK CONSOLIDATION

UPDATE AND DISCUSS K-W-L CHART

1. Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme.
2. They should also add any new questions about what they still want to learn.
3. Hold a brief discussion to allow learners to share what they have learnt and what they still want to learn.

**GRADE 5
TERM 3
WEEKS 1 & 2**

T H E M E

MORE MYTHS

TERM 3: WEEK 2



OVERVIEW

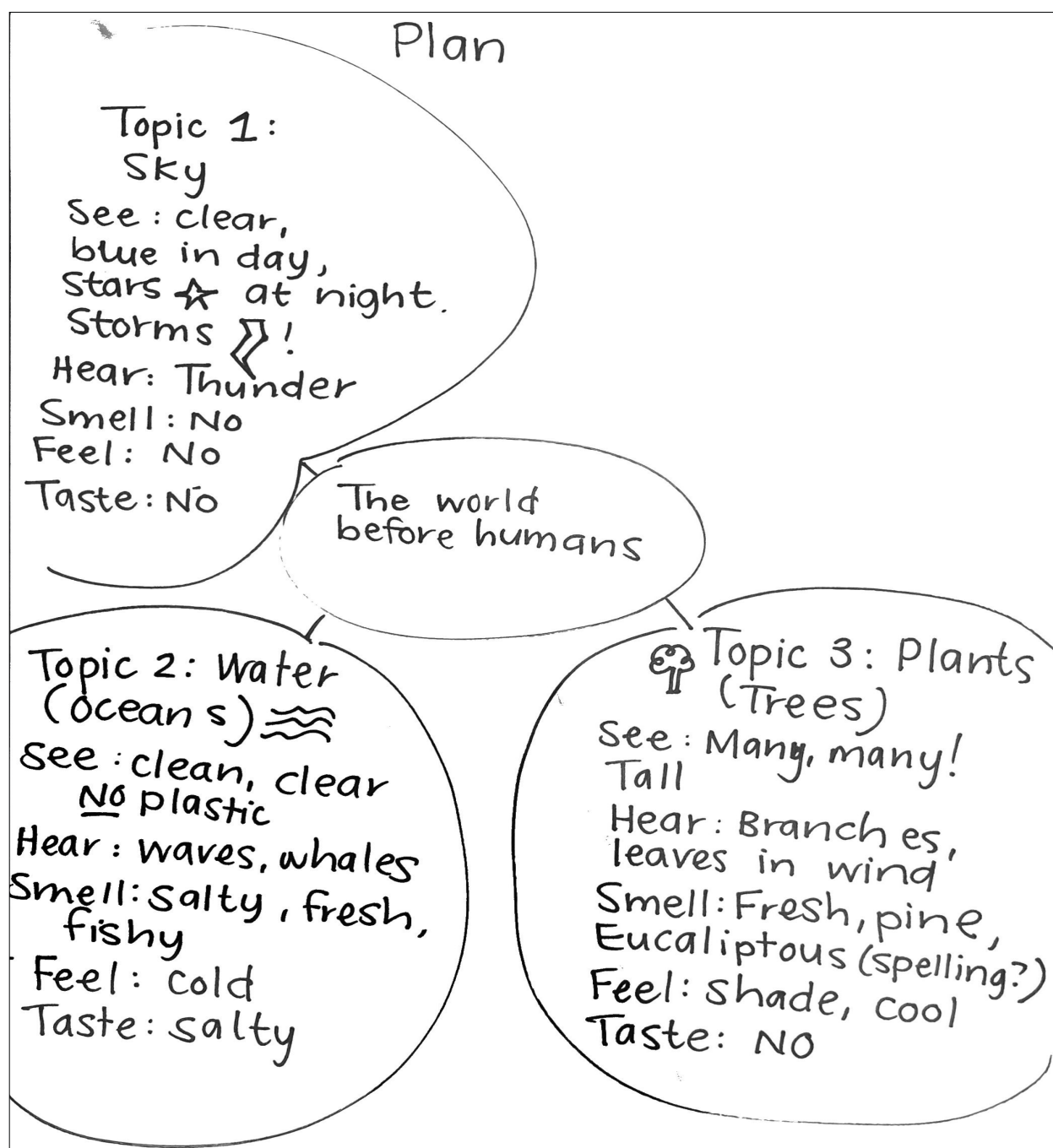
Theme	More Myths
Theme Vocabulary	myth, creature, magic, creation, lesson, rainbow, serpent, harmony, nature, environment, ancient, culture, honour, carve, survive, fresh, shimmering, sandy, wide, leafy
LSC	Adjectives
Comprehension Strategy	Make inferences Visualise
Writing Genre	Descriptive paragraphs
Writing Topic	Write three descriptive paragraphs describing what you think the world looked like before the Rainbow Serpent created humans. Each paragraph should have one topic. You can choose from: land, water, plants, animals, sky, or choose your own creative idea.



WEEK 2 MONDAY / DAY 1: PLANNING

Topic	Write three descriptive paragraphs describing what you think the world looked like before the Rainbow Serpent created humans. Each paragraph should have one topic. You can choose from: land, water, plants, animals, sky, or choose your own creative idea.
Genre	Descriptive paragraphs
Planning strategy	Mind map
Model the planning strategy: I do	1. Introduce the writing topic. 2. Show learners that you think before you write. 3. Orally share some of your ideas about how to address the writing topic, like: a. <i>I know from the writing topic that I will need to choose three different topic – one for each paragraph. I think I will choose sky, water – and write about the oceans, and then plants – and write about trees.</i> b. <i>I can visualise how clear the sky must have been without the pollution from humans, and how clean the oceans must have been – with no plastic in them, and fish and whales swimming happily. I can also visualise how many plants there must have been – because humans weren't cutting them down to build houses and clear fields.</i> 4. Have a mind map with prompts written on one side of the chalkboard. 5. Explain that by completing the mind map, we can plan our writing. 6. Show learners how you plan by completing a mind map. 7. Do this on the other side of the chalkboard.

<u>Sky:</u> Use your senses to describe the sky. See: Hear: Smell: Feel: Taste:	<u>Land:</u> Use your senses to describe the land. See: Hear: Smell: Feel: Taste:	<u>Animals:</u> Use your senses to describe the animals. See: Hear: Smell: Feel: Taste:	<u>Sky:</u> See: clear, blue in day, stars at night. Big storms Hear: Thunder, wind Smell: No Feel: No Taste: No		
	The world before humans : Questions			The world before humans : My plan	
<u>Water:</u> Use your senses to describe the water. See: Hear: Smell: Feel: Taste:	<u>Other:</u> <u>What is your other idea:</u> See: Hear: Smell: Feel: Taste:	<u>Plants</u> Use your senses to describe the animals. See: Hear: Smell: Feel: Taste:	<u>Water:</u> <u>Oceans</u> See: Clean, clear, no plastic Hear: waves Smell: salty, fresh, fishy Feel: cold Taste: salty	My plan	<u>Plants: Trees</u> See: Tall, many Hear: Branches in wind Smell: Fresh, pine, Eucalyptus Feel: Shade, cool Taste: No
Learners use the planning strategy: You do	1. Tell learners to close their eyes and think of their three topics, and how they will describe the three topics they have chosen. 2. Next, tell learners to turn and talk with a partner, to share their ideas. 3. Show learners the planning frame on the board and tell them to use this frame to plan their paragraphs, just like you did. 4. Hand out exercise books. 5. Tell learners they must write their own ideas – they must not to copy your plan. 6. As learners work, walk around the room and hold mini-conferences.				



WEEK 2 MONDAY / DAY 1: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 2 TUESDAY / DAY 2: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	Have you ever heard the tale,	<i>Cup your hand around your ear</i>
	Of the Rainbow Serpent, with shimmering scales?	<i>Move your hand like a snake</i>
	It created rivers, valleys and hills,	<i>Draw a river, valley and hill in the air</i>
	And all earth's creatures with magic skills.	<i>Make a circle with your arms to represent the earth</i>
	This story teaches us to care for all,	<i>Put your hands on your heart</i>
	Land, water, and creatures big and small.	<i>Use your fingers to show big and small</i>
	So let's remember this ancient myth,	<i>Point to your head</i>
	And live in peace with nature's gifts!	<i>Hug yourself</i>

Theme Vocabulary ancient, culture, honour, carve, survive

QUESTION OF THE DAY



Question	Do you know of any ancient myths from your culture?
Graph	2 columns
Options	Yes, I know of ancient myths from my culture. No, I don't know of any ancient myths from my culture.

Follow-up questions



Question	How many learners know of ancient myths from their culture?
Answer	__ learners know of ancient myths from their culture.
Question	How many learners don't know of ancient myths from their culture?
Answer	__ learners don't know of ancient myths from their culture.
Question	Do more learners know of ancient myths from their culture or not?
Answer	More learners __

Question	Do fewer learners know of ancient myths from their culture or not?
Answer	Fewer learners __
Question	Do you know of any ancient myths from your culture?
Answer	Yes, I know of ancient myths from my culture.
Answer	No, I don't know of any ancient myths from my culture.
INDEPENDENT WORK	
Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
 Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



WEEK 2 TUESDAY / DAY 2: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 2: WEDNESDAY / DAY 3: LSC AND DRAFTING



LANGUAGE STRUCTURES & CONVENTIONS

LSC

Modelling: I do

1. Explain that in descriptive writing, we have to use words that help the reader **visualise** the topic we are writing about!
2. Explain that one way we can be good, descriptive writers is by using interesting adjectives to describe our nouns.
3. Remind learners that a noun is a person, place or thing. Adjectives describe these words.
4. Explain that in English, adjectives can come before a noun. We can also list more than one adjective before a noun, like: **huge, beautiful** trees.
5. Explain that in this theme, we have learnt some good adjectives. Our Thursday vocabulary words are also good, interesting adjectives. (Teach the Thursday Week 2 vocabulary words quickly, if time permits: fresh, shimmering, sandy, wide, leafy)
6. Explain that we must try to use new, interesting adjectives in our descriptive writing, like:
RATHER THAN: The oceans were filled with fish.
*WE CAN WRITE: **The clear, blue** oceans were filled with **colourful** fish.*

LSC

Ask learners for help: We do

- a. Write the following sentence onto the board: The desert was filled with snakes.
- b. Underline the nouns: The desert was filled with snakes.
- c. Ask learners: What words can you think of to describe the underlined nouns?
- d. Brainstorm ideas, like: The **wide, sandy** desert was filled with **poisonous** snakes.
- e. Teach learners new adjectives to describe things in nature. Remind learners that colours are adjectives too.

LSC

Pair Work: You do

1. **Hand out learners' exercise books.**
2. Instruct learners to look at their plans from Monday.
3. Instruct learners to make sure they have three good adjectives in their plans. They can add or change their adjectives now.
4. As learners write, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing** to you.
6. Help learners use the first person.
7. Encourage learners!

Sharing

1. Call learners back together. Call on random learners to give examples of the adjectives they have written.
2. Explain that learners will need to use three interesting adjectives in their final draft this week.

WRITING

Writing Plan

Before class begins, rewrite the planning frame and your completed model plan on the board:

<u>Sky:</u> Use your senses to describe the sky. See: Hear: Smell: Feel: Taste:	<u>Land:</u> Use your senses to describe the land. See: Hear: Smell: Feel: Taste:	<u>Animals:</u> Use your senses to describe the animals. See: Hear: Smell: Feel: Taste:	<u>Sky:</u> See: clear, blue in day, stars at night. Big storms Hear: Thunder, wind Smell: No Feel: No Taste: No		
	The world before humans : Questions			The world before humans : My plan	
<u>Water:</u> Use your senses to describe the water. See: Hear: Smell: Feel: Taste:	<u>Other:</u> <u>What is your other idea:</u> See: Hear: Smell: Feel: Taste:	<u>Plants:</u> Use your senses to describe the animals. See: Hear: Smell: Feel: Taste:	<u>Water:</u> <u>Oceans</u> See: Clean, clear, no plastic Hear: waves Smell: salty, fresh, fishy Feel: cold Taste: salty		<u>Plants: Trees</u> See: Tall, many Hear: Branches in wind Smell: Fresh, pine, Eucalyptus Feel: Shade, cool Taste: No

Writing frame	1. Remind learners that they must use two interesting verbs in their paragraphs this week. 2. Next, tell learners that they must turn each point in their plan into a sentence. 3. Then, explain that points 1-5 will form the first paragraph. This is all about how the bird looks, sounds and feels. 4. Explain that points 6-7 will form the second paragraph. This is all about what the bird is doing, and how you feel when you see the bird. 5. Write the following writing frame on the chalkboard and show learners how you use it to write a draft of your paragraphs, using your plan. Writing frame: The world before humans <u>Paragraph 1: Choose one of your topics from your plan</u> Before the Rainbow Serpent created humans... Use your senses (See, hear, smell, feel, taste) to describe Topic 1. Make sure to include adjectives! <u>Paragraph 2: Choose the next topic from your plan</u> Without any humans... Use your senses (See, hear, smell, feel, taste) to describe Topic 2. Make sure to include adjectives! <u>Paragraph 3: Choose the last topic from your plan</u> The Rainbow Serpent also created.... Use your senses (See, hear, smell, feel, taste) to describe Topic 3. Make sure to include adjectives!
Draft	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will write three descriptive paragraphs using the frame. 4. Instruct learners to write the date and heading: Draft: Descriptive paragraphs a. Instruct learners to find their plan from Monday and think about their ideas. b. Instruct learners to complete the writing frame using their plans. c. Remind learners of the strategies they can use to help them. d. As learners write, walk around the classroom and help learners who are struggling.
Homework	If learners have not fully completed their final draft, they must do so as homework.



DRAFT 1

Before the Rainbow Serpent created humans, it created the sky. With no humans, there was no pollution. In the day, the sky was bright blue. In the night, there were a lot of stars. The sky always looked clear and beautiful. Even thunder storms were clearer and louder before there were humans.

Without any humans, the oceans were clean and clear, and as bright blue as the sky. There were fish everywhere, because no one colourful was fishing. There was no dirty plastic, and the seas were so clean you could drink the clean, salty water.

The Rainbow ^{Serpent} ~~Serpent~~ also created Trees before humans. The trees were happy and free because humans weren't there to cut them down. There were trees everywhere you looked - so many trees! The world was quiet without humans. It was all green. so you could hear the leaves move in even the soft wind.

**WEEK 2 WEDNESDAY / DAY 3: GROUP GUIDED AND
INDEPENDENT READING****GROUP GUIDED READING (SMALL GROUP)**

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.



WEEK 2 THURSDAY / DAY 4: ORAL ACTIVITIES

GRADE 5

TERM 3

WEEK 2

THURSDAY

Song / rhyme	Lyrics	Actions
	Have you ever heard the tale,	<i>Cup your hand around your ear</i>
	Of the Rainbow Serpent, with shimmering scales?	<i>Move your hand like a snake</i>
	It created rivers, valleys and hills,	<i>Draw a river, valley and hill in the air</i>
	And all earth's creatures with magic skills.	<i>Make a circle with your arms to represent the earth</i>
	This story teaches us to care for all,	<i>Put your hands on your heart</i>
	Land, water, and creatures big and small.	<i>Use your fingers to show big and small</i>
	So let's remember this ancient myth,	<i>Point to your head</i>
	And live in peace with nature's gifts!	<i>Hug yourself</i>
Theme vocabulary	fresh, shimmering, sandy, wide, leafy	



QUESTION OF THE DAY

Question	Which adjective do you think is the best to describe trees?
Graph	3 columns
Options	I think <i>fresh</i> is the best adjective to describe trees. I think <i>green</i> is the best adjective to describe trees. I think <i>leafy</i> is the best adjective to describe trees.

Follow-up questions

Question	How many learners think <i>fresh</i> is the best adjective to describe trees?
Answer	___ learners think <i>fresh</i> is the best adjective to describe trees.
Question	How many learners think <i>green</i> is the best adjective to describe trees?
Answer	___ learners think <i>green</i> is the best adjective to describe trees.

Question	How many learners think leafy is the best adjective to describe trees?
Answer	__ learners think <i>leafy</i> is the best adjective to describe trees
Question	Which adjective do most learners think is best?
Answer	Most learners think __ is the best adjective.
Question	Which adjective do fewest learners think is best?
Answer	Fewest learners think __ is the best adjective.
Question	Which adjective do you think is the best to describe trees?
Answer	I think <i>fresh</i> is the best adjective to describe trees.
Answer	I think <i>green</i> is the best adjective to describe trees.
Answer	I think <i>leafy</i> is the best adjective to describe trees.

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.


**WEEK 2 THURSDAY / DAY 4: GROUP GUIDED AND
INDEPENDENT READING**
**GROUP GUIDED READING (SMALL GROUP)**

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.



WEEK 2 FRIDAY / DAY 5: EDITING AND PUBLISHING

GRADE 5

TERM 3

WEEK 2

FRIDAY

Editing checklist	1. Do I have three paragraphs, each with their own topic? 2. Did I use three interesting adjectives? 3. Did I use my senses to describe the world before humans? 4. Did I spell all words correctly? 5. Does every sentence start with a capital letter? 6. Does every sentence end with a full stop or exclamation mark? 0
Edit	1. Instruct learners to open their exercise books to the completed draft. 2. Write the editing checklists on the board. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure the answer to each of these questions is yes. 5. Instruct learners to fix any mistakes they find. 6. Instruct learners to add any sentences or details that will help their report sound more interesting. Explain that learners may begin to publish when they are finished editing. 0
Publish	1. Instruct learners to read through their corrections. 2. Instruct learners to rewrite their draft, correcting any mistakes. 3. Instruct learners to rewrite a neat and edited copy of their draft under the heading: The world before the Rainbow Serpent created humans: Final Draft
Share	1. Instruct learners to turn and talk to a partner. 2. Instruct learners to take turns to read their writing aloud to their partner. 3. Instruct learners to tell each other at least one thing that they liked about each other's writing.
Homework	If learners have not fully completed their final draft, they must do so as homework.

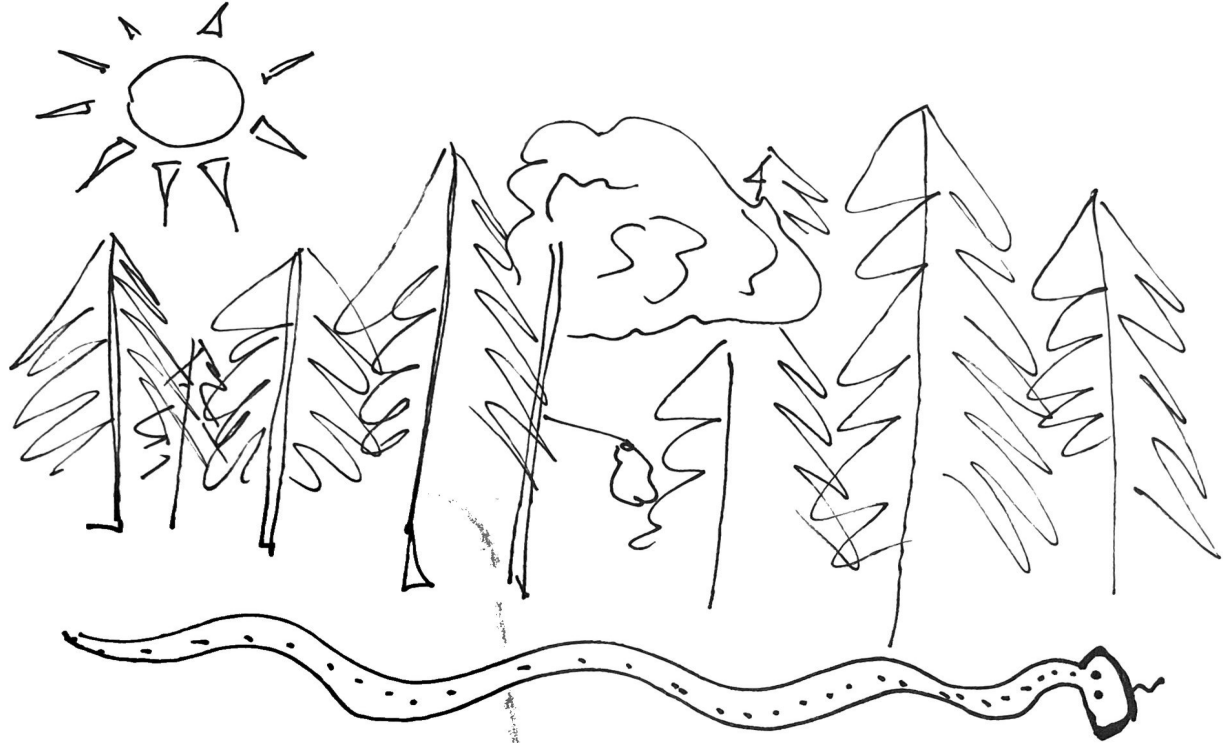
Before the Rainbow Serpent created humans: Final Draft

Before the Rainbow Serpent created humans, the sky was bright, clear and blue. At night, you could see a million stars. The stars sparkled all night long. Without pollution, the sky always looked clear and beautiful. Even thunderstorms looked clearer and nicer - and sounded louder, because there were no noisy cars or buses.

Without any humans, the oceans were also bright, clear and blue - just like the sky! They were filled with colourful fish, giant sharks, and red lobsters. If you stood on the shore, you could hear waves crashing and even whales singing nice songs, because humans were not making noise on the beach. There was no dirty pollution and you could even drink the clean, salty water.

The Rainbow Serpent also made trees before humans. The happy, free trees were everywhere, because no one was there to cut them down. The world smelled like fresh pine and Eucaly-

tus. The world was quiet without humans, so you could hear the leaves make noise even in soft wind.



WEEK 2 FRIDAY / DAY 5: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 2: CONCLUSION



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

Review the Word Find	1. Ask learners to open their exercise books to the Word Find of the week. 2. Write the word find table on the board. 3. Next, call on different learners to share the list of words they made and document this as follows: a. The learner calls out a word b. You point at each grapheme in the table c. You write the word below the table d. The rest of the class check to see that they made this word, or they add it to the list 4. Every week, monitor a different group's books to see that they are completing the activity properly.
Summarise	1. Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. 2. Remember to include: • Theme vocabulary • LSC • The different texts that were read • The small group discussion • The comprehension strategy • The writing genre and task • All content from the theme
Share with families	1. Ask learners to think about two things they learnt this week that they will share with their families. 2. Tell learners to turn and talk and share with a partner. 3. Ask a few learners to share their points with the class.
Acknowledge and celebrate	1. Acknowledge the improvements made by a few learners each week. 2. These improvements can be related to: • EFAL skills like reading or writing • Theme content • Tasks or activities • Behaviour in the class • Relationships with other learners • Attitude to EFAL • Or, any other aspect of classroom life 3. Remember to include all learners in this process on a regular basis.

**GRADE 5
TERM 3
WEEKS 3 & 4**

T H E M E

**FINDING OUT MORE
ABOUT FABLES**

Creative Writing Research Project

WEEK 3 MONDAY / DAY 1: INTRODUCTION TO PROJECT (30 MINUTES)**1. Introduce learners to the research part of the project. Tell them the following:**

- a. We are going to be doing a project for the next 6 weeks.
- b. This project will be focusing on a **literary genre**.
 - A literary genre is a type or category of literature (writing).
 - You have studied and read many of these already, for example: novels; short stories; myths; legends; fables; poems; dramas; and even songs.
- c. You will work **with a partner** to find out more about the literary genre of fables.
- d. You have already read and learnt about some fables. You can use the information and resources to help you with your research project.
- e. For the first part of this project, you will **research the topic of fables** by answering different questions.
 - Before we can find out anything about a topic, we need to ask questions about the topic.
 - These are sometimes called 'driving questions', because they drive the research.
 - To help you get started, we have designed 3 tasks, or sets of driving questions for you to answer.
 - This will get you thinking and learning more about the genre of poetry.
- f. Next, together with your partner, you will **make up your own driving questions** and **find the answer** through more research.
- g. You will document your notes and findings using **graphic organisers**.
- h. You will **work with a partner** to do your research, but you will **each submit a written copy of your project**.

2. Next, arrange your learners in pairs.

- a. If you have limited time, you may want to pre-select the pairs, and tell learners who they will be working with.
- b. **Or, if you have the time, play a game to help learners select new partners as follows:**
 - Tell learners that the characters in fables are non-human things.
 - Give every learner a character from a fable written on a piece of paper, for example: a hare, a tortoise, the wind, a lion, a jackal, the sun, a dog, a wolf, a baboon, a snake, a goat, and so on.
 - Take learners to an open area and tell them to walk around and act out their characters.
 - When they see someone acting out the same character as them, they must check to see if their papers match. If they do, they have found their partner, and must come and tell you.
 - If not, they must continue to walk around, acting out their emotion, until they match with a partner.
 - Ensure that every learner has a partner.

3. Finally, settle your learners at their desks with their partners, and help them establish a 'Partnership Agreement'.

- a. Explain to your learners that **21st century skills** are very important for us in the world today and for their futures as adults.
- b. These skills include **communicating, problem solving** and **collaborating**.
- c. Explain that working in pairs will give learners the opportunity to practice these skills.
- d. Once they are in partners, they must sit together and work on their partnership agreement.
- e. Give learners some time to sit and talk together about how they will work together:
 - How they want to be treated
 - How they will resolve conflict
 - How they will share responsibilities
 - What their strengths are
- f. Instruct learners to write a very short agreement completing these points so they have a 'contract' to follow as they work on their project.
- g. Write up the following frame on the writing board. Instruct learners to copy it into their exercise books and to complete it with their partner.

Partnership Agreement between _____ and _____

1. I would like to be treated as follows:
2. I will treat my partner as follows:
3. If we have a disagreement, we will:
4. I am good at:
5. I will be responsible for:

Partner 1 signature:

Partner 2 signature:

HOMEWORK

Encourage learners to read through the fables they have read previously this year.

WEEK 3 MONDAY / DAY 1: EXPLAINING THE FIRST 3 RESEARCH TASKS (30 MINUTES)

1. Tell the class that you will now going over the structure of the research project.
2. Ask the learners to turn to the theme: Finding out more about Fables in their Learner Books.
3. Make sure they know where all the texts and research questions are for the project.
4. Tell the learners that there will be several lessons explaining more about the project, the information and how their research will be done.
5. Explain that they must listen very carefully in those lessons, so they know exactly what is expected of them.
6. Remind learners that the first 3 tasks, or sets of driving questions, are in their Learner Books, together with texts that will help them to formulate their answers.
7. Go through Tasks 1-3 as follows:
 - a. Read the task aloud to learners.
 - b. Explain each question.
 - c. Briefly show them the text/s they must read to find the answers.
 - d. Tell them which graphic organiser will be used to record their answers.
 - e. Task 1: Mind-Map
 - f. Task 2: Mind-Map and Venn Diagram
 - g. Task 3: Mind-Map and Venn Diagram

TASK 1: Fabulous Fables (Mind-Map)

- a. What are fables?
- b. Who are the characters in fables?
- c. What comes at the end of a fable?
- d. Why do people read fables?

TASK 2: Looking closely at examples of a fables (Mind Map)

The hare and the tortoise

- a. What did the hare and the tortoise decide to do?
- b. How did the hare feel about the race?
- c. How did the tortoise feel about the race?
- d. What did the hare do in the middle of the race?
- e. Who won the race?
- f. How did the hare feel after the race?
- g. What is the lesson or moral of the fable?

The ant and the grasshopper

- a. In what season (what time of the year) does this fable start?
- b. What was Grasshopper doing?
- c. What was Ant doing?

- d. What did Ant tell Grasshopper to do?
- e. What happened when winter came?
- f. What did Grasshopper learn from this?
- g. What is something you can do today that will help you in your future?

Same or different? (Venn Diagram)

- a. What similarities do you see between the 2 fables?
- b. What differences do you see between the 2 fables?

Task 3 – Interview (Mind-Map and Venn Diagram)

Interview to find out how people of different ages feel about fables

- Ask a peer (someone in Grade 5) the following questions.
- Next, ask an older person (a family member or neighbour) the same questions.
- Make note of their answers.
- Before you start, remind the people you will interview of what a fable is. (A story that teaches us a lesson, the characters are usually non-human.)

Questions

- a. Do you know any fables?
 - If you answered yes, please name one of the fables you know.
- b. Do you like fables?
 - If you answered no, please explain why.
 - If you answered yes, please explain why.
- c. Have you ever written your own fable?
- d. If yes, what did you write about?
 - What was the lesson of your fable?
- e. If no, would you like to write your own fable?
 - What would the lesson at the end of your fable be?

Same or different?

- a. What **similarities** do you see between your peer and the older person's answers?
- b. What **differences** do you see between your peer and the older person's answers?

8. Explain to learners that **Task 4** will be their **own driving question**.
9. Ask learners if there are any questions or comments. Clarify any issues.

WEEK 3 TUESDAY / DAY 2: DEVELOPING YOUR OWN DRIVING QUESTION (30 MINUTES)

1. Remind your learners that before we start any research, we need to have specific questions to know exactly what it is we are going to try and find out about the topic.
2. Remind the learners about the three tasks they have to research about fables. Ask them what those three tasks are.
 - *Task 1 – finding out more about the genre of fables*
 - *Task 2 – analysing fables*
 - *Task 3 – interviews to find out how people of different ages feel about fables*
3. Next, explain to the learners that research can be:
 - a. A specific **question or questions** about documented information
 - b. Finding out about other **people's feelings, opinions or actions** in relation to a topic
 - c. Questioning your **own feelings, opinions or actions** in relation to a topic
4. Complete the following activities with learners to help them formulate different types of research questions.

Activity 1

- a. With your partner, **think of a question that you could ask to find out more about fables** (a specific question/s about documented information). Think about **where you would go** to find out that information.
- b. Write the following prompts on the board to help learners:
 - I want to find out more about Aesop who wrote so many fables. What was his life like and why did he write so many stories?
 - Are there modern fables? What are some of these fables, and who writes them?
 - What are some South African fables? What are the morals and lessons from these fables?
- c. Give learners a few minutes to think of their questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they could find the answers.
- e. Write their answers on the board.
- f. The learners should understand that they can find out this kind of information in the traditional way: go to libraries; look on the internet; read articles or other documents, etc.

Activity 2

- a. With your partner, **think of a question that you could ask to find out how people feel or what people think about something to do with fables.** Think about **how you would find out** that information.
- b. Write the following prompts on the writing board to help learners:
 - Do you think fables are good for teaching us lessons?
 - What do you think are important lessons that children need to learn about?
 - Do you ever tell children a fable to try and teach them a lesson? How did it work?
 - Where else can children learn moral lessons?
- c. Give learners a few minutes to think about their questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they would find the answers.
- e. Write their answers on the board.
- f. Learners should understand that that can find out this information from doing interviews and surveys with people at school or their families, neighbours, and so on (people they know). They could also go online to see what lots of different people think about their question.

Activity 3

- a. With your partner, think of a question where **you ask yourself a question about what you think or feel about fables.**
- b. Write the following prompts on the writing board to help learners:
 - Do I like fables? Why?
 - What lessons have I learnt from fables?
 - What would I write a fable about?
 - What is an important moral that I would like to teach?
- c. Give learners a few minutes to think about their questions and where they would find the answers.
- d. Call on different pairs to give their questions and where they would find the answers.
- e. Write their answers on the board.
- f. Learners should understand that that can find out this information from thinking about how they feel about something. They could do some research by reading or finding out more through books or online source to get more facts, but this would be mostly about their own responses.

Activity 4: Deciding on your own research question about fables and moral lessons – what do you want to find out?

- a. Tell your learners that with their partners, they must now **come up with their own driving question related to fables and moral lessons**.
 - b. Explain that they can use other learners' ideas on the board if they would like to.
 - c. Tell the learners that each pair must give you their question/s and must explain how they will find the answer/s to their question.
 - d. Also remind learners that they can use the resources provided in the Learner Book. There are four texts in the Learner Book:
 - In the Note Making section, there is a text on Aesop's Fables
 - In the TASK 4 Texts section, there are:
 - ◊ Examples of African texts: The misunderstanding, The wind and the sun
 - ◊ Learning lessons from stories
 - e. Learners can use a **library or the internet** if they have access to these.
 - f. If learners want to ask opinion questions, they must plan **what their questions are** and **whom they will approach to interview**.
 - g. Set the deadline for pairs to submit their question – this should be done by the following day.
 - h. Then, check that each driving question is appropriate and that learners can access information to answer their question.
-

WEEK 3 TUESDAY / DAY 2: ASSESSMENT GUIDELINES (30 MINUTES)

1. Use this lesson to explain to the learners how they will be assessed on their project, and what criteria will be used to assess this part of the research.
2. They must pay attention in the following lessons as many of these assessment criteria will be explained and taught.
3. Write a copy of the assessment rubric on the chalkboard.
4. Show and explain the rubric for the following criteria:

Assessment Criteria

- a. **Development of own research question/s:** this is the question that is a main part of your research. It is very important that you have established your question clearly and that have a good understanding of **what the question is asking and where you can go to find out your answers.**
- b. **Organisational skills and use of graphic organiser:** Graphic means to do things in a **visual manner.** So, this is a way of presenting information visually so that it helps the researcher and the reader understand it. In past cycles this year, we have used graphic organisers to help us with our learning.
In this project you will use a **Mind-Map** and **Venn Diagram** as graphic organisers to show all the information you have found. We will look at examples and go over this in more detail in the next lesson.
- c. **Relevance of information:** Is all your research actually answering the research questions and your driving question/s? There is no point in just reading through texts and writing things down if you're not finding out answers to your questions.
- d. **Note-making skills:** while you are reading and researching, you need to make good notes. You must use **key words** and not write down everything you read. We will have a lesson on note-making, so make sure you follow that carefully as you will be assessed on this aspect of your research.
- e. **Bibliography:** a bibliography is to show where you got all the information for your research. A bibliography is a list of all books, articles, videos, interviews and any other sources of information you used. There is a very specific way of setting out a bibliography giving information about the source, e.g. who wrote it, when was it written, and so on. You should have more than one resource when researching. We will learn more about this in another lesson. Make sure you pay careful attention as this is part of your research and you will be marked on this.

- f. **Editing and presentation:** all the research you do needs to be edited and mistakes need to be corrected. All your research needs to be presented neatly and in a visually appealing way.
- g. **Independent work in class:** learners need to work in their pairs in class. Learners need to get straight to work, focus on their tasks, work well together in pairs, not bother those around them and show self-discipline.

5. Once you have gone through the criteria, ask learners if they have comments or questions. Respond to clarify any issues.

WEEK 3 WEDNESDAY / DAY 3: NOTE-MAKING USING KEY WORDS (30 MINUTES)

1. Tell learners that in this lesson, we will go through note-making skills to document our notes.
2. Explain to the learners that making notes is a valuable research and studying skill – it is important for them to know how to make good notes.
3. Explain that the notes have to be clear and easy to understand.
4. The notes must also be specific to the questions, because they don't want to read everything all over again.
5. **Explain the following important points about note-making to learners:**
 - a. Note-making is about understanding what you are reading.
 - b. It is also about writing down the most important points.
 - c. You are researching and looking for answers, so you need to read very carefully to look for specific information that will help with help your research.
 - d. Be very clear about what your questions are before you start reading. If you have a clear focus on information you are looking for, you will read with those questions in mind.
 - e. After you have read a few lines or a short paragraph - stop. Ask yourself:
 - What is/are the main points I've read?
 - DO these main points *answer any of my research questions*?
 - f. Try write down the relevant key words of what you have just read (in your own words if possible).
 - g. For every key word or main idea, see if there is a detail or example that is also important for your understanding.
 - h. Do not write down everything in the text – just the key words and important details/ examples.
 - i. Once you have finished reading the text, ask yourself the following questions:
 - Have I got all the main ideas in key words?
 - Have I got the important details or examples that go with the key words?
 - Has this answered all my questions? If not, what do I still need to find out?

Step 1 in Note Making: Reading with Purpose

1. Tell learners to turn to the short text *Aesop's Fables* in their Learner Books.
2. Tell learners that they should imagine that their research questions are as follows:

Topic: Fables

- a. I want to find out more about Aesop who wrote many fables.
 - b. I want to find out more about his life.
 - c. I want to find out more about his fables.
3. Read the text on *Aesop's Fables* aloud. Read through the whole text once, asking learners to listen and follow carefully, whilst keeping the research questions in mind.

Aesop's fables

People say Aesop was the writer of many fables we know and still tell today. Aesop was a slave in ancient Greece. He lived more than 2,500 years ago. We don't know a lot about Aesop's life. We know he was a slave. However he was allowed to go free because he always told stories and he told them very well. He travelled all around Greece, sharing his fables.

Aesop told fables where the characters were animals. The stories are fun to read and also teach important lessons, for example, that we should behave kindly and honestly towards other people. The lessons in his stories are important and we can still learn from these lessons today. Aesop's fables are still popular today with old and young people.

4. Next, ask learners to think of the research questions, and if they noticed any answers as you read.
5. Call on individual learners to state a research question, and to then find and read the section of text that contains the answer. For example:
 - a. Research question: **I want to find out more about his life.**
 - I can find the answers in this part of the text: *People say Aesop was the writer of many fables we know and still tell today. Aesop lived in ancient Greece. He lived more than 2,500 years ago. We don't know a lot about Aesop's life. We know he was a slave. However, he was allowed to go free because he always told stories and he told them very well. He travelled all around Greece, sharing his fables.*
 - b. Research question: **I want to find out more about what his fables were about.**
 - I can find the answers in this part of the text: *Aesop told fables where the characters were animals. The stories are fun to read and also teach important lessons. For example, how we should behave kindly and honestly with other people and how we should not be too proud and arrogant. The lessons in his stories are important and we can still learn from these lessons today. Aesop's fables are still popular today with old and young people.*

Step 2 in note-making: Creating a structure using headings, sub-headings and examples

1. Show learners how to create a structure for their notes using headings, sub-headings and examples.
2. Start by identifying the main heading and writing this down – this must link to the research topic. Write down and underline the main heading:
Aesop
3. Next, decide on sub-headings that will be listed beneath the main heading, write the first sub-heading down and underline it.

4. Your sub-headings could be:
 - His life
 - His fables
5. **Then, use key-words to document the answers to the research questions.**
6. Tell learners that key words hold the meaning of a sentence together. This means we do not have to write down every single word, just the words that are key for us to remember the important information that we read.

Document the key words for the first two sub-headings as follows (I do):

1. Write the key words beneath the sub-heading
2. Use bullet points for each new point
3. If there is an example - add it
4. If there is missing information – make a note

His Life

- *Ancient Greece*
- *2,500 years ago*
- *Was a slave*
- *Travelled around Greece and told lots of good stories*

Document key words under sub-headings: You do

1. Ask one pair of learners to suggest the key words for the next sub-heading: His fables.
2. As learners call out answers, document them on the board.
3. Correct any errors that learners make.

His fables

- *Animal characters*
- *Important lessons about life*
 - ◇ *Detail: e.g. need to be kind and honest*
 - ◇ *Detail: e.g. don't be proud and arrogant*
- *Still read today.*

WEEK 3 WEDNESDAY / DAY 3: USING A GRAPHIC ORGANISER (30 MINUTES)

1. Use this lesson to explain to learners that they will not be presenting their findings in long written form, or as simple keywords written on a page.
2. Instead, they will be using **Graphic Organisers** to present their findings.
3. Explain that a graphic organiser needs to be set out very carefully so that all research, information and ideas are clear and presented in a way that is easy for the reader to understand.
4. Tell learners that in a graphic organiser, they will set out information in specific ways and will divide information into logical headings and sub-headings.

GRAPHIC ORGANISER: MIND MAP – For TASKS 1 and 2

1. A mind map is a tool used by someone who needs to organise and present their thoughts, ideas or information.
2. While we all learn differently, many of us can take in the information when it is presented visually.
3. A mind map is an illustration with the **heading** in the middle in a circle.
4. There are lines going outwards from this heading connecting the central word/idea to other linking ideas – **sub-headings**.
5. And then there are often more lines from these sub-headings to **examples or more details**.
6. Tell learners to turn to the example of a Mind Map in their Learner Books.
7. **Go over this example with the learners, pointing out:**
 - a. Heading/ Main topic
 - b. Sub-headings
 - c. Details and notes under the sub-headings
 - d. Examples to illustrate the notes (where possible)
 - e. The spacing and layout of the Mind Map
 - f. The difference in size, font and even colour between the different levels: main heading; sub-headings; examples.
8. Make sure that the learners understand the links between the heading, sub-headings, and examples.
9. Ensure that learners all understand that the information in the mind map is relevant and connected to the main heading.

GRAPHIC ORGANISER: VENN DIAGRAM – for TASK 2

1. Explain to learners that a Venn Diagram is an illustration that uses circles to show the similarities and differences between two things.
2. The parts of the circles that overlap in the middle show what the things have in common – how they are the same, or, how they compare.
3. The parts that are separate show how they are different, or, how they contrast.
4. With a Venn Diagram, we should always be able to make conclusions and be able to answer questions from how the information is presented.
5. Tell learners to turn to the example Venn Diagram in their Learner Books.
6. Go over this example with the learners, pointing out:
 - a. The headings – what are the two things that are being analysed?
 - b. What are the different things about each one?
 - c. What do they have in common?
 - d. How is the Venn Diagram laid out and presented?
 - e. What conclusions can you make from this graphic organiser?

7. Remind learners that in both Tasks 2 and 3, there are similarities and differences questions.
8. This means that for both those Tasks, they have to create a Mind-Map and a Venn Diagram.
9. Make sure they understand this clearly.

HOMEWORK

Tell learners to go over the example Mind-Map and Venn-Diagram for homework, to ensure that they know how these graphic organisers are used.

WEEK 3 THURSDAY / DAY 4: BIBLIOGRAPHY (30 MINUTES)

1. Briefly give a simple explanation of what a bibliography is, and why it is important.
2. Tell the learners, a bibliography literally means a 'list of books'.
3. At the end of your project, or any research you do, you need to write a list of all the sources and materials you used to get your information.
4. This could include: books, articles, websites, videos, interviews, etc.
5. It is always important that you show where your information and ideas came from as this means you researched your work from reliable sources to get your information.
6. Anytime you use the ideas or information from somewhere else, you need to acknowledge where it came from. If you do not, you would be plagiarising. [**Plagiarism** is saying the idea or the information is yours, when it actually came from someone or somewhere else.]
7. A good piece of research should have more than one resource used.

Guidelines for a bibliography when using books or articles:

- **Author/s** (Surname first, then first name as your bibliography must always be in alphabetical order from the surnames)
- **Title** of the book or article - this must be underlined
- **Year** it was published
- **Publisher**
- **Place** of Publication
- We use commas in between all these pieces of information.

E.g. Du Toit, Magdaleen, African Myths and Legends, 2001, Fantasi Books (Pty) Ltd, South Africa

Guidelines for a bibliography when using online sources:

- **Name of website**
- **URL link:** [http/...](http://...)
- **Date accessed/viewed**
- We use commas between all these pieces of information

E.g. South African History Online, <https://www.sahistory.org.za/people/gladysthomas>, Accessed on the 06/08/2023, Accessed on the 30 July 2023

Guidelines for a bibliography when using interviews:

- **Person's surname then first name**
- **date of interview**
- **place of interview**
- We use commas between all these pieces of information.

E.g. **Interview with Ngubane, Cebisa, on the 10 August 2023, Katlehong**

Completing a bibliography:

1. Show learners how to reference a book for their bibliography with an example from a book in the class. Go through it with them step by step.

e.g. **Morrison, Karen, Macgregor, Fiona, Paizee, Daphne** English FAL
Core Reader Grade 6, 2012, Cambridge University Press, South Africa

2. Go through the example with the learners:
 - **Morrison, Karen, Macgregor, Fiona, Paizee, Daphne** - authors' names with the surnames first then the first names
 - **English FAL Core Reader Grade 6** - the name of the book (underlined)
 - **2012** – date published
 - **Cambridge University Press** – published by
 - **South Africa** – place of publication
3. Now ask learners to work in pairs. They must find a book in the class and write the information as though they were writing this book as a reference in their bibliography.
4. Go around the class and check they the learners are setting out the information in the correct way.

WEEK 3 THURSDAY / DAY 4: VOCABULARY (30 MINUTES)

1. There is important vocabulary that the learners will need to know and understand in order to read the texts and do their research.
2. Use the 'PATS' methodology to teach new vocabulary.
PATS is an acronym for Point, Act, Tell and Say.
 - a. **P - POINT** to a picture or real item, if possible.
 - b. **A - ACT** out the theme word, if possible.
 - c. **T - TELL** learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - d. **S - SAY** the word in a sentence, and have the learners repeat the word after you.
3. Use PATS to teach the following vocabulary words.
4. It is not always possible to do all four actions (PATS) for each theme word – just do what is appropriate.

VOCABULARY	DEFINITION
slave	Someone who belongs to someone else and works for no pay
arrogant	To think you are the best and better than others
fiction	Stories that are not true
behaviour	The way we act and behave
personality	The kind of person you are, or how you behave
conflict	A problem or disagreement
characteristics	Parts of / things that we find in ...
moral	A lesson or message that we learn about how to be better
confident	Sure of yourself
steady	Regular or constant
apologise	To say sorry
determination	To be very focused to do something or finish something
scoff	Make fun of

HOMEWORK

Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

WEEK 3 FRIDAY / DAY 5: LSC (30 MINUTES)

1. Remind the learners that many writers use special language structures to create effects in their writing.
2. One of the language structures in fables is **direct speech**. This is so that we can hear the characters speak in their own words. It gives them more of a personality.
3. Tell learners that you will now **revise direct speech and the punctuation of direct speech**.

Revising DIRECT SPEECH:**Rule 1: Use quotation marks for all direct speech**

- When someone's words are written exactly as that person said them, you need to put those words in quotation marks:
- He boasted, 'I'll finish the race before you even start, Tortoise.'

Rule 2: Quotation marks are used in pairs

- There is an opening quotation mark that comes before the first word of the quoted speech. Then there is a closing quotation mark that comes after the last word of the quoted speech. This can **be one or two or more sentences**.
- 'We'll see about that, Hare. Slow and steady wins the race.'

Rule 3: When the QUOTED SPEECH comes AFTER the speaking verb, you use a comma after the verb of speaking and before the quoted speech.

- He apologised to Tortoise, 'I'm so sorry.'
(This use of the comma helps the reader to pause between the beginning of the sentence and the quoted speech while letting us know that this is still one sentence.)

Rule 4: When the QUOTED SPEECH comes BEFORE the speaking verb and the final sentence of the quoted speech ends with a FULL STOP, replace the full stop at the end of the quoted sentence with a comma.

- Here is an example where the quoted speech (*I'm so sorry.*) ending with a full stop, comes before the speaking verb. The full stop at the end of the quoted speech changes to a comma and we put the full stop right at the end:
- 'I'm so sorry,' he apologised to Tortoise.

Rule 5: When the QUOTED SPEECH comes BEFORE the speaking verb and the final sentence of the quoted speech ends with an EXCLAMATION MARK or a QUESTION MARK, you do NOT replace the exclamation mark or question mark with a comma.

- Instead of replacing the exclamation mark or question mark with a comma, you just leave it unchanged. Here's an example with an exclamation mark:
- 'I'll catch up quickly!' he said speeding off.

- Here's an example with a question mark:
- **'I can't believe you beat me, Tortoise! You're so slow. How did this happen?' said the hare shaking his head.**

4. Ask the learners to open their Learner Books to the fable The Ant and the Grasshopper:
5. Show the learners how direct speech is used in the fable.
6. **I do:**
 - a. Point out the words that the grasshopper says in paragraph 2.
(Why not come and play with me? You're working too hard. The sun is shining. It's a beautiful day!)
7. **We do:**
 - b. Now ask one of the learners to say the words that the ant says in paragraph 3.
(I am helping to collect food for the winter when there won't be any food. And you should do the same.)
8. **I do:**
 - c. Explain the use of the question mark in paragraph 4 to learners.
(The question mark is inside of – before – the quotation mark. When the character is asking a question, the question mark is always within the quotation mark.)
9. **We do:**
Ask learners to explain why the comma is before the quotation mark in paragraph 5.
(The comma is before the quotation mark because we don't put a full stop if the speaking verb follows the direct speech.)

Closure

1. Remind learners that they must be aware of the direct speech in fables and all stories.
2. Direct speech gives us more understanding about the characters.
3. We need to know how to punctuate direct speech in our own writing.

**WEEK 3 FRIDAY / DAY 5 and WEEK 4 MONDAY / DAY 1:
FIRST READ OF TEXTS (2 X 30 MINUTES)**

1. Explain to the learners that they are now going to start their research.
2. Explain that they will be reading texts to get the information they need for Tasks 1 and 2.
3. **To prepare for their reading, write the Task 1 questions on the board:**
 - a. What are fables?
 - b. Who are the characters in fables?
 - c. What comes at the end of a fable?
 - d. Why do people read fables?
4. Tell the learners to work with their partners to answer the questions as best they can. Give them 5-8 minutes to do this. If they do not know the answers, tell them that is fine as that's what their research will lead them to find out.
5. Ask the learners to open their Learner Books to the theme: **Finding out more about Fables.**
6. Ask them to look at the texts and scan the titles, layout, pictures, heading, sub-headings, captions etc of the different texts. Ask them what they think they will be reading about. Give them a few minutes to do this.
7. **Ask learners to turn and talk to their partner and answer the following questions:**
 - a. What do these features tell us about the text we are about to read?
 - b. Do you think these are fiction or nonfiction texts? Why?
 - c. What kind of fiction or nonfiction texts do you think they are? Why?

Explaining the titles and genre of texts

1. Read and explain the meaning of the titles:
 - a. **Fabulous Fable**
This text is a non-fiction information text looking at what fables are. The text explains the characters in fables. It talks about the moral or lesson at the end. It also gives some examples of famous fables.
 - b. **The hare and the tortoise**
This is an example of a famous fable. It's the story of a very fast hare (rabbit) and a very slow tortoise who have a race. The hare thought he would win, but instead he learns an important lesson.
 - c. **The ant and the grasshopper**
This is another example of a famous fable. The grasshopper laughs at the ant for working so hard on a beautiful summer day. But the grasshopper didn't think about preparing for the cold winter and the ant teaches him a lesson.

d. **The misunderstanding**

This is a fable about two good friends. There is a misunderstanding that hurts their friendship. The one friend nearly gets badly harmed, but at the end they are friends again. They learnt a big lesson about how to be a friend.

e. **The Wind and the Sun**

A fable: The wind and the sun have an argument about who is stronger. Even though the wind is very powerful, the sun shows the wind that sometimes you don't have to be forceful to be stronger.

f. **Learning lessons from stories**

This is a non-fiction text explaining how we can learn a lot from characters in stories. In all kinds of stories, we can learn lessons that teach up about how we can behave and what is important in life.

Important words and words that are not understood

1. Next, instruct each group to scan one or two texts. (Assign texts to each pair.)
2. Explain that scanning is not reading every word. It is allowing your eyes to run over the text quickly to find certain words or pieces of information.
3. Instruct learners to scan the text and make a list of any words that they **do not understand**.
4. Also instruct learners to make a list of any words they think are **important** in telling us what the text is about.
5. Once the groups have had some time to scan, draw a table on the board and write down their words. Point out that some words may appear in both of their lists.
6. Go over each word and explain it for the learners.

Fable texts	
Words I don't understand	Important words

First readings

1. Now, do a first read of each text.
2. Read each text aloud, fluently and audibly, giving basic explanations.
3. Point out the vocabulary and LSC in context.
4. If you do not have time to read over all the texts, then read and explain the first one *Fabulous Fables*. The learners will read the rest in the following lessons.
5. *NOTE: If learners aren't able to read all the texts by themselves in the following lessons, the teacher must take more time in the first 2 following lessons and keep reading and explaining the texts and guiding the learners through them.*

**GRADE 5
TERM 3
WEEKS 3 & 4**

T H E M E

**FINDING OUT MORE
ABOUT FABLES**

Creative Writing Research Project

WEEK 4 MONDAY / DAY 1: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 1 of 8

Independent Work

1. For each of the next eight lessons, settle the learners as quickly as possible with their partners. They will need their research notes, their Learner Books, and any other resources that they may have gathered.
2. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must read the research questions for Task 1.
 - b. They must read the first text: **Fabulous Fables**.
 - c. They must the answers to the questions and made notes under relevant headings using key words.
3. Monitor the learners as they work to ensure that all pairs stay focussed.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to make sure you are answering what the question is asking.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete the answers for Task 1.

WEEK 4 TUESDAY / DAY 2: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 2 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must organise the answers to Task 1 into a Mind-Map.
2. Monitor the learners as they work to ensure that all pairs stay focussed.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to think carefully about your headings and sub-headings.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete their mind map and the bibliography for Task 1.
2. Also tell learners to finish Task 1 for Homework in order to keep up the pace of the project.

WEEK 4 TUESDAY / DAY 2: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 3 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must read the research questions for Task 2
 - b. They must have read the fable: ***The hare and the tortoise***.
 - c. They must have read the fable: ***The ant and the grasshopper***.
 - d. They must find the answers to the Task 2 questions and make notes under relevant headings using key words.
2. Monitor the learners as they work to ensure that all pairs stay focussed.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to make your notes more carefully. Don't write out the fable again.

Closure

1. In the last 2 minutes of the lesson, tell learners to continue to work on Task 2 for Homework in order to keep up the pace of the project.

WEEK 4 WEDNESDAY / DAY 3: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 4 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must structure their answers for Task 2 as a mind map.
 - b. They must answer the questions about differences and similarities, and present their answers in a Venn Diagram.
 - c. They must complete the bibliography for Task 2.
4. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to set out your Venn Diagram so that you have enough space to write all your important key words.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete a bibliography for Task 2.
2. Also tell learners to complete Task 2 for Homework in order to keep up the pace of the project.

**WEEK 4 WEDNESDAY / DAY 3: DOING THE RESEARCH
AND NOTE-TAKING (30 MINUTES)**

Lesson 5 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - They must interview one of their peers to find the answers to the research questions for Task 3.
 - For Homework, they must interview one older person to find the answers for Task 3.
 - They must structure their answers for Task 3 as a mind map.
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
4. The learners must talk through what they have done and show evidence.
5. The teacher must give feedback.
6. The learners must discuss blockages/problems and ask for guidance.
7. The teacher must try to give guidance without giving answers, i.e.: I think you need to ask more than one person these questions. / I think you need to write the questions that you will ask your parents before you interview them.

Closure

1. In the last 2 minutes of the lesson, tell learners to complete their Task 3 interviews and mind maps for Homework in order to keep up the pace of the project.

WEEK 4 THURSDAY / DAY 4: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 6 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must complete their Mind Maps for Task 3.
 - b. They must answer the questions about similarities and differences,
 - c. They must structure the Venn Diagram for Task 3.
 - d. They must complete the bibliography for Task 3.
 - e. They must finalise their own driving question – Task 4, and they should know how to find out the answers to this question.
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
4. The learners must talk through what they have done and show evidence.
5. The teacher must give feedback.
6. The learners must discuss blockages/problems and ask for guidance.
7. The teacher must try to give guidance without giving answers, i.e.: I think you need to only use the important parts of the answers that answer the question. / I think you need to set out your Venn Diagram more carefully.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete a bibliography for Task 3.
2. Also tell learners to prepare Task 4 for Homework in order to keep up the pace of the project.

WEEK 4 THURSDAY / DAY 4: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 7 of 8

Independent Work

1. Remind learners of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must find the answers to their own driving question/s for Task 4.
 - b. They must document the answers to these questions in the form of a Mind-Map, using key words.
2. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to make sure all your information is relevant to your driving question.

Closure

1. In the last 2 minutes of the lesson, tell learners to complete the Mind-Map for Task 4 for Homework in order to keep up the pace of the project.

WEEK 4 FRIDAY / DAY 5: DOING THE RESEARCH AND NOTE-TAKING (30 MINUTES)

Lesson 8 of 8

Independent Work

1. Remind learners that this is the very last lesson that they have for the research component of their project.
2. Remind them of the research task they must complete today in order to stay on track with the pacing of this project:
 - a. They must complete the Mind Map for Task 4.
 - b. If required, they must make a Venn Diagram to present similarities and differences in their findings.
 - c. They must make a bibliography for Task 4.
3. Monitor the learners as they work to ensure that all pairs stay focused.

Mini-Conferences

1. At the start of each of these eight lessons, book 2-3 mini-conferences with different pairs.
2. Make sure you see different pairs during every lesson, and try to prioritise pairs that may need help or focus, or pairs that request a session.
3. In the mini-conferences the following can happen:
4. The learners must talk through what they have done and show evidence.
5. The teacher must give feedback.
6. The learners must discuss blockages/problems and ask for guidance.
7. The teacher must try to give guidance without giving answers, i.e.: I think you need to read this text again. / I think you need to think carefully if you have all the information you need.

Closure

1. In the last 2 minutes of the lesson, remind learners to complete a bibliography for Task 4.
2. Also tell learners that this was the final research lesson for this project.
3. **If they have any unfinished notes, graphic organisers or bibliographies or Tasks they need to complete these for HOMEWORK.**
4. Explain that in the next lesson they will have some time to edit and work on the presentation of their project.
5. Remind them to bring any illustrations, pictures, poster board, etc that they may want to utilise, but that it is perfectly acceptable for them to present their projects in their exercise books.

WEEK 4 FRIDAY / DAY 5: FINAL DRAFT OF RESEARCH PRESENTATION (30 MINUTES)

1. Tell learners that they now have one more lesson to work on the final presentation of their research work.
2. **REMIND learners that they must each submit their own copy of the research.**
3. Remind learners of the rubric to assess their research and all the different components required:
 - Their answers to the questions in Tasks 1, 2, 3 and 4, presented in the form of key words using the structures of Mind-Maps and Venn Diagrams
 - Their bibliographies
 - The editing and presentation of their work

Editing Checklist

1. Read through and explain the checklist to learners.
2. Next, learners need to go through the checklist and put a tick or cross next to each point.
3. Where they have put a cross, they need to go back to that part and redo.
4. Make sure all learners understand the checklist and are completing their research project.
5. Walk around and check that all learners are submitting their research individually.

EDITING CHECKLIST FOR RESEACH PROJECT		✓ or x
Own Driving Question	Have we developed a clear driving question? Do we understand what the question is asking, and where we can go to get the answers?	
Organisational skills and use of graphic organiser	Are my graphic organisers correctly laid out and taken from my notes? Are my graphic organisers clearly presented and is the information accessible to the reader?	
Relevance of information	Is all the information in my graphic organisers relevant and responding to the questions?	
Note-making skills	Did I take down the key points and important details and examples? Is there no unnecessary information?	
Bibliography	Have I set out my bibliography alphabetically from the surnames? Have I included all the details needed in the correct order? Have I used more than one source to find out my answers?	

Editing and presentation	Have I checked everything I am submitting and made sure there are no mistakes? Is everything clear and presented in a visually appealing way? Is all the research put together neatly, with a cover page and properly labelled with my name clearly on it?	
Independent work in class	Have we worked well together and showed self-discipline and kept to our agreement we signed?	

Reflection

1. Use the last few minutes of this lesson to reflect on the project process.
2. Write the following questions on the chalkboard and ask learners to discuss them in their pairs.
3. Then, call on different learners to share their answers.
4. Try to get a good sense of what worked for learners and what you may need to adapt for future projects.
5. If you have time, you may want to ask learners to submit written answers to the reflection questions. This could be part of the project.

Reflection Questions: Research Project

1. Did we complete the 4 project tasks to the best of our ability?
2. If not, what stopped us from doing this?
3. Did this project help us with other research we will do in the future?
4. If yes, what helped us in this project?
5. If no, what was difficult for us?
6. Did we enjoy completing the project, or part of the project? Why or why not?
7. Did we learn any new skills or knowledge through this project? If so, what?
8. What did we learn about ourselves and each other through this project?
9. Did our 'Project Agreement' work for us? Why or why not?
10. Did the experience of the mini-conference help us? Why or why not?

[illegible]

**GRADE 5
TERM 3
WEEKS 5 & 6**

T H E M E

WRITING ABOUT FABLES

Creative Writing Research Project

TERM 3: WEEK 5



OVERVIEW

Theme	Writing about Fables
Theme Vocabulary	next, then, suddenly, however, after, afterward, meanwhile, at the same time, therefore, in the distance, finally, during the morning/afternoon/night/week, of course, nevertheless, while
LSC	Linking words and phrases
Writing Topic	Make a comic strip of a fable. Write a short paragraph about the moral of your fable.
Classroom Preparation	1. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 2. This project provides standard reading material for learners to use as their research source materials. 3. However, if your school and community has access to other source materials, please ensure that these are used – do not limit learners to using only what is provided.

WEEK 5 MONDAY / DAY 1: INTRODUCTION (30 MINUTES)

1. **Introduce learners to Stage 2, the WRITING part of the project. Tell them the following:**
 - a. They are now moving on from the research stage to the writing stage where they will produce their own writing.
 - b. They have to use everything they have learnt and researched to help them complete this part of the project.
 - c. They also have to use their own imagination, thoughts and lots of creativity!
 - d. They will have two weeks to complete the writing tasks: Task 5 and Task 6.
 - e. Task 5 and Task 6 will be done individually, without a partner.
 - f. Both tasks will be assessed.
2. Ask the learners to turn to the person next to them. They are to answer the following questions. This will remind them what they have researched and discussed already. Let the pairs discuss these questions.
3. **Write the following questions on the board:**
 - a. *Why do people write fables?*
 - b. *All fables end with a moral or a lesson. What are some morals you remember from the fables you've read?*
 - c. *Who are the characters in fables?*
 - d. *How do writers help readers picture what the characters in the fables are like?*
 - e. *From your interviews, which fables do Grade 5 learners like, and which morals are important to them?*
 - f. *From your interviews, which fables do grown-ups like and which morals are important to them?*
4. Once the pairs have had time to discuss, ask some learners for their answers.
5. Ask if there are any questions at this stage. Clarify where needed.

WEEK 5 MONDAY / DAY 1: EXPLAINING TASK 5 and TASK 6 (30 MINUTES)

1. Tell the learners that you will now be going over the structure of the writing tasks.
2. Remind them that Task 5 and Task 6 will be done individually.
3. Tell the learners that there will be some lessons explaining more about the project and giving them guidelines to do their tasks. They must listen carefully in those lessons, as those explanations are very important.
4. Turn to Task 5 and 6 in the Learner Books, and carefully explain them to learners:

Task 5: Create a comic of a fable

- Write and draw a comic strip of a fable.
- Choose a fable from the Learner Book, or choose another fable, or make up your own fable.
 - a. Plan out your fable over 7 frames on 2 pages as follows:

Page 1

<i>frame 1</i>	<i>frame 2</i>
<i>frame 3</i>	<i>frame 4</i>

Page 2

<i>frame 5</i>	<i>frame 6</i>
<i>lesson / moral of the story</i>	

- b. Think carefully about the characters in your fable and how you will draw them.
- c. Identify the important parts of the fable to include in your comic. You cannot include everything, remember – you must tell the story in 6 frames.
- d. Write every character’s direct speech in a speech bubble.
- e. Write every character’s thoughts in a thought bubble.
- f. Any other information and linking words must be written at the top of the frame.
- g. The moral of the story must be written in the last frame of the comic strip.
- h. Your comic strip must be visually appealing, easy to read and creative.

Task 6: The moral of the fable

- Write a short paragraph about the moral of your fable.
 - a. First, say what the moral of your fable is.
 - b. Next, say why you chose that moral – why do you think this is an important lesson?
 - c. Finally, why do you think this lesson is important for other people? What behaviour or action do you want people to change?

5. Ask learners if there are any questions or concerns. Clarify where needed.

WEEK 5 TUESDAY / DAY 2: ASSESSMENT GUIDELINES (30 MINUTES)

1. Use this lesson to explain to the learners how they will be assessed on these tasks and what criteria will be used to assess them.
2. Learners must pay attention in the following lessons as many of these assessment criteria will be explained and taught.
3. Write a copy of the assessment criteria on the board.
4. Explain the rubric as follows:

Assessment Criteria

- a. **Following the writing process:** Learners must show evidence of all the stages of the writing process for BOTH their comic strip and their paragraph:
 - Planning
 - Drafting
 - Editing
 - Publishing and presenting
- b. **Comic Strip – visual:** Learners must show an understanding of how a comic strip uses images to convey meaning. Facial expressions, body language and all visuals should be carefully thought out so as best to tell the story.
- c. **Comic strip – verbal:** All characters' speech must be in speech bubbles. All characters' thoughts must be in thought bubbles. Explain the difference between speech and thought bubbles to learners. These tell us more about the personality of the characters. The extra information and linking words and phrases help communicate the whole story.
- d. **Creative end product:** The learner understands how to create a comic strip. The comic is well planned and structured. The important parts of the story are represented in the frames. Learners have used the structure to convey the characters and the message of the fable well.
- e. **Paragraph - structure and content:** The paragraph is well-structured. Learners have thought about the moral and have expressed why they have chosen that moral and why they think this is an important lesson for people.
- f. **Editing and presentation:** Both the comic strip and the paragraph have been checked and edited and are all correct. The comic strip is easy to follow and visually appealing. The work is neat and much effort has gone into the presentation of both tasks.

**WEEK 5 TUESDAY / DAY 2 AND WEDNESDAY / DAY 3:
LSC VOCABULARY (2 x 30 MINUTES)**

1. Explain to the learners that most of the words they will use in their comics will be part of the speech bubbles. But there will be some more information they might need to fill in as well.
2. This will be the **linking words and phrases** between the frames.
3. When they are planning which parts of the fable will be in the frames, they must think what else the reader needs to know.
4. Write the following linking words and phrases on the board:
next, then, suddenly, however, after, afterward, meanwhile, at the same time, therefore, in the distance, finally, during the morning/afternoon/night/week, of course, nevertheless, while
5. Go over each linking word/phrase and explain what it means.
6. **Model how to use these linking words/phrases: I do**
 - a. Write these sentences on the board, and point out the linking words that have been used. Explain what they mean.
 - *All the animals were sleeping. **Suddenly** a loud noise woke everyone up!*
 - *Lindiwe the lion was getting ready for her big day. **Meanwhile**, Harry the hippo was getting ready to go to sleep.*
7. **Work with the class to do another example: We do**
 - a. Write these two sentences on the board, and ask the class to suggest a linking word or phrase to use.
 - b. Try out any words or phrases they suggest, and explain what they mean.
 - c. Make sure you end up with correct answers.
 - The cheetah wanted to go back home. The elephant wanted to stay out and play.
 - Rhino asked Buffalo to come to her party. Buffalo said she would love to.

Answers:

 - The cheetah wanted to go back home. **However**, the elephant wanted to stay out and play.
 - Rhino asked Buffalo to come to her party. **Of course**, Buffalo said she would love to.
8. **Now the class will work on their own: You do**
 - a. Give each pair two linking words/phrases. Make sure all the words/phrases are allocated.
 - b. Ask each pair to create their own sentences and to use their word/phrase to join their sentences.
 - c. Go around the room and give help where needed.
 - d. Ask for the pairs to read their sentences out loud.
 - e. Make sure that everyone is using the linking words/phrases correctly. Correct and explain where necessary.
 - f. Remind learners that they will be using these linking words/phrases in the extra information above the frames in their comics to fill in the gaps in their fable.

WEEK 5 WEDNESDAY / DAY 3: LOOKING AT COMIC STRIPS (30 MINUTES)

1. Remind learners that for **Task 5** they need to choose a fable and make it into a comic strip.
2. Ask learners, what is a comic?
3. Explain that a comic strip is a sequence of pictures (cartoons) in frames, arranged in an order to tell a story or to tell a joke.
4. Tell the learners to turn to the comic strip in the Learner Book.
5. Let the learners read through it on their own.
6. Ask them what they notice about the comic strip.
7. Point out the following in the comic strip:
 - a. The people or animals in the comic use bubbles to show what they are saying or thinking.
 - b. This is the same as using direct speech.
 - c. Speech bubbles are smooth. Thought bubbles are cloud-shaped.
 - d. The expressions on characters' faces are very important. These expressions give us a lot of information about how the characters are feeling.
 - e. Extra or linking information needed is written above the frame.
 - f. In comics, both the visual (pictures) and the verbal (words) are important.
8. Make sure everyone understands the comic strip.
9. Ask if there are any questions and clarify where necessary.

GRADE 5

TERM 3

WEEK 5

WEDNESDAY

WEEK 5 THURSDAY / DAY 4: PLANNING THE COMIC STRIP (30 MINUTES)

Lessons 1 of 8

Independent Work

1. For each of the next eight lessons, settle the learners as quickly as possible.
2. They will need their research notes, their Learner Books, and any other resources that they may have gathered.
3. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must start planning the comic strip.
 - b. They must use the framework to help with planning.
 - c. They must work independently.
4. Below is the planning framework and guiding questions to help them plan.
5. Remind learners that they need to show all stages of their writing process, so they must work through the guiding questions.
6. Write the following on the board. (And keep it on the board for the following lesson.)

Plan: Guiding Questions

Create a comic strip

- a. Which fable will you use?
- b. What is the moral at the end of this fable?
- c. Who are the characters in the fable?
- d. What are the main things that happen in this fable?
- e. Write down the story in six points.
- f. What will the characters say or think in each frame?
- g. What expressions will their face show?
- h. What will be in the background in each frame?
- i. What other things will you include in the frames to help tell the story?
- j. Where do you need linking words or phrases to give extra information to make it easier to follow the fable?

7. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. At the start of each of these eight lessons, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about what the moral is. / I think you need to reread the fable in order to find the main things that happen.

Closure

1. In the last 2 minutes of the lesson, remind learners they have another lesson for planning.
2. Learners can think more about their comic strip for homework.

WEEK 5 THURSDAY / DAY 4: PLANNING THE COMIC STRIP (30 MINUTES)

Lessons 2 of 8

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must complete the plan for the comic strip.
 - b. They must use the framework to help with planning.
 - c. They must work independently.
2. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of the lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully how you will use 6 frames to tell the fable. / I think you need to think more about what your characters will say.

Closure

1. In the last 2 minutes of the lesson, remind learners they must finish any planning for Homework.

WEEK 5 FRIDAY / DAY 5: DRAFTING THE COMIC STRIP (30 MINUTES)

Lessons 3 of 8

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must start drafting their comic strip.
 - b. They must use their plan to guide them.
 - c. They have 4 lessons to complete their drafting.
 - d. They must work independently.
2. Here are drafting guidelines to help them draft their writing.
3. Remind learners that they need to show all stages of their writing process, so they must keep all drafts of their writing.
4. Write the following on the board. (And keep it on the board for the following lessons.)

Drafting guidelines

My comic strip

- a. Create a comic strip to tell a fable.
- b. Tell the fable in six frames.
- c. The last double frame will have the moral.
- d. Everything that the characters say must be in speech bubbles.
- e. Everything that the characters think must be in thought bubbles.
- f. Any other necessary linking information must be written above the frames.
- g. The characters' expressions must show how they feel.

5. Learners must use the guidelines to help them plan.
6. Remind learners to draw the frames for their comic as shown in the Learner Book.
7. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to plan what will be in each frame more carefully. / I think you must think carefully what will be in the speech bubbles.

Closure

1. In the last 2 minutes of the lesson, remind learners they have 3 more lessons to do their drafts.

WEEK 5 FRIDAY / DAY 4: DRAFTING THE COMIC STRIP (30 MINUTES)

Lessons 4 of 8

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must continue drafting their comic strip.
 - b. They must use their plan to guide them.
 - c. They must work independently.
4. Learners must use the drafting guidelines to help them draft their writing.
5. Remind learners that they need to show all stages of their writing process, so they must keep all drafts of their writing.
6. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think about the expressions on the faces. / I think you need to think about filling in necessary information with linking words and phrases.

Closure

1. In the last 2 minutes of the lesson, remind learners they have 2 more lesson to do their drafts.

**GRADE 5
TERM 3
WEEKS 5 & 6**

T H E M E

WRITING ABOUT FABLES

Creative Writing Research Project

WEEK 6 MONDAY / DAY 1: DRAFTING THE COMIC STRIP (30 MINUTES)

Lessons 6 of 8

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must complete drafting their comic strip in this lesson.
 - b. They must use their plan to guide them.
 - c. They must work independently.
2. Learners must use the drafting guidelines to help them draft their writing.
3. Remind learners that they need to show all stages of their writing process, so they must keep all drafts of their writing.
4. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of the lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: Is this the best way to show what she or he is feeling? / I think you could add some extra information to help tell your fable.

Closure

1. In the last 2 minutes of the lesson, remind learners they should have completed their draft.
2. If they have not finished, they need to complete it for Homework.

WEEK 6 TUESDAY / DAY 2: EDITING THE COMIC STRIP (30 MINUTES)

Lessons 7 of 8

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must start editing their comic strip.
 - b. They must use the editing guidelines.
 - c. They have 2 lessons to complete their editing.
 - d. They must work independently.
2. Here are editing guidelines to help them edit their writing.
3. Remind learners that they need to show all stages of their writing process, so they must keep all drafts and editing versions of their writing.
4. Write the following on the board. (And keep it on the board for the following lesson.)

Editing guidelines

My comic strip

- a. Have I told the fable in six frames?
- b. Does the last double frame have the moral of the fable?
- c. Have I used speech bubbles to show the characters' words?
- d. Have I used thought bubbles to show the characters' thoughts?
- e. Have I included extra information and linking words/phrases to make sure the reader can follow the story?
- f. Do my characters' expression show how they're feeling?
- g. Have I used the correct punctuation?
- h. Have I spelt all my words correctly?
- i. Have I read my comic strip out loud, and does it make sense?

5. If learners answered 'no' to any of these questions, or if they are unsure about anything, they must go back to their comic strip or ask the teacher for help.
6. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: Are you sure you've checked all your spelling? / I think you need to check all your characters' expressions.

Closure

1. In the last 2 minutes of the lesson, remind learners they have 1 more lesson to complete their editing.

WEEK 6 TUESDAY / DAY 2: EDITING THE COMIC STRIP (30 MINUTES)

Lessons 8 of 8

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must finish editing their comic strip.
 - b. They must use the editing guidelines.
 - c. They have this lesson to complete their editing.
 - d. They must work independently.
2. Remind learners that they need to show all stages of their writing process, so they must keep all edited versions of their writing.
3. Learners must use the guidelines to help them edit.
4. Monitor the learners as they work to ensure they all stay focused.

Mini-Conferences

1. At the start of this lesson, book 4-6 mini-conferences with different learners.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: Are you sure all your punctuation is correct? / I think you need to recheck your spelling.

Closure

1. In the last 2 minutes of the lesson, remind learners they should have completed their editing.
2. If they have not finished their editing, they must complete it for Homework.

WEEK 6 WEDNESDAY / DAY 3: PLANNING THE PARAGRAPH (30 MINUTES)

Lessons 1 of 4

Independent Work

1. For each of the next four lessons, settle the learners as quickly as possible.
2. They will need their comic strips, their research notes, their Learner Books, and any other resources that they may have gathered.
3. Remind learners of their task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must plan their paragraph explaining the moral of their fable.
 - b. They must use the guidelines to help them plan.
 - c. They must work independently.
4. Here is the planning framework and guiding questions to help them plan.
5. Remind learners that they need to show all stages of their writing process, so they must work through the guiding questions.
6. Write the following on the board.

Planning guidelines

- **Write a short paragraph about the moral at the end of your fable.**
 - a. Have I told the fable in six frames?
 - b. Why did you choose this fable and this moral?
 - c. What is the moral at the end of your fable?
 - d. Why do you think this fable is important for people to read?
 - e. Why do you think the moral and the message of this fable is important for people to know?
 - f. What do you hope people will change about their thoughts and behaviour after reading this fable?

7. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. You will book 4-6 mini-conferences with different learners while they are working on their paragraphs.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to have a good reason for choosing this fable. / I think your paragraph needs to have some more of your thoughts and ideas.

Closure

1. In the last 2 minutes of the lesson, remind learners they must complete their planning by the next lesson.
2. If they are not finished, they must finish their planning for Homework.

WEEK 6 WEDNESDAY / DAY 3: DRAFTING THE PARAGRAPH (30 MINUTES)

Lessons 2 of 4

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must start drafting their paragraph.
 - b. They must use the guidelines to help them draft.
 - c. They must work independently.
2. Here are drafting guidelines to help them draft their paragraph.
3. Remind learners that they need to show all stages of their process, so they must keep all drafts of their cover.
4. Write the following on the board. (And keep it on the board for the following lesson.)

Drafting guidelines

My paragraph

- a. Your paragraph needs to explain why you chose this fable.
- b. You need to explain the message in the fable.
- c. You need to say what you hope people will learn from this moral. (How people will change the way they act or think or what they will be more aware of.)
- d. Your paragraph needs to be well-structured.
- e. All sentences need to be on the topic.
- f. Your need to make sure all your spelling and punctuation is correct.

5. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. You will book 4-6 mini-conferences with different learners while they are working on their paragraphs.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about how you structure your paragraph. / I think your need to make sure you are not telling the fable again.

Closure

1. In the last 2 minutes of the lesson, remind learners they will continue drafting in the next lesson.

WEEK 6 THURSDAY / DAY 4: DRAFTING THE PARAGRAPH (30 MINUTES)

Lessons 3 of 4

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. Today they must finish drafting their paragraph.
 - b. They must use the guidelines to help them draft.
 - c. They must work independently.
2. Remind learners that they need to show all stages of their process, so they must keep all drafts of their paragraph.
3. Monitor the learners as they work to ensure that all learners stay focussed.

Mini-Conferences

1. You will book 4-6 mini-conferences with different learners while they are working on their paragraphs.
2. Make sure you see different learners during every lesson and try to prioritise learners who may need help or focus, or learners who that request a session.
3. In the mini-conferences, the following can happen:
 - a. The learners must talk through what they have done and show evidence.
 - b. The teacher must give feedback.
 - c. The learners must discuss blockages/problems and ask for guidance.
 - d. The teacher must try to give guidance without giving answers, i.e.: I think you need to think carefully about how you structure your paragraph. / I think your need to make sure you are not telling the fable again.

Closure

1. In the last 2 minutes of the lesson, tell learners they will start editing their paragraph in the next lesson.

WEEK 6 FRIDAY / DAY 5: DRAFTING THE PARAGRAPH (30 MINUTES)

Lessons 4 of 4

Independent Work

1. Remind learners of their writing task and what they will be doing today in order to stay on track with the pacing of this project:
 - a. They must start editing their paragraph.
 - b. They must use the editing guidelines.
 - c. They have 1 lesson to complete their editing.
 - d. They must work independently.
2. Here are editing guidelines to help them edit their paragraphs.
3. Remind learners that they need to show all stages of their process, so they must keep all drafts and editing versions of their writing.
4. Write the following on the board.

Editing guidelines

My paragraph

- a. Does my paragraph explain why I chose this fable?
- b. Does my paragraph say what the moral of the fable is?
- c. Have I explained how I hope people will change their thoughts or behaviour after reading the fable?
- d. Are all my sentences on the topic?
- e. Have I structured my paragraph in a logical way?
- f. Is all my spelling and punctuation correct?
- g. Have I read my paragraph out loud and does it make sense?

5. If they answered 'no' to any of these questions, or if they are unsure about anything, they must go back to their paragraph or ask the teacher for help.
6. Learners must use the guidelines to help them edit.
7. Monitor the learners as they work to ensure they all stay focused.

WEEK 6 FRIDAY / DAY 5: FINAL PUBLISHING AND PRESENTATION (2 x 30 MINUTES)

1. Tell learners that they now have two final lessons to work on the final presentation of their comic strip and paragraph.
2. Read through and explain the rubric to learners.

Assessment Rubric:

1. **Following the process:** Learners must show evidence of all the stages of the writing process for BOTH their comic strip and their paragraph:
 - Planning
 - Drafting
 - Editing
 - Publishing and presenting
 2. **Comic Strip – visual:** Learners must show an understanding of how a comic strip uses images to convey meaning. Facial expressions, body language and all visuals should be carefully thought out so as best to tell the story.
 3. **Comic strip – verbal:** All direct speech is in the characters' speech bubbles. All characters' thoughts are in thought bubbles. These tell us more about the personality of the characters. The extra information and linking words and phrases help communicate the whole story.
 4. **Creative end product:** The learner understands how to create a comic strip. The comic is well planned and structured. The important parts of the story are represented in the frames. Learners have used the structure to convey the characters and the message of the fable well.
 5. **Paragraph - structure and content:** The paragraph is well-structured. Learners have thought about the moral and have expressed why they have chosen that moral. They have also explained why they think this is an important lesson for people.
 6. **Editing and presentation:** Both the comic strip and the paragraph have been checked and edited and are all correct. The comic strip is easy to follow and visually appealing. The work is neat and much effort has gone into the presentation of both tasks.
3. Make sure all learners understand the rubric and are using the time to complete or do the final touches on their comic strip and paragraph.
 4. Walk around and check that all learners are working to finish their submitting their research individually.
 5. Encourage learners to show each other their comic strips and paragraphs and enjoy what others have created.
 6. Collect all projects at the end of the lesson

GRADE 5
TERM 3
WEEKS 7 & 8

T H E M E

GREED

TERM 4: WEEK 7



OVERVIEW

Theme	Greed
Theme Vocabulary	greed, greedy, wealth, wealthy, poverty, rich, poor, inequality, billionaire, millionaire
Lsc	Modals indicating possibility
Comprehension Strategy	Make evaluations
Writing Genre	Print advertising
Writing Topic	Make a print advertisement to persuade people to make someone else's life better
Classroom Preparation	1. Take down and carefully store the flashcard words and pictures from the previous week. 2. Make sure that your learners' DBE Workbooks and exercise books are marked and in order. 3. Prepare your flashcard words and pictures for the week by cutting them out, colouring them in and laminating them. 4. Try to find some reading material for your theme table, for example: a story about someone who was greedy or an article about the inequality that exists between the wealthy and the poor. 5. Try to find some pictures of people who are wealthy and people who live in poverty. 6. Look at the additional textbook activities listed in the Tracker. Decide which activities are suitable for your learners.


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

Picture	1. Tell learners to turn to DBE Workbook 1 page 70 2. Instruct learners to look at the title, headings and pictures in the text	
Introduce The Theme	1. Tell learners the title of the theme. 2. Activate learners' background knowledge about the theme. 3. Tell learners to create a theme page in their exercise books with the title and a K-W-L chart. 4. Fill in the first part of the K-W-L chart.	
Song / Rhyme	Lyrics	Actions
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Just can't get enough	<i>Waved your index finger</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Has waaaaay too much stuff!	<i>Spread your arms out wide</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Wants everything to himself	<i>Hug yourself tightly</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Won't share any of his wealth	<i>Hug yourself tightly</i>
Theme Vocabulary	greed, greedy, wealth, wealthy, poverty	


QUESTION OF THE DAY

Question	How many people in the world do you think live in poverty?
Graph	3 COLUMN GRAPH
Options	1 million / 1 billion / 3 billion


Follow-up questions

Question	How many learners think 1 million people live in poverty?
Answer	__ learners think 1 million people live in poverty.

Question	How many learners think 1 billion people live in poverty?
Answer	__ learners think 1 billion people live in poverty.
Question	How many learners think 3 billion people live in poverty?
Answer	__ learners think 3 billion people live in poverty.
Question	How many people in the world do most learners think live in poverty?
Answer	Most learners think __ people in the world live in poverty.
Question	How many people in the world do fewest learners think live in poverty?
Answer	Fewest learners think __ people in the world live in poverty.
Question	How many people in the world do you think live in poverty?
Answer	I think 1 million people live in poverty.
Answer	I think 1 billion people live in poverty.
Answer	I think 3 billion people live in poverty.
EXPLAIN	<i>3 billion people in the world live in poverty, whereas 1.3 billion people in the world live in extreme poverty.</i>

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.





WEEK 7: MONDAY / DAY 1: LISTENING

LISTEN TO...

1. Remind learners of the theme for the cycle: **Greed**
2. Explain that now, you are going to read a text to the learners.
3. Explain that this text is linked to the theme: **Greed**
4. This week, learners will listen to an **information text: Wealth and Poverty in the World**
5. **FIRST READ:** Read the text out loud to learners. Read with fluency and expression. As you read, embed meaning in the text by using your voice, facial expressions, and actions.
6. **SECOND READ:** Read the text out loud to learners. As you read, share your thoughts with learners. Use the notes in the **Second Read** column below.
7. **THIRD READ:** Read the text out loud to learners. As you read, stop and ask questions. Use the questions in the **Third Read** column below.

TEXT	SECOND READ: Share Thoughts (Model)	THIRD READ: Ask Questions
Throughout history, in every country in the world, there have been rich people and poor people. This has always been unfair. Rich people are usually rich because their families have money or power. And poor people are usually poor because their families have very little. Therefore, people who are born into wealthy families have many opportunities from the time they are born. People born into poverty do not have the same opportunities. That is why wealthy people usually stay wealthy, and poor people often stay poor. It is difficult to overcome the challenges that poverty brings.	I can visualise a baby born into a wealthy family. She has lots of books. She has a tablet with lots of educational games! Her parents can pay for someone to help her if she struggles at school. These are some of the opportunities that help her from the time she is very small.	1. What has been true throughout history, in every country in the world? (<i>That there have been rich people and poor people.</i>) 2. Why do wealthy people usually stay wealthy? (<i>Because they have access to many opportunities from the time they're born.</i>) 3. What is difficult to overcome? (<i>The challenges that poverty brings.</i>)

Overall, the world is a very unequal place, and the problem seems to be getting worse. A recent study reported that the world's eight richest billionaires control the same wealth between them as the poorest half of the globe's entire population. It is quite disturbing that that a handful of rich people are worth about 426 billion dollars, equivalent to the wealth of 3.6 billion people.	This is hard to even visualise ! Just imagine that 8 people have as much money as billions of other people. This makes me think about someone with hundreds of pizzas all to themselves, while hundreds of other people must share just one slice!	1. What do you visualise when you hear that eight people have as much wealth as 3.6 billion people? (<i>I visualise...</i>)
We can also measure the inequality of individual countries. In 1912, an Italian called Corrado Gini invented something called the Gini coefficient. This was a way to measure the difference in income between the rich and poor people in a country. This system was very well designed and is still used today. When we look at a country's Gini coefficient, it gives us important information about how unequal a society is.	When I visualise inequality, I think about houses. Some people have many, enormous houses. Others have just a small, one room house. Some people must sleep on the street – they don't have a house at all. Inequality is more complicated than just houses, but this is one easy way to visualise it!	1. What is the Gini coefficient? (<i>It is a way to measure inequality in a country / the way to measure the difference in income between the rich and poor people in a country.</i>) 2. Why is this measurement called the Gini coefficient? (<i>Because it was invented by someone named Corrado Gini.</i>)
The Gini coefficient goes from 0 – 1. If everyone in a country has exactly the same wealth and everyone is equal, then it will measure 0. If there is a massive gap between the poor and the rich, then it will be 1. This means that the lower the Gini coefficient of a country is, the more equal it is in terms of wealth.	When I visualise what income equality would look like, I think of everyone living in the same, nice little house. But, I know that there is no place in the world where this really exists!	1. What would a country's Gini coefficient be if everyone in a country had exactly the same amount of wealth? (<i>It would be 0.</i>) 2. Do you think it is better to have a lower or higher Gini coefficient? Why? (<i>I make think it is better to have... because...</i>)

The most equal countries in the world are Ukraine, Slovenia and Norway. These countries all have a Gini coefficient of about .25, and they are all in Europe. The most unequal countries in the world are South Africa, Namibia and Haiti. These countries all have a Gini coefficient of about .60. Most of the unequal countries in the world are in Africa and South America, although in many of these countries, things are getting a little better for poor people. Experts all agree that the most important thing to do to close the gap between rich and poor in South Africa is to improve education.	I wonder why most of the unequal countries in the world are in Africa and South America, while the most equal countries are in Europe? I would like to know more about this.	1. What are the most equal countries in the world? (<i>Ukraine, Slovenia, Norway.</i>) 2. What are the most unequal countries in the world? (<i>South Africa, Namibia, Haiti.</i>) 3. What do experts think is the best way to close the gap between rich and poor people? (<i>Education.</i>)
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WEEK 7: TUESDAY / DAY 2: SPEAKING



DISCUSS...

1. This week, learners will discuss a story: **Wealth and Poverty in the World.**
 2. **Before class begins, write the following conversation frame on the board:**
 - a. I learnt...
 - b. I found it interesting that...
 - c. I wish we could change...
 3. Break learners into their small discussion groups.
 4. Complete the speaking activity as per the core methodology.
-



WEEK 7: TUESDAY / DAY 2: PHONICS REVIEW

REVIEW

Sounds	/wh-/ /u-e/ /oo/
Activity	- Write the following sounds on the chalkboard: wh, /u-e/ (long U) and oo - Say the sounds and instruct learners to repeat the sounds. Do this three times. - Explain that with this sound (u-e) the two letters are not written together in the word, but that they make one sound (long U). - Explain that the /oo/ sound can be said two ways. It has a short sound, as in book. It has a long sound, as in pool. - Write the following words on the chalkboard and sound each word out as follows: /wh/ - /i/ - /m/ = whim /c/ - /u-e/ - /b/ = cube /l/ - /oo/ - /k/ = look (short sound) /c/ - /oo/ - /l/ = cool (long sound) - Then, model how to blend the sounds together to read the word. Drag your finger below the letters as you blend. Practice sounding out new words: We do - Call on a different learner to sound out each of the phonic words. - The learner should point to each grapheme in the word as they say the sound. - The learner should then blend the sounds together to read the word. The learner should drag their finger below the letters as they blend.

GRADE 5

TERM 3

WEEK 7

TUESDAY

Word find

Write the following table on the chalkboard:

wh	u-e	p
l	i	t
n	oo	br
a	c	e

1. Review all of the sounds on the chalkboard.
2. Tell learners to copy the table into their books.
3. Tell learners to build as many words as they can using these sounds.
They must continue to do this over the next two weeks.
4. Show learners how to build one or two words, like: **how** or **quin**
5. Possible words (this is not a complete list): **quick, queen, quack, sow, how, now, brow, saw, lawn, see, heel, etc.**

WEEK 7: TUESDAY / DAY 2: PRE-READING

Title	<i>The rich man and the poor man</i>
Text Location	DBE workbook 2, PAGE 70, 74, 78, 82

PRE-READING ACTIVITY

1. Remind learners of the theme for this cycle: **Greed**
2. Remind them of the text that they listened to and discussed in the previous lessons.
3. Explain that you are now going to move on to another text, but it is still related to the theme.
4. Tell learners the title of the story (note: it is not written on the page!): ***The rich man and the poor man.***
5. Remind learners that when we skim the text, we read through the text quickly to get an idea of what the text will be about.
6. Instruct the learners to skim the text. Instruct them to underline any words they might think are important in telling us what the text is about.
7. Instruct learners to circle any words that they do not know.
8. Give learners 1 minute to skim the text. Remind learners they must try to look at the whole text quickly in this amount of time.
9. Ask learners: Which words did you underline? Why?
10. As learners list the words, make a class list on the board. Ask learners to explain why they have chosen to underline certain words.
11. Ask learners: Which words did you circle?
12. As learners list the words, make a list on the board. Help learners to define these words in context.
13. Instruct learners to think about the title, the pictures, and the words they underlined.
14. Ask learners predictive questions:
 - a. What do you think will happen in this story?
 - b. Who are the characters in the story? What do you think you know about them?
 - c. How do you think the characters in the story feel about being poor? Why?
 - d. What object helps the character? What do you think might happen at the end of this story?
15. End by reading through the text once, to give learners a sense of the text. Read fluently and with expression. Learners should follow in their books. Code switch if necessary.

WEEK 7: WEDNESDAY / DAY 3: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Just can't get enough	<i>Waved your index finger</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Has waaaaay too much stuff!	<i>Spread your arms out wide</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Wants everything to himself	<i>Hug yourself tightly</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Won't share any of his wealth	<i>Hug yourself tightly</i>
Theme Vocabulary	rich, poor, inequality, billionaire, millionaire	

QUESTION OF THE DAY



Question	How many billionaires do you think there are in South Africa?
Graph	3 COLUMN GRAPH
Options	zero / thirteen / five

Follow-up questions



Question	How many learners think there are zero billionaires in South Africa?
Answer	__ learners think there are zero billionaires in South Africa.
Question	How many learners think there are thirteen billionaires in South Africa?
Answer	__ learners think there are thirteen billionaires in South Africa.
Question	How many learners think there are five billionaires in South Africa?
Answer	__ learners think there are five billionaires in South Africa.
Questions	How many billionaires do most learners think there are in South Africa.
Answer	Most learners think there are __ billionaires in South Africa.

Questions	How many billionaires do fewest learners think there are in South Africa.
Answer	Fewest learners think there are __ billionaires in South Africa.
Question	How many billionaires do you think there are in South Africa?
Answer	I think there are zero billionaires in South Africa.
Answer	I think there are thirteen billionaires in South Africa.
Answer	I think there are five billionaires in South Africa.
EXPLAIN	<i>In 2023, there are five dollar billionaires in South Africa - Nicky Oppenheimer, Johann Rupert, Patrice Motsepe, Koos Bekker, and Michael Le Roux.</i>

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



WEEK 7: WEDNESDAY / DAY 3: FIRST READ

1

Title	<i>The rich man and the poor man</i>
Text Location	DBE workbook 2, page 70, 74, 78, 82
Text	Think Aloud: First Read
Once upon a time there were two brothers, one rich and one poor. On one freezing Christmas Eve, the poor brother had nothing to eat. The snow was knee-deep and the wind howled and whistled and he and his wife were starving. So he went to his brother and begged him to give him something for Christmas Day. It was not the first time that the poor brother had asked his brother for a favour. The rich, stingy brother was tired of being asked to help out, so he devised a plan. "If you will do as I ask, you shall have a whole ham. You must spend a night in the Haunted Cave," he told his poor brother. Thomas, the poor one, thanked him and agreed, since he had no other options.	I visualise Thomas knocking on his rich brother's door. He is standing outside and shivering while his brother speaks unkindly to him – he won't even let him inside his warm house!
"Well, I will do what I have promised," said the poor brother, and he took the ham and set off. He went on and on all day, and at night time he came to a place where there was a bright light. "This must be the place," he thought. An old man with a long white beard was outside chopping logs. "Good evening," said Thomas. "Good evening to you. Where are you going at this late hour?" asked the man. "I am going to the Haunted Cave. Am I headed in the right direction?" [TURN TO PAGE 74]	I can visualise Thomas trudging through the deep snow and howling wind, trying to find his way through the dark. It is so cold, and he is breathing so hard as he walks that he can see his breath!

“Oh! Yes, you are already there,” said the old woodcutter. “When you get inside, the little people will all want to buy your ham, for they don’t get much meat to eat there. But you must not sell it unless you can get the hand-mill, which stands behind the door. When you come out again, I will teach you how to use the hand-mill properly; it is useful for almost everything.”

So Thomas thanked the old man for his good advice and knocked at the door. When he got in, everything happened just as predicted. People came around him like ants on an anthill and tried to outbid each other for the ham.

“I really shouldn’t sell it,” said the man. “But, if I do decide to sell it, I would like to have the hand-mill that is standing there behind the door.”

I **visualise** Thomas standing inside, holding the ham high above his head. All of the tiny little people are reaching up for his ham, but they are too tiny to touch it!

At first they said no, but eventually they gave in and traded the hand-mill for the ham.

When Thomas came out again into the yard, he asked the old woodcutter about the hand-mill and how to use the hand-mill.

“It is a wonderful mill. It will grind anything in the world that you wish for. I will show you how to use it. The mill will grind anything you want. But when you want the mill to stop, you must say ‘Halt, halt, little mill’, and the mill will obey you.”

When the poor man had learned how to use the mill he headed home. He got there just as Christmas Day arrived.

[TURN TO PAGE 78]

I can **imagine** Thomas standing in front of the mill, practising telling the machine to ‘halt halt little mill’. He is talking to the mill just like someone commands their dog.

Thomas, the poor brother, took the little mill under his arm and trudged home again through the snow. He could not wait to find out what the mill could do. At home, he put the mill on the wobbly table and smiled. “Look what I have!” His wife looked very uncertain. Why was he bringing home a mill? What were they supposed to eat? However, she was a good person and did not want to complain.

I **visualise** Thomas getting home, and his wife looking upset, because he hasn’t brought home food – just a strange old mill!

I **visualise** the wife’s stomach growling when she thinks of how hungry she is! I visualise her frown, as she wonders how they will eat next!

Thomas told the mill to make the most wonderful Christmas dinner. He asked for a turkey, vegetables and two puddings. Everything he asked for, appeared on the table. Next he asked for a Christmas tree, and there it was. His wife asked for presents to put under the tree, and enough food and presents for all their friends.

I **visualise** a ‘pop’ ‘pop’ sound as food, presents, and a tree appear from the magical mill!

The mill gave them all they needed.
 “Grind, quickly grind, little mill,
 Grind a house – with a right good will!”
 The little mill ground and ground, until the poor brother had the most beautiful house in the world. It had large windows and broad stairways, and the house was fully furnished. It ground everything he needed in the house. It ground sheep and cows and food for them to eat. It ground crops. Finally, Thomas and his wife had everything they needed. “Halt, halt, little mill!”
 The mill obeyed him.
 The rich brother heard about all the strange things that had happened, and he went to visit his poor brother.
[TURN TO PAGE 82]

I **visualise** Thomas and his wife sitting on big, comfortable chairs inside their new, enormous house.

The rich brother knew about the mill grinder and had heard his brother tell the mill to grind things for him. The rich brother wanted the mill more than anything else in the world. He wanted it to make salt – something that everybody wanted and that would make him a lot of money. One evening, he crept into his brother’s house and stole the grinder.

I see that the rich brother is very greedy. He is already rich, but he wants the mill to make salt so he can become even wealthier! I can **visualise** the greedy, rich brother sneaking inside the house through an open window, and grabbing the grinder in the dark!

He took the mill onto his ship and started sailing. If he could get the mill to make enough salt to sell to everybody throughout the world, he would be the richest man in the whole world. When they were out at sea, the brother said, “Grind, quickly grind, little mill, Grind salt – with a right good will!” And the mill ground salt, and more salt, and still more salt. When he had filled his hundred thousand sacks, the brother cried, “Now you must stop, little mill”.	I visualise the brother looking so happy as he looks around at the salt. I think he is visualising a new, bigger house for himself and lots and lots of money!
But the little mill did not stop. The brother did not know the right words. The mill kept on grinding salt, and more salt, and still more salt. Soon there was so much salt that the ship sank. But the mill kept on grinding. And that is why the sea is so salty.	I visualise the boat filling and filling with salt. There is so much salt that the boat begins to sink!
Follow up questions	Responses
What is the poor brother’s name?	His name is Thomas.
What did Thomas trade his ham for?	He traded it for a magical hand-mill.
Why question	Possible response
Why did the rich brother go to visit the poor brother?	- Because he heard about the strange things happening. - Because he wanted to see his brother’s new house. - Because he wanted to steal the hand-mill.
Introduce the LSC in context	
1. Explain to learners that this cycle, they will be learning about: Modals indicating possibility 2. Point out the following example of this: <i>The rich brother could have been nicer to Thomas, but he chose not to.</i> 3. Introduce this LSC as follows: <i>Words such as can, could, may, might are called modals that indicate possibility. Remember that we do not use modals alone; we use them together with another verb.</i>	

WEEK 7: THURSDAY / DAY 4: SECOND READ

2

TITLE	<i>The rich man and the poor man</i>
Text Location	DBE workbook 2, page 70, 74, 78, 82
Text	Think Aloud: Second Read
Once upon a time there were two brothers, one rich and one poor. On one freezing Christmas Eve, the poor brother had nothing to eat. The snow was knee-deep and the wind howled and whistled and he and his wife were starving. So he went to his brother and begged him to give him something for Christmas Day. It was not the first time that the poor brother had asked his brother for a favour. The rich, stingy brother was tired of being asked to help out, so he devised a plan.	I visualise the rich brother opening the door and seeing Thomas. I imagine him rolling his eyes and looking annoyed when he sees his poor brother, because he is greedy and doesn't want to share!
"If you will do as I ask, you shall have a whole ham. You must spend a night in the Haunted Cave," he told his poor brother. Thomas, the poor one, thanked him and agreed, since he had no other options.	
"Well, I will do what I have promised," said the poor brother, and he took the ham and set off. He went on and on all day, and at night time he came to a place where there was a bright light. "This must be the place," he thought. An old man with a long white beard was outside chopping logs. "Good evening," said Thomas. "Good evening to you. Where are you going at this late hour?" asked the man. "I am going to the Haunted Cave. Am I headed in the right direction?" [TURN TO PAGE 74]	I visualise Thomas's stomach growling as he walks and walks with the big ham. I can visualise him smelling the ham, and imagining himself sitting and eating the big, salty ham, rather than going all the way to the haunted cave!

“Oh! Yes, you are already there,” said the old woodcutter. “When you get inside, the little people will all want to buy your ham, for they don’t get much meat to eat there. But you must not sell it unless you can get the hand-mill, which stands behind the door. When you come out again, I will teach you how to use the hand-mill properly; it is useful for almost everything.” So Thomas thanked the old man for his good advice and knocked at the door. When he got in, everything happened just as predicted. People came around him like ants on an anthill and tried to outbid each other for the ham. “I really shouldn’t sell it,” said the man. “But, if I do decide to sell it, I would like to have the hand-mill that is standing there behind the door.”	I can visualise all the tiny little people waving money and shouting as they look at the delicious, salty ham! I can visualise Thomas shaking his head no, and pointing to the hand-mill.
At first they said no, but eventually they gave in and traded the hand-mill for the ham. When Thomas came out again into the yard, he asked the old woodcutter about the hand-mill and how to use the hand-mill. “It is a wonderful mill. It will grind anything in the world that you wish for. I will show you how to use it. The mill will grind anything you want. But when you want the mill to stop, you must say ‘Halt, halt, little mill’, and the mill will obey you.” When the poor man had learned how to use the mill he headed home. He got there just as Christmas Day arrived. [TURN TO PAGE 78]	I can visualise Thomas’s look of surprise when the old man tells him the hand-mill can give him anything! I imagine Thomas running home because he is so excited to try it out!
Thomas, the poor brother, took the little mill under his arm and trudged home again through the snow. He could not wait to find out what the mill could do. At home, he put the mill on the wobbly table and smiled. “Look what I have!” His wife looked very uncertain. Why was he bringing home a mill? What were they supposed to eat? However, she was a good person and did not want to complain.	I visualise the wife’s stomach growling when she thinks of how hungry she is! I visualise her frown, as she wonders how they will eat next!

Thomas told the mill to make the most wonderful Christmas dinner. He asked for a turkey, vegetables and two puddings. Everything he asked for, appeared on the table. Next he asked for a Christmas tree, and there it was. His wife asked for presents to put under the tree, and enough food and presents for all their friends.

I **visualise** the frown on Thomas's wife's face turning from a frown to a big, surprised smile when she sees the delicious turkey.

The mill gave them all they needed.
 "Grind, quickly grind, little mill,
 Grind a house – with a right good will!"
 The little mill ground and ground, until the poor brother had the most beautiful house in the world. It had large windows and broad stairways, and the house was fully furnished. It ground everything he needed in the house. It ground sheep and cows and food for them to eat. It ground crops. Finally, Thomas and his wife had everything they needed. "Halt, halt, little mill!" The mill obeyed him.
 The rich brother heard about all the strange things that had happened, and he went to visit his poor brother.

[TURN TO PAGE 82]

I **visualise** the rich brother standing at Thomas's house, looking shocked as he knocks on the new, beautiful wooden door! He must be wondering how Thomas has become even richer than him!

The rich brother knew about the mill grinder and had heard his brother tell the mill to grind things for him. The rich brother wanted the mill more than anything else in the world. He wanted it to make salt – something that everybody wanted and that would make him a lot of money. One evening, he crept into his brother's house and stole the grinder.

He took the mill onto his ship and started sailing. If he could get the mill to make enough salt to sell to everybody throughout the world, he would be the richest man in the whole world. When they were out at sea, the brother said, “Grind, quickly grind, little mill, Grind salt – with a right good will!” And the mill ground salt, and more salt, and still more salt. When he had filled his hundred thousand sacks, the brother cried, “Now you must stop, little mill”.	I visualise the brother looking very scared as he yells at the mill to stop but salt keeps coming and coming out!
But the little mill did not stop. The brother did not know the right words. The mill kept on grinding salt, and more salt, and still more salt. Soon there was so much salt that the ship sank. But the mill kept on grinding. And that is why the sea is so salty.	I can visualise the rich brother trying to swim to shore as all his salt spills into the sea. He looks miserable!
Follow up questions	Responses
What do you visualise inside the haunted cave?	I visualise...
What makes the hand-mill magical?	It grants any wish!
Why question	Possible response
Why did the ship sink at the end of the story?	- Because the rich brother didn’t know the words to make the mill stop. - Because the rich brother was greedy and stole the mill, so he didn’t know the right words to make the mill stop. - Because the rich brother wanted to make salt to sell to everyone in the world.

Ask learners to formulate a question about the text

1. Ask learners to independently think of a question that they can ask about the text.
2. If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
3. Tell learners to turn and talk, and share their questions with each other.
4. Then, ask a few learners to share their questions with the class.
5. Give other learners the opportunity to answer these questions.

WEEK 7: THURSDAY / DAY 4: TEACH THE COMPREHENSION STRATEGY

**Modelling: I do**

1. Explain that this week, we have been working on **visualising** a text.
2. Explain that when we **visualise**, we try to imagine what is happening in the text, like a movie inside our minds.
3. Hand out the DBE workbooks to learners.
4. Instruct learners to open to: **page 70**
5. Read out loud while learners follow along: *Once upon a time there were two brothers, one rich and one poor. On one freezing Christmas Eve, the poor brother had nothing to eat. The snow was knee-deep and the wind howled and whistled and he and his wife were starving. So he went to his brother and begged him to give him something for Christmas Day.* Close your eyes and explain what you visualise is happening in this part of the story, like:
 - a. I **visualise** the poor brother trudging through the snow. It is hard for him to walk because the snow is thick and deep!
 - b. I **visualise** the poor brother's stomach growling, because he is so hungry and he must walk so far!
 - c. I **visualise** the poor brother shivering outside, and waiting for his brother to come open the door for him.

**Work with learners:
We do)**

1. Read out loud while learners follow along:
*He went on and on all day, and at night time he came to a place where there was a bright light.
"This must be the place," he thought.
An old man with a long white beard was outside chopping logs.*
2. Instruct learners to close their eyes, and to **visualise** what is happening in the story.
3. Ask learners: What did you visualise?
4. Listen to learners' ideas, like:
 - a. I **visualise** Thomas walking and walking towards a bright light in the distance, and finally getting there!
 - b. I **visualise** the loud sound of the axe hitting the wood.
 - c. I **visualise** Thomas breathing heavily, because he is tired from walking so far!

Pair Work: You do	- Write the following questions on the board: <i>What did you visualise?</i> <i>How was your visualisation similar to your partner?</i> <i>How was your visualisation different from your partner?</i> - Explain that now, learners will work with a partner to visualise. - Instruct learners to turn to page 82. - Read out loud while learners follow along: <i>And the mill ground salt, and more salt, and still more salt. When he had filled his hundred thousand sacks, the brother cried, "Now you must stop, little mill". But the little mill did not stop.</i> - Instruct learners to visualise this. - Then, instruct learners to discuss the questions with their partners. - After 3-5 minutes, call learners back together. - Call on 2-3 learners to share their answer to each question.
NOTES	If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do). <u>Visualise</u> To visualise, we: Close our eyes Imagine what we see, hear, smell, taste and feel Try to see the story like a movie in our minds If your learners have copied down the notes, then ask them to write down their own response to the PAIR WORK (you do).

WEEK 7: FRIDAY / DAY 5: POST-READING



Title	<i>The rich man and the poor man</i>
Text Location	DBE workbook 2, page 70, 74, 78, 82

POST-READING

Getting Ready

Before the lesson begins, write the following sentence starter on the board:

I can **visualise**...

1. **Hand out exercise books.**
2. Remind learners that this week, we have been learning how to visualise a text.
3. Explain that today, learners will visualise Thomas and his wife in their new, beautiful house!
4. Instruct learners to close their eyes. Read the following passage aloud: *The little mill ground and ground, until the poor brother had the most beautiful house in the world. It had large windows and broad stairways, and the house was fully furnished. It ground everything he needed in the house. It ground sheep and cows and food for them to eat. It ground crops. Finally, Thomas and his wife had everything they needed. "Halt, halt, little mill!" The mill obeyed him.*
5. Instruct learners to visualise about Thomas and his wife surrounded by all of their new things. They must think about what their new house and furniture look like. They must also think about how Thomas and his wife feel in their new house, surrounded by new things.
6. Instruct learners to open their books and to draw a picture of Thomas and his wife in their new home.
7. Instruct learners to use the sentence starter to write 2-3 sentences about their visualisation.

Turn and Talk:

1. When there are 2-3 minutes left, instruct learners to put their pencils away.
2. Instruct learners to **turn and talk** with a partner and to discuss how they visualised Thomas and his wife's new house, furniture, and life!

*Hang up learner drawings at **learner eye-level** around the room. This helps learners have conversations about the story.*

WEEK 5: FRIDAY / DAY 5: TEACH THE GENRE

TEXT TYPE	PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
Advertisement / Poster / Notices	To persuade someone to buy something or use a service	• Can take a variety of forms • Make use of slogans and logos • Usually have a visual, design element • Use advertising techniques • Use design to make the advertisement eye-catching and memorable	Figurative language and poetic devices used to create impact and make the language memorable, e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm
Introduce The Genre	1. Explain that in this cycle, learners will make a print advertisement. Explain an advertisement 1. A print advertisement is made to persuade people to buy something or to use a service. 2. Print advertisements are printed in newspapers, magazines or on pamphlets. 1. In terms of the text structure, a print advertisement must include: - A slogan or rhyme - An illustration or design - The name of the product or service - A description of what the product or service does - The cost of the product or service - The contact details where you can buy the product or service 2. In terms of language features, the print advertisement: - Uses some figurative language like a simile, alliteration, repetition or a rhyme 3. Show learners an example of a print advertisement. Bring some magazine advertisements for them to see. Write the following example on the board:		

Read The Sample Text	<i>Could your garden be nicer?</i> <i>Would you be willing to spend R5 for this?</i> <i>(Draw a picture of some nice flowers)</i> <i>For R5 per month, BETTER GARDENS will send you a packet of seeds to plant every month!</i> <i>YES – EVERY MONTH!</i> <i>Plant these seeds at the right times of the year to have a beautiful garden the whole year round.</i> <i>Place your order now at www.bettergardens.co.za and soon you can enjoy beautiful, colourful flowers and wonderful scents in your garden!</i>
Discuss	Print Advertisement 1. What is the name of the company? 2. What does this company sell or what service do they provide? 3. How do you contact the company? 4. What does the product or service cost? 5. Is there a rhyme, slogan, simile, alliteration or repetition in the advert? 6. Is there a picture or design? 7. Is this advert attractive or eye-catching? 8. Does it make you want to buy the service or product?
Notes	Tell learners to open their exercise books, and to write down the following heading and notes: <u>Print Advertisement</u> 1. Persuade people to buy a product or service. 2. Advertisement printed in newspaper, magazine or pamphlet. 3. In terms of the text structure, a print advert must have: a. A picture b. The name of the product or service c. A description of what the product or service does d. The cost of the product or service e. The contact details where you can buy the product or service 4. In terms of language, a print advert uses: a. A slogan or rhyme b. A simile c. Alliteration d. Repetition

GRADE 5
TERM 3
WEEKS 7 & 8

T H E M E

GREED

TERM 4: WEEK 8

OVERVIEW

Theme	Greed
Theme Vocabulary	greed, greedy, wealth, wealthy, poverty, rich, poor, inequality, billionaire, millionaire, beg, stingy, generous, tip, enough, divorce, fancy, grateful, appreciate, share
Lsc	Modals indicating possibility
Comprehension Strategy	Make evaluations
Writing Genre	Print advertising
Writing Topic	Make a print advertisement to persuade people to make someone else's life better

WEEK 8: MONDAY / DAY 1: PLANNING

Topic	Make a print advertisement to persuade people to make other people’s lives better												
Genre	Print Advertlsement												
Planning Strategy	Mind Map												
Model the planning strategy: I do	1. Introduce the writing topic. 2. Explain to learners that this week, they will make a print advert, to persuade people to make someone else’s life better. 3. Show learners how you think about the topic: <i>Hmm, I am going to make an advert to ask people to volunteer at schools to help children learn to read better.</i> 4. Tell learners that you will plan your advert by making a mind map. 5. Have the mind map frame on one side of the board. 6. Show learners how you complete the mind map on the other side of the board.												
	<table><tr><th colspan="3">Planning: Advert Frame</th></tr><tr><td>2 Drawing or design</td><td>3 Slogan or rhyme</td><td>4 What does the product or service do</td></tr><tr><td></td><td>1 PRODUCT /SERVICE NAME</td><td></td></tr><tr><td>5 Cost of product or service</td><td>6 How to contact the company</td><td>7 Alliteration, simile or repetition</td></tr></table>	Planning: Advert Frame			2 Drawing or design	3 Slogan or rhyme	4 What does the product or service do		1 PRODUCT /SERVICE NAME		5 Cost of product or service	6 How to contact the company	7 Alliteration, simile or repetition
Planning: Advert Frame													
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	1 PRODUCT /SERVICE NAME												
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	Planning: Advert Example		
	2 Picture of a happy child reading	3 Kids who can read Are kids who will lead! Help them to learn, You will feel good in turn!	4 Volunteer your time to help kids learn to read. We will train you to do this.
		1 Readers are Leaders!	
	5 No cost – just give your time to make a kid's life better!	6 Fill in the form on our website: www.readersRleaders.co.za	7 Remember, Readers are Leaders!
Learners use the planning strategy: You do	1. Make sure that all learners have copied down the mind map frame in their exercise books. 2. Then, tell learners that they must use the mind map frame to complete their own plan. 3. They may turn and talk with a partner to discuss ideas. 4. As learners complete their plans, walk around and hold mini-conferences.		
Homework	Learners complete the plans for homework.		



WEEK 8 MONDAY / DAY 1: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: TUESDAY: ORAL ACTIVITIES



Song / Rhyme	Lyrics	Actions
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Just can't get enough	<i>Waved your index finger</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Has waaaaay too much stuff!	<i>Spread your arms out wide</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Wants everything to himself	<i>Hug yourself tightly</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Won't share any of his wealth	<i>Hug yourself tightly</i>
Theme Vocabulary	beg, stingy, generous, tip, enough	

QUESTION OF THE DAY



Question	What do you think is better?
Graph	2 COLUMN GRAPH
Options	to be stingy and rich / to be generous and poor

Follow-up questions



Question	How many learners think it is better to be stingy and rich?
Answer	__ learners think it is better to be stingy and rich.
Question	How many learners think it is better to be generous and poor?
Answer	__ learners think it is better to be generous and poor.
Question	What do more learners think is better?
Answer	More learners think it's better to __.
Question	What do fewer learners think is better?
Answer	Fewer learners think it's better to __.

Question	What do you think is better?
Answer	I think it's better to be stingy and rich.
Answer	I think it's better to be generous and poor.
INDEPENDENT WORK	
Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



WEEK 8 TUESDAY / DAY 2: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: WEDNESDAY: LSC AND DRAFTING

LANGUAGE STRUCTURES & CONVENTIONS

LSC

Modelling: I do

1. Remind learners that last week, we learned about the modal: can.
2. Remind learners that 'can' has different meanings depending on the context.
3. Explain that modal verbs modify another verb. That means they slightly change the meaning of another verb.
4. Today, we will learn other words that can indicate **possibility**: can, could, may, might
5. **Explain that we do not use modals alone; we use them together with another verb, like:**
 Can: Smoking can cause cancer. (*We use this when there is a definite possibility*)
 Could: It could rain today.
 May: It may rain today.
 Might: It might rain today. (*We use this when there is only a slight possibility.*)

LSC

Ask learners for help: We do

1. Write the following on the board:
 Can:
 Could:
 May:
 Might:
2. Brainstorm an example of each modal together with the learners.
3. Write the examples down, underlining the modal and the second verb in the sentence, like:
 Can: Sugar can make your teeth rot.
 Could: The rain could cause a flood.
 May: There may be a better idea!
 Might: They might come over later.

LSC**Pair Work: You do**

1. **Hand out learners' exercise books.**
2. Instruct learners to copy the table into their books under the heading:
Modals indicating possibility: can, could, may, might
3. Explain that now, learners will write 4 sentences: one sentence for each of the modals above.
4. As learners write, walk around the room and complete **mini conferences**.
5. Ask learners to **read their writing** to you.
6. Help learners use modals to show possibility.
7. Encourage learners!

Sharing

1. When there are 3-5 minutes remaining, call learners back together.
2. Call on random learners to read their example for each word: can, could, may, might
3. Correct any mistakes. Make sure learners know how to use the word modals and understand the idea of possibility.

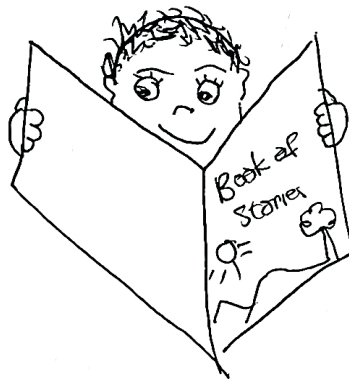
Topic	Make a print advertisement to persuade people to make other people's lives better		
Plans	Before class begins, rewrite the planning frame and example on the board:		
	<u>Planning: Advert Frame</u>		
	2 Drawing or design	3 Slogan or rhyme	4 What does the product or service do
		1 PRODUCT /SERVICE NAME	
	5 Cost of product or service	6 How to contact the company	7 Alliteration, simile or repetition
	<u>Planning: Advert Example</u>		
	2 Picture of a happy child reading	3 Kids who can read Are kids who will lead! Help them to learn, You will feel good in turn!	4 Volunteer your time to help kids learn to read. We will train you to do this.
		1 Readers are Leaders!	
	5 No cost – just give your time to make a kid's life better!	6 Fill in the form on our website: www.readersRleaders.co.za	7 Remember, Readers are Leaders!

Writing Frame	1. Next, tell learners that they must use the writing frame to turn their plans into a print advertisement. 2. Have the writing frame written on the chalkboard. 3. Explain the frame to learners. <i>NAME OF PRODUCT OR SERVICE</i> <i>Slogan or rhyme</i> <i>Picture or design</i> <i>Explanation of what product or service does.</i> <i>Cost of product or service.</i> <i>How to contact the company.</i> <i>Last line – repetition, simile or alliteration.</i>
Draft	1. Hand out learners' exercise books. 2. Settle learners so you have their attention. 3. Remind learners that they will create a print advertisement to persuade people to make someone else's life better. 4. Remind learners that they must use their plans and the writing frame. 5. Instruct learners to find their plans from Monday and to think about their ideas. 6. Instruct learners to complete the writing frame using their plans. 7. Tell learners that they can add more words or details to their drafts if they have time. 8. Remind learners of the strategies they can use to help them. 9. As learners write, walk around the classroom and hold mini-conferences.
Homework	Learners must complete the drafts.



Draft: READERS ARE LEADERS!

Kids who read
 Are kids who lead.
 Help them to learn
 You will feel good in turn.



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 a kid's life better.

Fill in the form at:
www.ReadersRleaders.co.za

REMEMBER ooo
 Readers are Leaders!

WEEK 8 WEDNESDAY / DAY 3: GROUP GUIDED AND INDEPENDENT READING



GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.



WEEK 8: THURSDAY: ORAL ACTIVITIES

Song / Rhyme	Lyrics	Actions
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Just can't get enough	<i>Waved your index finger</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Has waaaaay too much stuff!	<i>Spread your arms out wide</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Wants everything to himself	<i>Hug yourself tightly</i>
	Greedy beedy, greedy beedy	<i>Pretend to grab things</i>
	Won't share any of his wealth	<i>Hug yourself tightly</i>
Theme Vocabulary	divorce, fancy, grateful, appreciate, share	



QUESTION OF THE DAY

Question	Who do you feel most grateful for?
Graph	3 COLUMN GRAPH
Options	my parents / my friends / my siblings



Follow-up questions

Question	How many learners feel most grateful for their parents?
Answer	__ learners feel most grateful for their parents.
Question	How many learners feel most grateful for their friends?
Answer	__ learners feel most grateful for their friends.
Question	How many learners feel most grateful for their siblings?
Answer	__ learners feel most grateful for their siblings.
Question	Who do most learners feel most grateful for?
Answer	Most learners feel most grateful for __.

Question	Who do fewest learners feel most grateful for?
Answer	Fewest learners feel most grateful for ____.
Question	Who do you feel most grateful for?
Answer	I feel most grateful for my parents.
Answer	I feel most grateful for my friends.
Answer	I feel most grateful for my siblings.

INDEPENDENT WORK

Personal Dictionaries	1. Instruct learners to add the theme vocabulary words to their personal dictionaries. 2. Remind learners to add a picture or definition for each of the words.
Homework	1. Learners must complete their dictionary entries. 2. Learners must learn the theme vocabulary.



WEEK 8 THURSDAY / DAY 4: GROUP GUIDED AND INDEPENDENT READING

**GROUP GUIDED READING (SMALL GROUP)**

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: FRIDAY / DAY 5: EDITING AND PUBLISHING

Editing Checklist (Write This On The Board Before The Class Begins)	Print Advertisement 1. Is there the name of the product or service? 2. Is there a picture or design? 3. Is there a description of what the product or service does? 4. Is there the cost of the product or service? 5. Is there the contact details of the company? 6. Did you use a slogan or rhyme? 7. Did you use a simile, alliteration or repetition? 8. Is all spelling and punctuation correct?
Edit	1. Instruct learners to open their books to the completed drafts. 2. Go through the editing checklist on the chalkboard with learners. 3. Instruct learners to read their own writing. 4. Instruct learners to make sure that the answer to each question is yes. 5. Instruct learners to fix any mistakes they find. 6. Explain that learners may begin to publish when they are finished editing.
Publish	1. Instruct learners to read through their corrections. 2. Instruct learners to redraft their personal letters in their exercise books.
Share	1. Instruct learners to turn and talk with a partner. 2. Instruct learners to read their print advertisements aloud to their partners. 3. Instruct learners to tell their partners 1-2 things they liked about their writing.

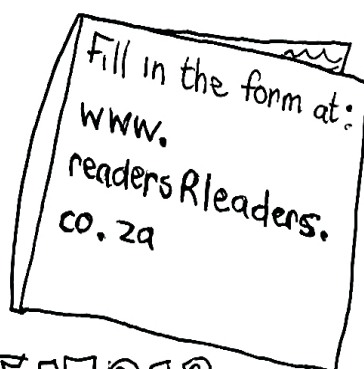
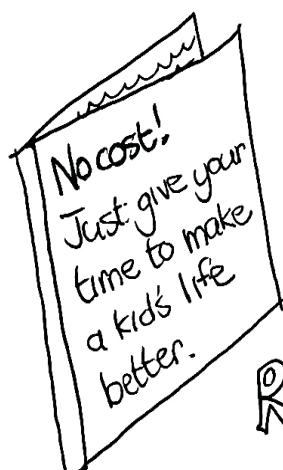
Print Advertisement: Final

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REMEMBER...
Readers are Leaders!



WEEK 8 FRIDAY / DAY 5: GROUP GUIDED AND INDEPENDENT READING

GROUP GUIDED READING (SMALL GROUP)

Call a same ability reading group to work with you.

INDEPENDENT READING (WHOLE CLASS)

Tell the rest of the class to complete the reading activities in the Learner Book independently or in pairs.

WEEK 8: CONCLUSION

Find 10-15 minutes at the end of the week to do the following:

Update The K-W-L Chart	• Tell learners to go back to their K-W-L chart, and to fill in everything that they have learnt in the theme. • They should also add any new questions about what they still want to learn.
Summarise	• Use learners' K-W-L charts to update a class K-W-L chart, that summarises the main learnings of the theme. • Remember to include: - o Theme vocabulary - o LSC - o The different texts that were read - o The small group discussion - o The comprehension strategy - o The writing genre and task - o All content from the theme
Share With Families	• Ask learners to think about two things they learnt this week that they will share with their families. • Tell learners to turn and talk and share with a partner. • Ask a few learners to share their points with the class.

Acknowledge And Celebrate

- Acknowledge the improvements and achievements of a few learners each week.
- These improvements and achievements can be related to:
 - o EFAL skills like reading or writing
 - o Theme content
 - o Tasks or activities
 - o Behaviour in the class
 - o Relationships with other learners
 - o Attitude to EFAL
 - o Or any other aspect of classroom life
- Do something small to celebrate any remarkable achievements or improvements that you have noticed.



GRADE 5 TERM 3 WEEKS 9 & 10



*Please use the theme structures and teaching notes from **PSRIP Term 1 Weeks 9-10** to structure a theme related to poetry.*

WEEK 9 TUESDAY / DAY 2: PHONICS REVIEW

REVIEW

Sounds	/sl-/ /ee/												
Activity	1. Write the following sounds on the chalkboard: sl and ee 2. Say the sounds and instruct learners to repeat the sounds. Do this three times. 3. Write the following words on the chalkboard and sound each word out as follows: /sl/ - /a/ - /p/ = slap /tr/ - /ee/ = tree 4. Next, model sounding each word out. Point to each grapheme as you say the sound. 5. Then, model how to blend the sounds together to read the word. Drag your finger below the letters as you blend. Practice sounding out new words: We do 1. Call on a different learner to sound out each of the phonic words. 2. The learner should point to each grapheme in the word as they say the sound. 3. The learner should then blend the sounds together to read the word. The learner should drag their finger below the letters as they blend.												
Word find	1. Write the following table on the board: <table><tr><td>sl</td><td>ee</td><td>a</td></tr><tr><td>p</td><td>i</td><td>s</td></tr><tr><td>tr</td><td>sh</td><td>o</td></tr><tr><td>i-e</td><td>n</td><td>gr</td></tr></table> 1. Review all of the sounds on the chalkboard. 2. Tell learners to copy the table into their books. 3. Tell learners to build as many words as they can using these sounds. They must continue to do this over the next two weeks. 4. Show learners how to build one or two words, like: sleep or pan 5. Possible words (this is not a complete list): tree, green, peel, sheen, tripe, slap, slaps, sleep, sleeps, sleet, slot, posh, shop, sheep, etc	sl	ee	a	p	i	s	tr	sh	o	i-e	n	gr
sl	ee	a											
p	i	s											
tr	sh	o											
i-e	n	gr											