

INTRODUCTION

Dear Teacher

We are pleased to present you with your brand new **Oxford Teacher Toolkit** – packed with invaluable information to help you excel in all aspects of teaching in the Intermediate Phase. This practical guide has been developed by subject and curriculum experts and is packed with the curriculum information you need to know.

This toolkit consists of the following sections:

- **Teaching tools for every teacher** – including guidance on keeping up with the curriculum and teaching in multilingual classrooms
- **Encouraging responsible behaviour in your classroom** – including guidance and tips on classroom management, dealing with bullying and providing counselling to your learners in crises
- **Being the best teacher you can be** – including tips for staying sane despite your workload, and ways to make your own school an optimal environment for learning and teaching
- **Getting practical with planning and assessment** – including assessment techniques, tips on preparing a good lesson plan, and practical ideas for informal assessment
- **The Intermediate Phase curriculum** – an outline of what you need to know about the CAPS curriculum for the Intermediate Phase
- **Resources for each Intermediate Phase subject** - including resources needed to teach each subject, planning and assessment, teaching tips and a lesson plan for a hot topic

The **Oxford Teacher Toolkit** is one of the many ways in which we're committing to support you to deliver excellent results. Combine this toolkit with the knowledge and skills you will have gained from informative Oxford Teacher's Academy workshops and seminars, and your CAPS-compliant Oxford books, and you have a recipe for guaranteed success in your Intermediate Phase classroom.

We hope that you find this toolkit useful and that it contributes to your own professional development, as well as the performance of your Intermediate Phase learners.

Warm regards

The Oxford Team

CONTENTS

SECTION 1: Teaching tools for every teacher

Creating an inclusive environment for every learner	3
Keeping up with the curriculum	5
Teaching in a multilingual classroom: the IIAL Policy	6
Language and learning in multilingual classrooms	7
Multiple intelligences and cognitive levels of thinking	8

SECTION 2: Classroom management and encouraging responsible behaviour in your classroom

Step-by-step solutions to classroom problems	11
Tips on dealing with behavioural challenges	13
Seven secrets to organising and managing large classes	14
Organising and managing multi-grade classes	15
Dealing with the digital distraction in the classroom	16
Bullying and cyber-bullying	17
Counselling your learners	21
Teaching responsible behaviour: HIV/Aids	23

SECTION 3: Be the best teacher you can be

Tips for teacher wellness	25
Stress and its effects	26
Personal growth and development	27
Developing your skills	28
Resourcing your school	29
The roles and responsibilities of all role-players in the school community	31

SECTION 4: Getting practical with planning and assessment

Preparing an effective lesson plan	33
Lesson plan template	35
Assessment: the basics	36
Assessment techniques	37
Practical ideas for informal assessment	40
Remedial and extension	41
Bridging the gap from Grade 3 to 4	43
Five tips for preparing learners for the Senior Phase	44

SECTION 5: The Intermediate Phase curriculum

Outline of the Intermediate Phase	45
The Intermediate Phase CAPS curriculum	49
Choosing the best textbook for your classroom	47
Am I on the right track? A checklist for every teacher	48

SECTION 6: Resources for the Intermediate Phase: Language Subjects

SECTION 7: Resources for the Intermediate Phase: Content Subjects

CREATING AN INCLUSIVE ENVIRONMENT FOR EVERY LEARNER

All learners are different – create a classroom environment to suit them all.

1

Learners learn differently

Learners process information differently. It is essential that teachers use a variety of teaching methodologies to reach every learner in the classroom. This variety will accommodate the various learning styles and ways in which individual learners best process information.

2

Learners learn at different paces

Some learners need longer than others to process new ideas, consolidate their understanding and complete tasks. It is essential to provide these learners with the opportunities and time to complete these tasks. Learners who finish their work first are often a disruption to others in the class. Dealing with them appropriately is very important.

How to deal with learners who have finished their work

Step 1:
Acknowledge their success in finishing their work and congratulate them.

Step 2:
Give them another task to do.

Option 1:
Ask them to create their own word search using the important words in the activity.

Option 2:
Have a box of activities related to the topic which are fun but still educational, e.g. crossword puzzles, mini comprehension.

Option 3:
Ask them to assist someone else in the class who may be struggling.

3

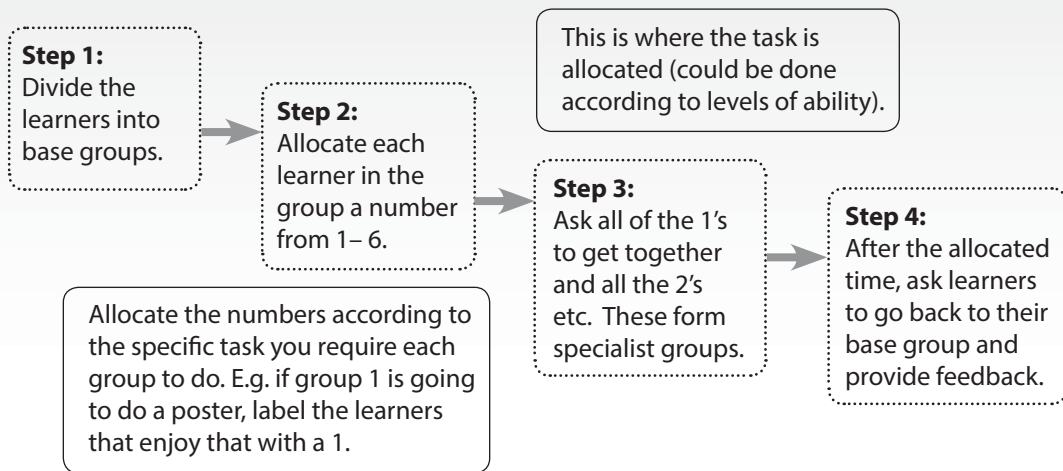
Learners' levels of understanding

Learners grasp knowledge in different ways. It is essential to ensure that learners process knowledge and understand what they learn, rather than just learning things off by heart. This should also be reflected in the level of teaching and assessment. Learners should be encouraged to use the knowledge and skills that they have to reflect, synthesise, analyse and provide their own interpretations.

Learners have different personalities

Although learners have different personalities, they need to be encouraged to work together in a supportive and controlled environment. Learners should be shown that although they are different, they could learn so much from one another. Group work is an excellent way to establish these co-operative relationships. Groups should be carefully established. The jigsaw method is an excellent way to facilitate group work.

Learners are forced to participate and the work is evenly divided amongst the group members. Group work is also a very good way to divide the class into different levels of ability.



Learners must develop skills

Every learner has natural talents and abilities. These should be encouraged and acknowledged. Skills should always remain more important than knowledge.

Every subject requires learners to acquire and develop different skills. It is essential that learners are guided through the process of developing skills while learning content.

Learners must remain interested

Learning should be fun. If the learning process is not fun and interesting to the learners, they will not be motivated to learn. This is applicable to the method of teaching as well as the materials and resources used to teach. Relevant and appropriate examples should always be used.

KEEPING UP WITH THE CURRICULUM

Although the Curriculum and Assessment Policy Statements (CAPS) is not a new curriculum, but an amendment to the National Curriculum Statement Grades R-12 Subject Statements, it does still lead to pressures and changes that may not have existed before.

FIVE TIPS TO KEEPING UP WITH THE CURRICULUM

1. Skills are more important than content.
2. Quality is more important than quantity.
3. Learners need to be taught according to their context and abilities.
4. Mastering key skills is more important than completing the curriculum.
5. Learners that are struggling should be identified and continuously monitored.

Diagrams, pictures and tables illustrate concepts clearly and can be used during teaching to support the teacher in the teaching and learning process.

What to do if . . .

- A learner or group of learners is not able to grasp the necessary content when the Annual Teaching Plan indicates that one should move onto the next section.
- There is in your opinion, as a teacher, a very important section that is necessary for the learners to grasp and it is not in the curriculum.
- It is stated in the Annual Teaching Plan that an assessment should take place, however you have not completed the work with the learners yet.
- You can foresee that there is not going to be enough time to complete the curriculum.

In ALL of the cases stated above, it is essential that the teacher use their professional judgment in consultation with their Head of Department. Every education situation is unique, however whatever decision is taken **MUST** be in the best education interests of the learner.

Two valuable questions to answer:

1. Is the decision in the best interests of the learner?
2. Does the learner need these skills to progress to the next concept or grade?

Taken from *English for Success Grade 4 Learner's Book*

TOOLBOX

The **Toolbox** can help you become an independent and successful learner. It has been organised alphabetically to help you find your way around it quickly. Sometimes, an entry will direct you to another closely related convention, for example, if you look up antonyms, you will be directed to synonyms. If you want to find exercises to practise them, use the Index at the back of the book to direct you to exercises.

An **abbreviation** is a shortened form of a word or a phrase. Types of abbreviation:

- the initials of the words are used (Republic of South Africa – RSA)
- when the word is shortened (*January* – *Jan.* or *Mister* – *Mr*) A full stop is used if the last letter of the abbreviation is not the same as the last letter of the original word.

Many dictionaries contain abbreviations in the general list or at the back of the dictionary.

An **acronym** is a special abbreviation when the initials make a “word”: HIV/Aids – HIV is an abbreviation and Aids is an acronym.

Abbreviation



Acronym

TEACHING IN A MULTILINGUAL CLASSROOM

A new language policy proposed: Incremental Introduction of African Languages (IIAL) Pilot Project

- ◇ The learner's home language should be the language of learning and teaching (LoLT) until at least the end of Grade 6.
- ◇ Learners should study three languages, one being an African Language at First Additional Language level (FAL). This means that learners will take two FAL subjects.
- ◇ Learners may select two languages at Home Language level.
- ◇ Progression requirements: 50%–59% for Home Language and 40%–49% for one of the two required FALs.

Implications for schools

- In schools where multiple languages are spoken, providing home-language tuition for everyone could be difficult.
- Timetable adjustments will need to be made to fit in the teaching of a third language:
 - Grades 1 and 2 will need an extra 2 hours per week
 - Grade 3 will need an extra 3 hours per week
 - Grade 4 to 12 will need an extra 5 hours per week
- Budget implications: new textbooks plus up-skilling teachers or appointing new ones

How to make the IIAL work for you

- ✓ Get training
- ✓ Develop materials for learners
- ✓ Share information and resources

Implications for teachers

- Existing teachers will be used to implement the pilot project.
- Many have little or no knowledge of the language required.
- Teachers may have to travel between schools to teach (share resources).
- Teachers will need to accommodate the assessment of the addition FAL.
- Ongoing training and support is needed.
- Teacher workloads will increase.

When will the IIAL affect YOU?

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026

LANGUAGE AND LEARNING IN MULTILINGUAL CLASSROOMS

Teachers in our culturally diverse and language-rich country cannot avoid the reality of multilingual classrooms where linguistic diversity exists amongst learners and/or amongst learners and teachers.

Challenges facing multilingual classrooms

- 1 Most teachers are only able to use one or two languages with some degree of proficiency
- 2 In many cases these languages may not be the language of learning and teaching at the school
- 3 Teachers struggle to communicate clearly to the learners
- 4 Teachers feel ignored, undervalued and marginalised
- 5 When the teaching environment is predominantly teacher talk, pressure is placed on learners who understand the medium of instruction to act as classroom translators
- 6 The communication barrier prevents learners from linking new knowledge with relevant life experiences

Ways to deal with multilingualism in the classroom

Classroom management

- Invite community members to translate materials, collaborate in activities or run reading groups
- Employ tri/bilingual teaching assistants to support both teacher and learners
- Use team-teaching effectively and sparingly
- Prepare – multilingual classes need more preparation than others
- Arrange desks in small groups to encourage discussions

Resources

- Use classroom walls – word walls and multilingual labels, posters and environment print
- Start a book corner offering fiction and non-fiction books
- Create a resource and media corner

Dictionaries are excellent resources!

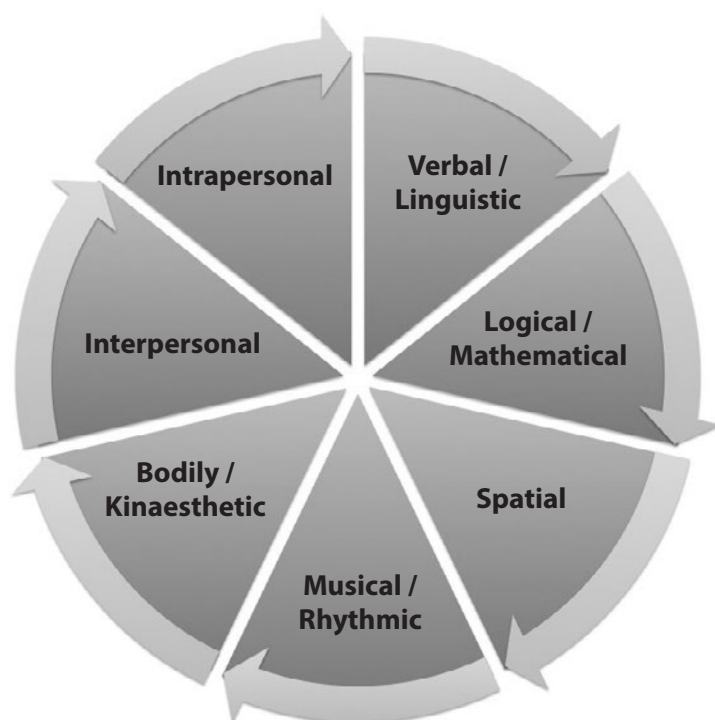
Dictionaries help learners to:

- ✓ Pronounce and spell words
- ✓ Understand the meaning of different words
- ✓ Understand the grammar of the language
- ✓ Expand vocabulary – synonyms and antonyms
- ✓ Be more self-efficient

MULTIPLE INTELLIGENCES: AN INTRODUCTION

Every class has a diverse group of learners who are all unique and who learn in different ways. It is essential to understand how each learner learns optimally and effectively.

Howard Gardner's multiple intelligences explains how we all learn differently and therefore different classroom techniques need to be applied. A teacher cannot apply all the multiple intelligences to every lesson, however, they can ensure that they use a variety of methods to reach every child.

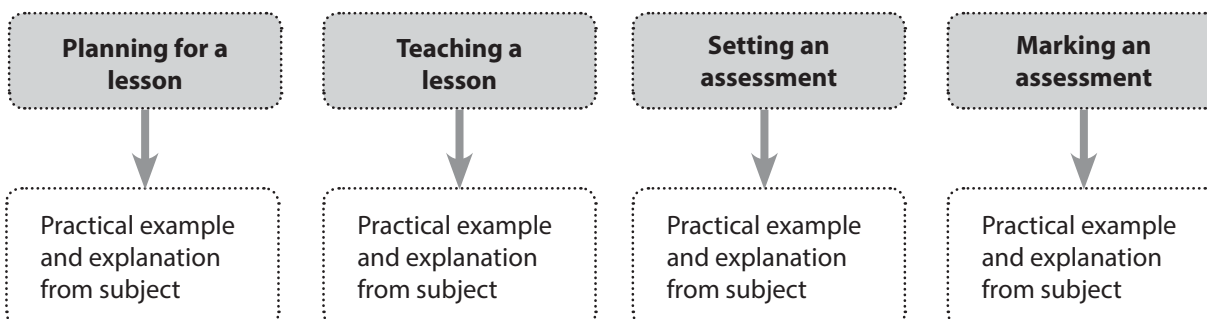


Gardner's multiple intelligences can be used as an excellent tool to identify a good lesson. A good lesson includes at least four multiple intelligences in its teaching and learning.

INTELLIGENCE	LEARNING CHARACTERISTICS	CLASSROOM ADAPTATIONS
Verbal / Linguistic	Thinks in words. Likes reading, writing, listening and speaking. Does well with books, dialogues, debates and presentations.	Panels, buzz groups, brainstorming, discussions, question and answer, reading and story telling
Logical / Mathematical	Likes reasoning. Likes to organise and interpret data; does well at maths & science problem-solving, analysis, reasoning, cause-effect.	Reasoning, problem-solving, cause-effect, analysis (debate, Zopp activity, etc)
Spatial	Thinks in images. Likes drawing and observing. Does well at mind-mapping, puzzles, graphics and poster charts.	Gallery walk, poster chart, drawing, mind-maps
Musical / Rhythmic	Thinks rhythmically and in tunes. Likes music, songs and dance. Often taps and hums. Raps.	Rap, song
Bodily / Kinaesthetic	Thinks through sensations. Likes sport, drama, movement, physical. Role play, simulations, games and sports.	Role play, drama, simulations
Interpersonal	Thinks best with others. Likes co-operative and group activities. Good at interactive, people-centred activities. Likes co-operation activities, partners, pairs, teams and win-win competitions.	Co-operative learning activities (Jig-saw, pairs, etc) competitions
Intrapersonal	Thinks best alone. Likes individual self-paced and managed activities. Reflective and quiet. Likes thinking, visualization, meta-cognition, journal writing.	Question and answer
Naturalistic	Creating an understanding and meaning through the real world: excursions and research, field trips, site visits, job-shadowing, empirical research	Excursions, empirical research, job-shadowing, simulations, site visits

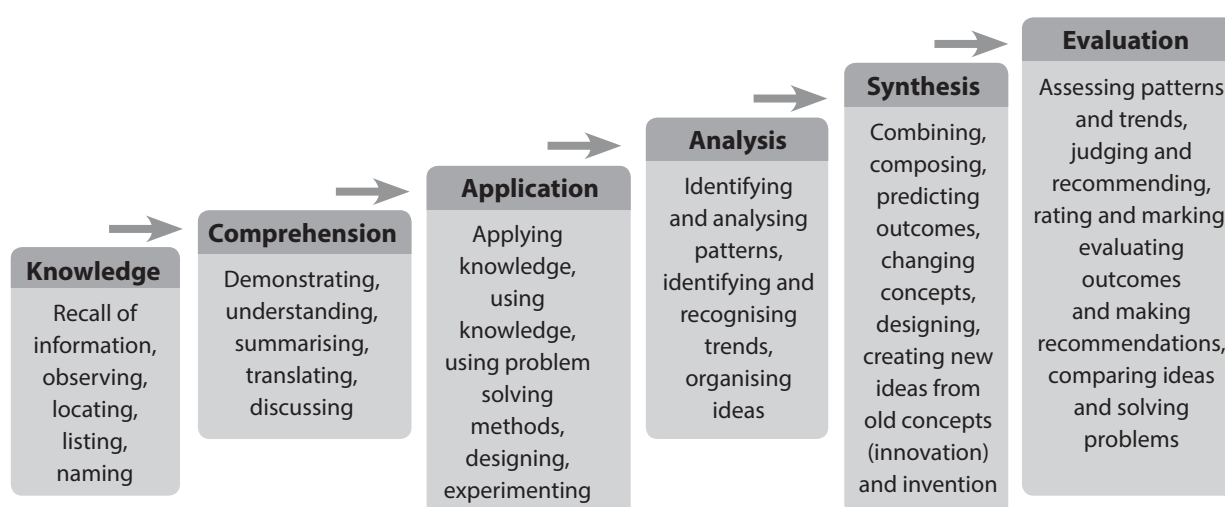
COGNITIVE LEVELS OF THINKING: BLOOM'S TAXONOMY

Bloom's Taxonomy has been used for years in the field of education and is mostly referred to in assessment. There are four important times when Bloom's Taxonomy should always be applied.



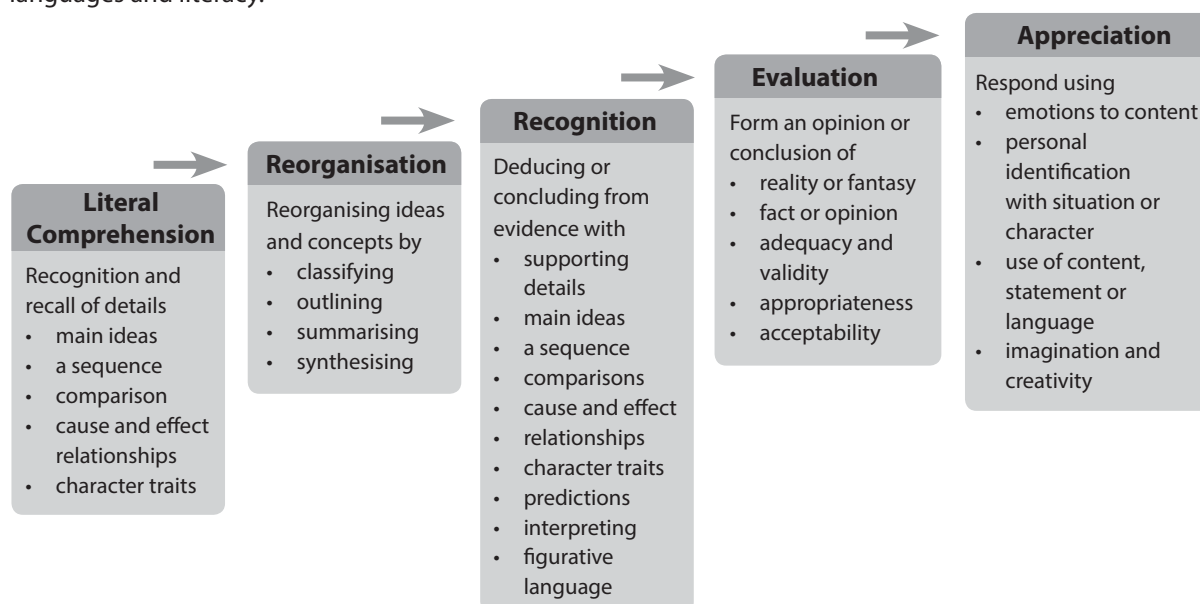
BLOOM'S TAXONOMY

Bloom's Taxonomy is like a building block for every learner. Learners need to grasp the easy and lower steps before they get to the higher steps. Every aspect of teaching and learning should aim to target all of these levels.



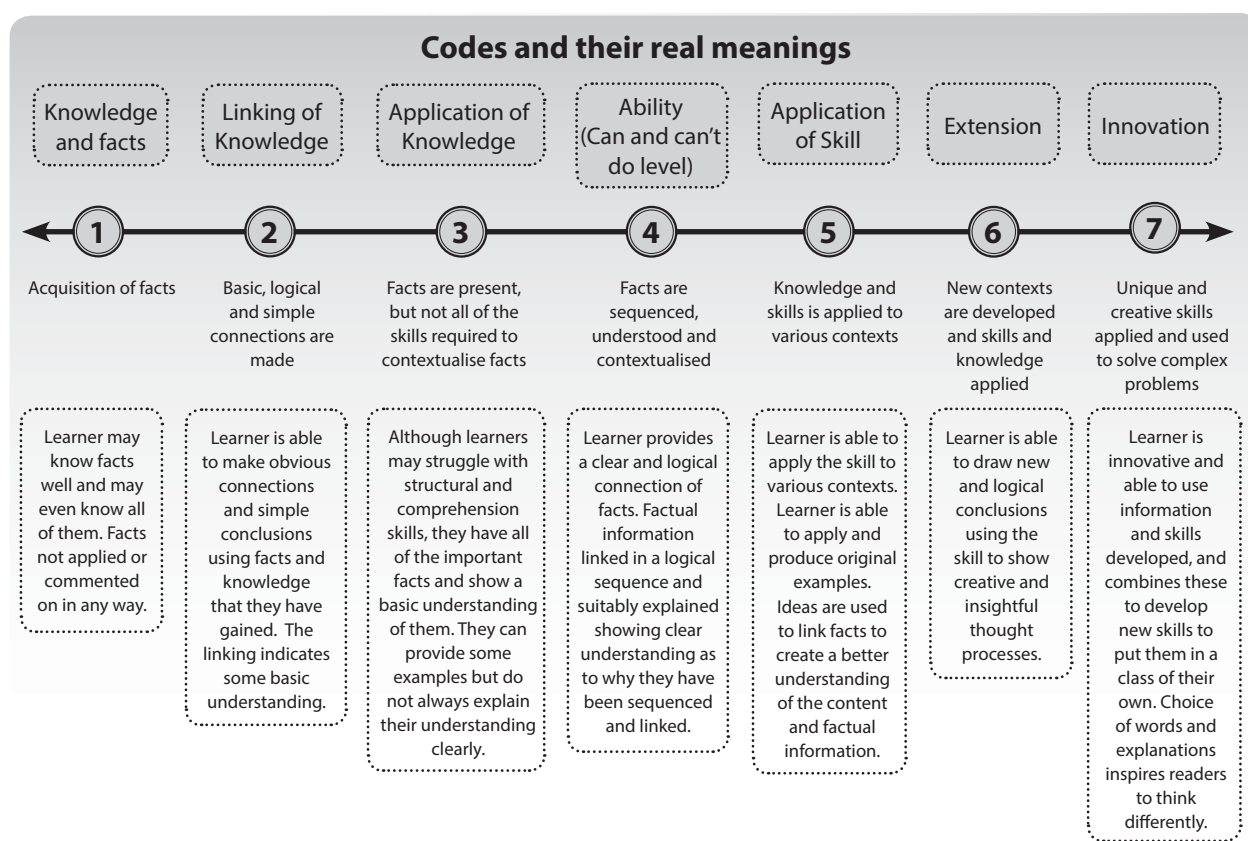
COGNITIVE LEVELS OF THINKING: BARRETT'S TAXONOMY

Barrett's Taxonomy was originally developed to describe and assess the different levels of reading comprehension. It assists teachers in developing assessment, however, it is relevant in all aspects of teaching and learning. It consists of five different levels of reading comprehension and can easily be adapted for assessing listening, speaking and writing. This taxonomy is particularly useful when teaching and assessing languages and literacy.

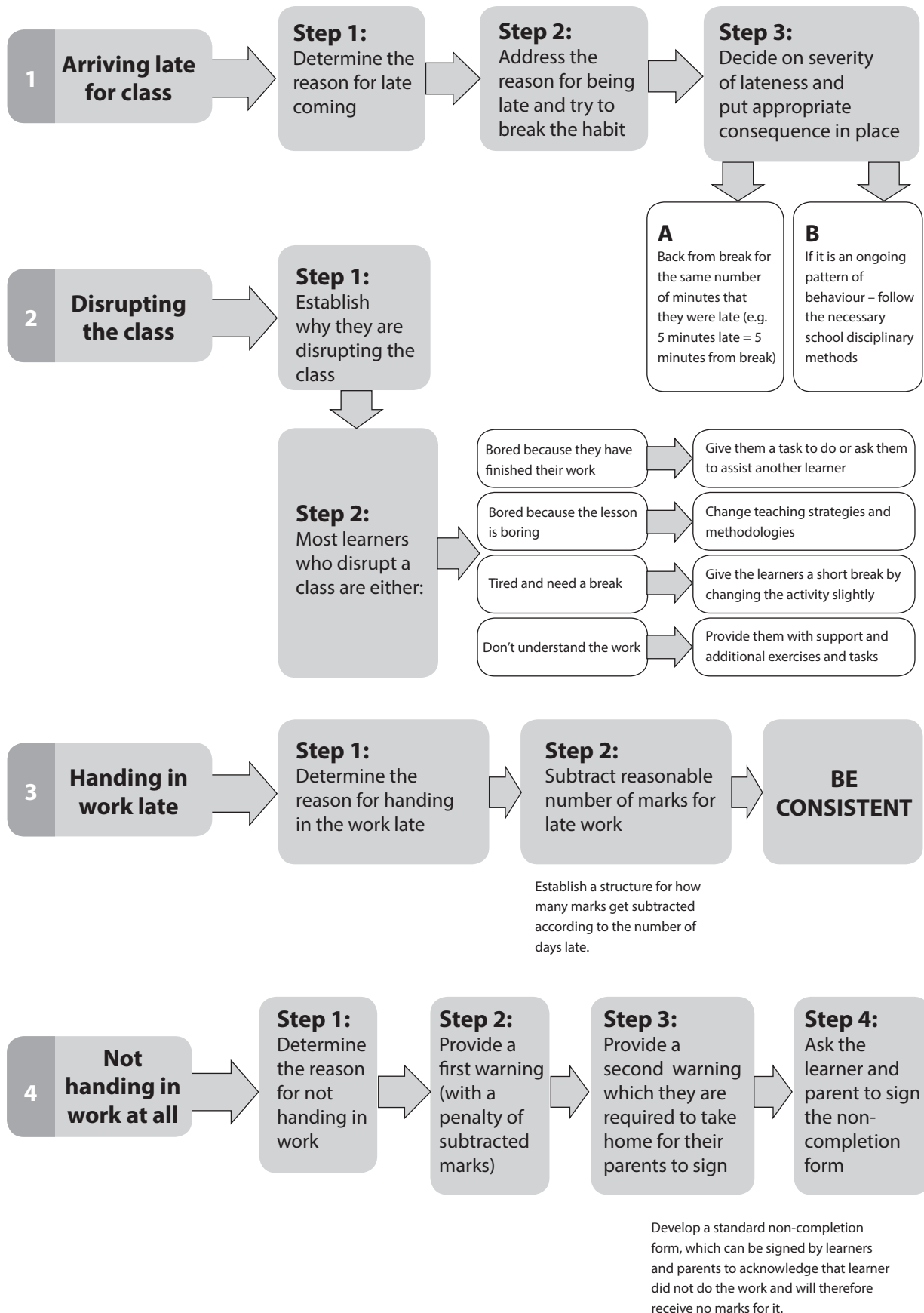


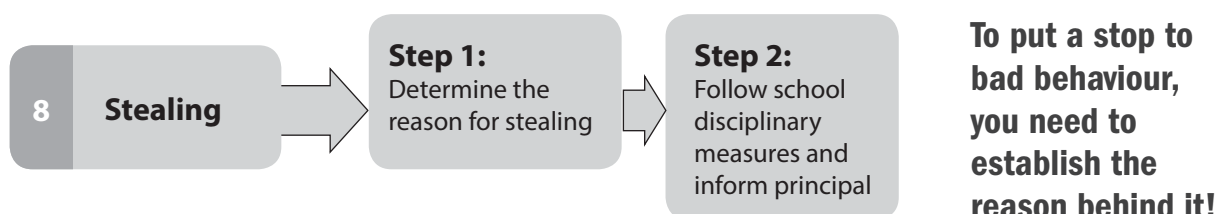
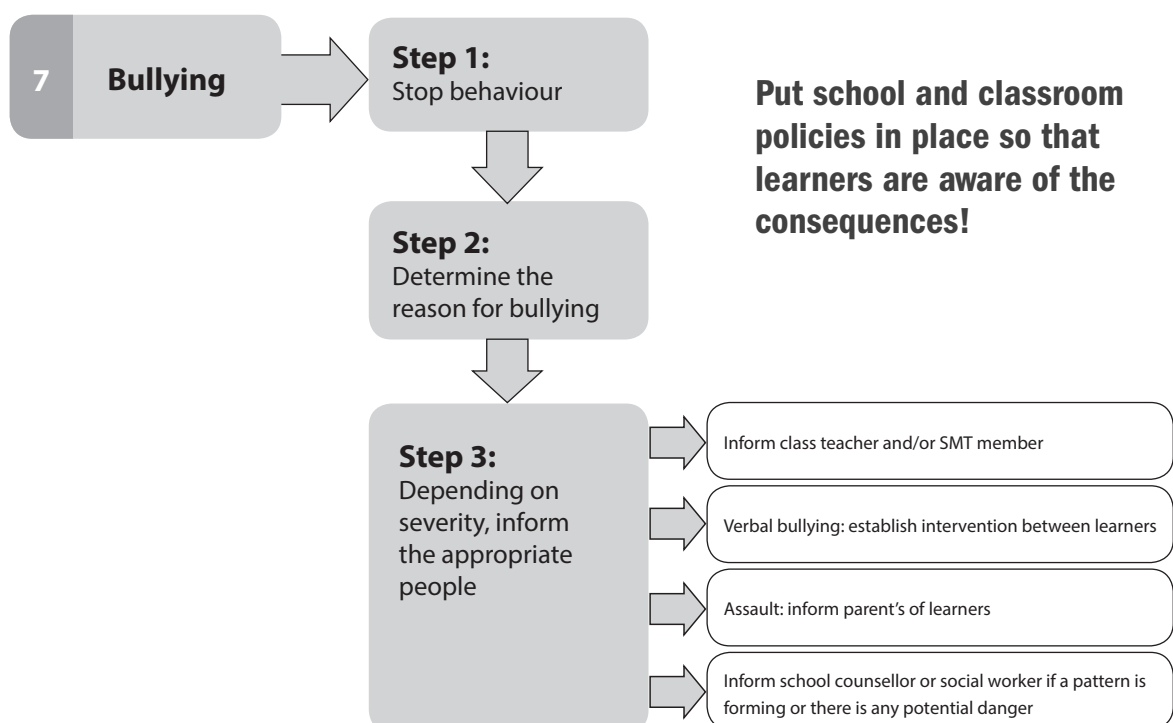
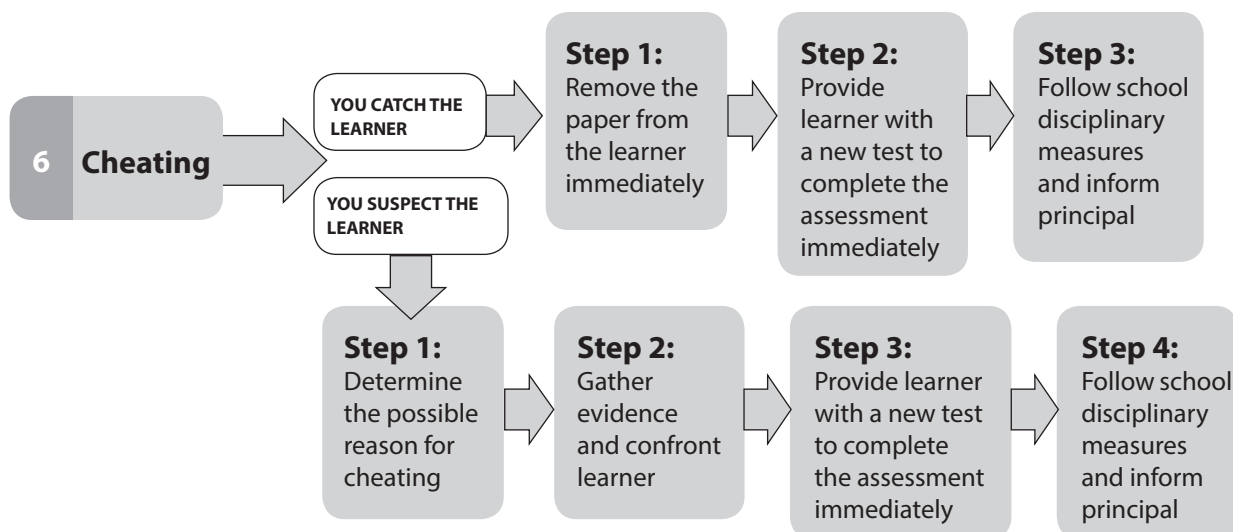
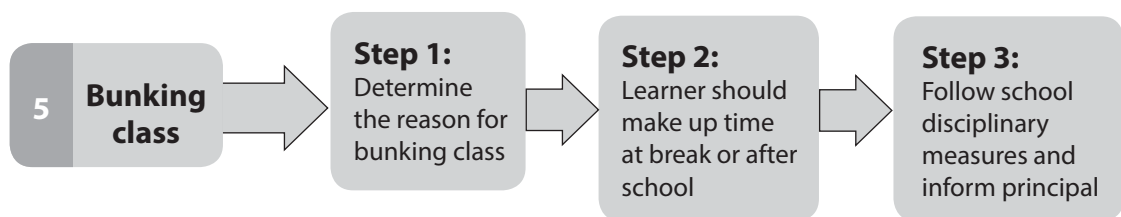
USING CODES TO DETERMINE LEVELS

Codes can be used to determine the levels. Codes are developed on a scale that is based on skills and levels of cognitive ability and NOT on knowledge alone. If a learner is too high up on the scale, but does not have the cognitive ability, the assessment relies too much on knowledge and recall.

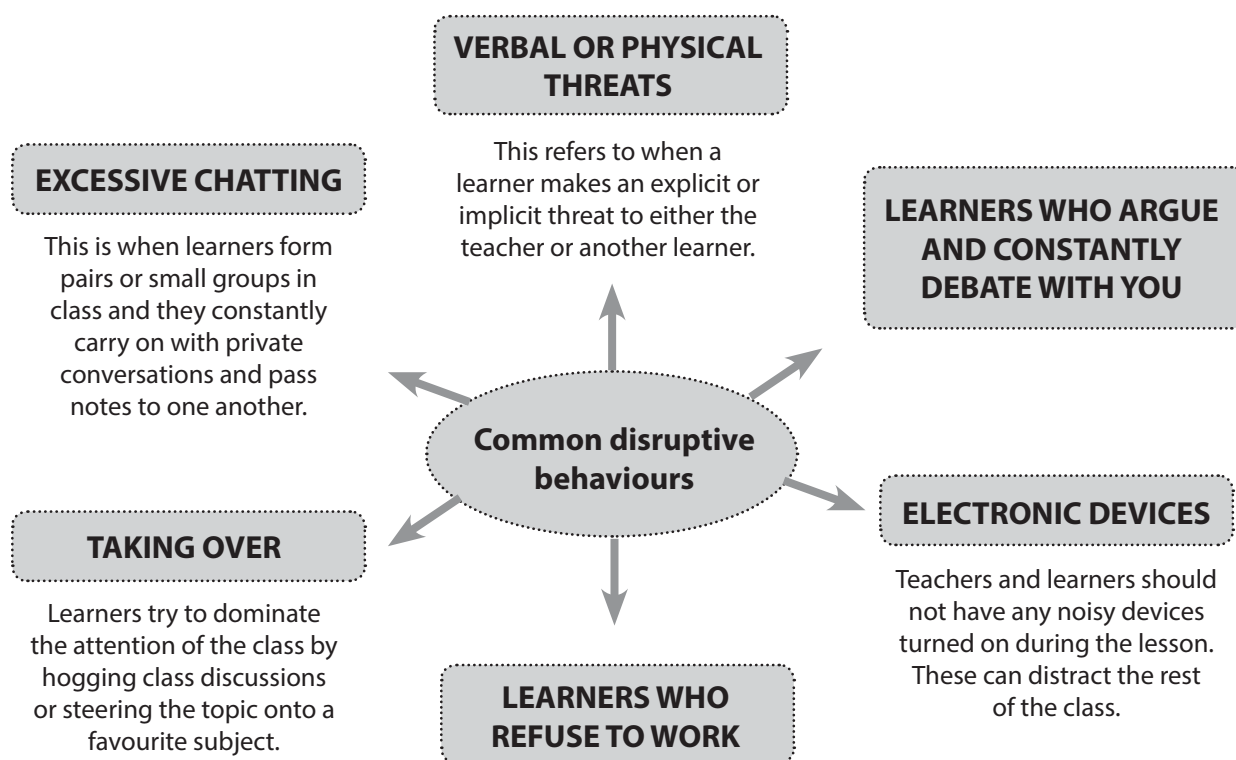


STEP-BY-STEP SOLUTIONS TO CLASSROOM PROBLEMS





GENERAL TIPS ON DEALING WITH BEHAVIOURAL CHALLENGES



DO	DON'T
✓ Address non-verbal communication	✗ Try to discipline the whole class at once
✓ Always provide the learner with a choice and consequence	✗ Ask questions instead of 'telling' by giving statements
✓ Distinguish between the primary and the secondary issue	✗ Give warnings
✓ Consistently and fairly enforce rules	✗ Be inconsistent

7 SECRETS TO ORGANISING AND MANAGING LARGE CLASSES

SECRET 1:

Planning to achieve your goal

Planning is not necessarily about paperwork and lesson plans, it is about planning and facilitating the best way to achieve your goals.

SECRET 2:

Inform the learners

Learners want to know what is expected of them.

Learners want to know what to expect for the lesson.

SECRET 3:

Timing

Be realistic about what you can complete in a particular lesson.

Be realistic about what the learners can achieve in a certain time period.

SECRET 4:

Seating plan

Make sure that your learners are sitting in a way that is conducive to learning. Certain seating plans work for certain activities and not for others.

Some learners are able to concentrate better in certain desk formations.

SECRET 5:

Be prepared

It is essential to understand your learners and your classroom environment so that you are prepared for any events that may occur or disturbances that may cause you to have to change your methodologies, timing or planning.

SECRET 6:

Routines

Every classroom has certain activities that occur all the time. It is essential to get the learners into good habits with these routines so that they cause as little disruption as possible to the teaching and learning process.

Examples of routines include reporting absentees, assessing homework, classroom rules and group work strategies.

SECRET 7:

Resources

Resources can enhance the learning process, but can also disrupt the teaching process.

A resource needs to be appropriate to the teaching and learning situation and enhance the process.

Resources need to be carefully planned for and used effectively.

ORGANISING AND MANAGING MULTI-GRADE CLASSES

The major challenge of a multi-grade class is that there are learners of different age, ability, maturity and interests. Below are some practical tips to help manage a large multi-grade class.

Classroom organisation

- ◇ Desks should be organised in small groups and not in rows
- ◇ Use display boards to pin up the learners' work
- ◇ Make sure each learner has a personal space for their things
- ◇ Assign and label specific areas in the classroom, e.g. resources for each grade

Classrooms are often short on storage. Below are some useful tips:

- Collect containers, e.g. ice-cream containers
- Label storage areas clearly
- Avoid clutter and throw away what you don't need
- Have a filing system for books/resources

Teaching methodologies

Whole class teaching

Plan only one lesson – it needs to address the average ability level of the multi-grade class.

Challenges

- ✗ Teacher centered, disinterested learners might cause discipline issues
- ✗ Does not appeal to every level of ability

When to use it?

- ✓ Storytelling
- ✓ Students news
- ✓ Music or drama
- ✓ Introduction of topics or themes

Group work

This is the most effective way to meet the needs of all the learners.

Challenges

- ✗ Learners grouped incorrectly together
- ✗ The task is not appropriate for group work

How to use it?

- ✓ Group learners according to their grade
- ✓ Provide structured tasks for each grade to complete
- ✓ While other groups are busy, the teacher has time to teach a specific grade

Individual teaching

The teacher works one-on-one with the learner.

Challenges

- ✗ Behaviour issues may arise in the rest of the class
- ✗ Difficult to spend time with every learner in the class

How to use it?

- ✓ When the rest of the class has work to complete
- ✓ Have extension activities planned for learners
- ✓ Allow older learners who have mastered a skill to assist younger learners still acquiring the skill

Routines and discipline

A lack of classroom routine and discipline often leads to other distractions and time wasted in the classroom. A well-structured classroom environment is key to enable effective learning in a multi-grade classroom.

Some examples:

- ◇ Register and absenteeism
- ◇ Checking homework diaries and writing down homework
- ◇ Handing work in to the teacher
- ◇ Bathroom breaks
- ◇ Late for class
- ◇ Formal assessment logistics
- ◇ Consequences to inappropriate actions

DEALING WITH THE DIGITAL DISTRACTION IN THE CLASSROOM

Ideas for controlling cellphone use in the classroom

1. Enforce the school's cellphone policy.
2. Allow learners the first five minutes of a lesson to check their social media or messages, and then cellphones are put away or turned off.
3. Have a basket and labels on your desk for learners to label and hand in their phones: they can collect them when the lesson is finished.
4. Establish cellphone etiquette with learners in the class.

EXAMPLE OF A CLASSROOM CELLPONE POLICY

- 1st violation: the phone is returned to the learner after the lesson
- 2nd violation: the phone is returned to the learner at the end of the day
- 3rd violation: the phone is returned to the learner at the end of the month
- The slate is wiped clean at the end of the month

In order for a cellphone policy to be effective, the teacher must get approval and support from the parents of the learners.

Using digital resources effectively in the classroom

How effectively are you using digital resources?

- ◇ Does it support the lesson?
- ◇ Is it relevant to the lesson?
- ◇ Does it enhance the teaching process?
- ◇ Will it encourage learners to think critically?
- ◇ Will it create a deeper interest in the subject?
- ◇ Will it attract the attention of the learners?
- ◇ Will it enhance the chosen methodology of the lesson?
- ◇ Are you familiar with using the technology?

Five fatal errors

- ✗ Don't think that digital resources can entirely replace the teacher
- ✗ Don't allow the digital resources to detract from the content of the lesson
- ✗ Don't allow logistics to take up valuable teaching time
- ✗ Don't use digital resources without careful planning
- ✗ Don't over-use digital resources

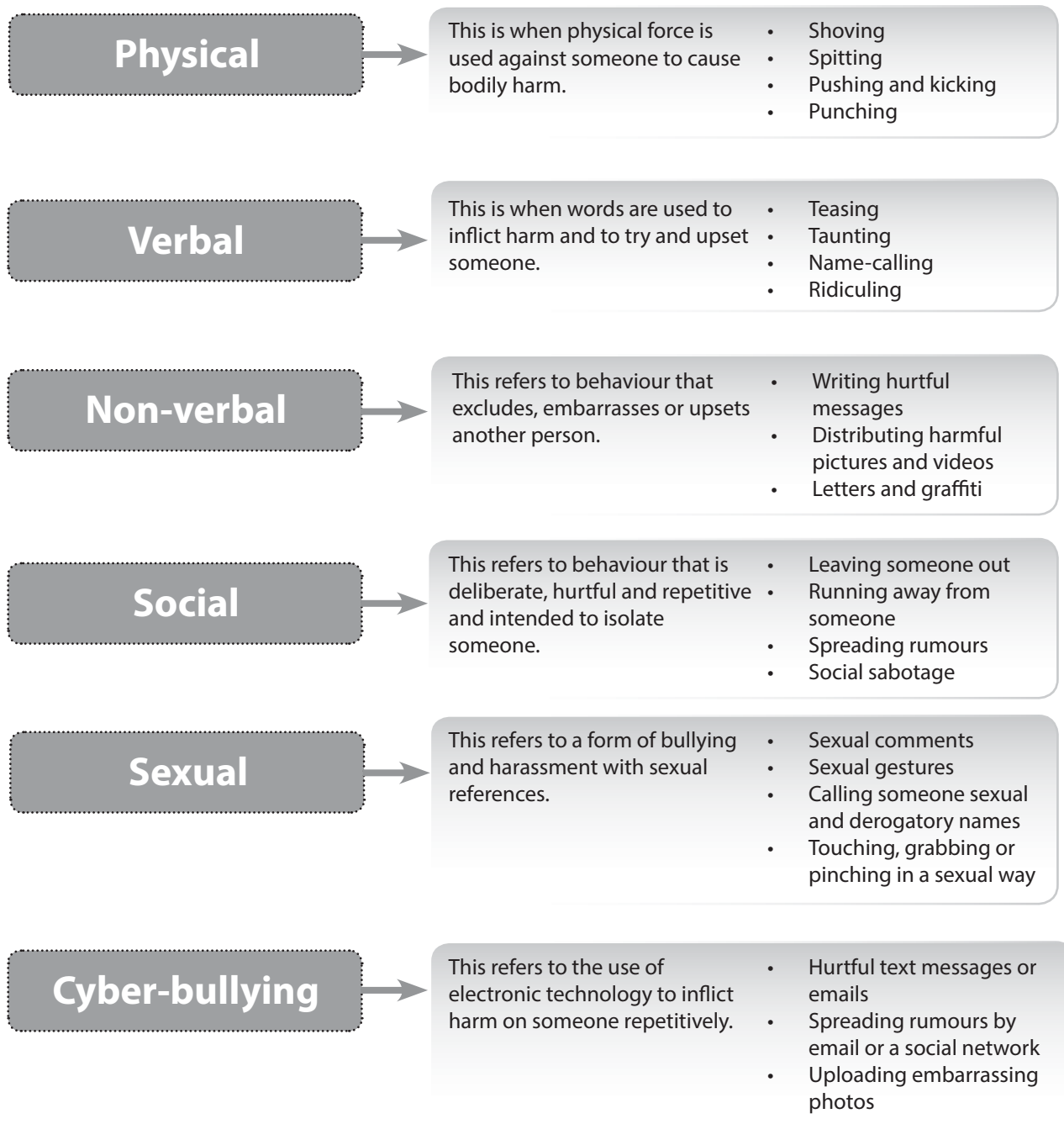
BULLYING

What is bullying?

Bullying is repeated, aggressive behaviour intended to hurt another person to gain a physical or psychological advantage. The bully uses threats, intimidation, cruelty, and/or forcing their will to achieve control over others. Girls tend to bully verbally while boys bully physically.

DIFFERENT TYPES OF BULLYING

There are different types of bullies. Many learners can be exposed to more than one type of bullying.



CYBER-BULLYING

The advancement of technology and the Internet has created a new environment for bullying to take place.

Why should we be concerned about cyber-bullying?

Incidents of cyber-bullying are occurring more frequently.

Reasons why this is so:

1. **HIDING BEHIND TECHNOLOGY** – the bully does not have to face the person being bullied so bullying is easier
2. **DIFFICULT TO MONITOR** – technology is part of everyday life, and it is difficult to identify when someone is using it wrongfully
3. **READILY AVAILABLE** – most learners have access to a cellphone or email
4. **FEAR OF CONSEQUENCES** – many cases go unreported as learners fear losing their technology

Create awareness

It is important to create awareness about cyber-bullying and guide learners on how to protect themselves.

Don't:

- X Share your password
- X Share personal information online
- X Respond to hurtful emails or messages, rather print them out
- X Upload anything online that you don't want your friends or classmates to see

Remind learners that online messages are permanent.



What signs to look out for?

Cyber-bullying can happen 24 hours a day. Because it's difficult to monitor and control, cyber-bullying often goes unpunished, allowing it to occur more frequently.

Here are some signs you can look out for:

- Learner begins to skip school or is unwilling to attend school
- Lack of interest in school work, marks drop
- Becomes more introverted and pulls away from friends and socialising
- Complains often of physical ailments
- Appears sad, teary or moody

What can you do?

Take the appropriate steps to ensure that incidents of cyber-bullying are dealt with firmly and in a timely manner.

- Deal with the incident immediately
- Ask the learner to save or print out the message or e-mail
- Determine the severity of the incident
- Discuss the incident with the perpetrator's parents
- If necessary, get the police involved

THE DO'S AND DON'T'S OF BULLYING

Preventing issues of bullying

1. You must be familiar with your school's bullying policy—if there is one. You need to be clear on these matters so you can accurately communicate the school's policies and expectations.

- When should a learner be referred?
- What incidents warrant suspension?
- What incidents warrant expulsion?

2. In addition to your school's bullying policy, you must have your own classroom policy— with steps you take when bullying occurs.

- Explain your bullying policy to your learners during the first week of school.
- Role-play bullying scenarios and practise the appropriate reactions for students to take.
- Clearly state the consequences for bullying a fellow learner.

3. Create a safe space for learners to report bullying, whether they are the victim or a witness, and a safe space for victims to heal from bullying incidents.

4. Watch your learners, especially during break, when the majority of bullying incidents take place.

DO

- ✓ Promote character and values
- ✓ Focus on the role of the bystander
- ✓ Have helpful and productive consequences
- ✓ Consistently and fairly enforce rules

DON'T

- ✗ Just state the rules
- ✗ Only focus on the bully and the victim
- ✗ Name and shame the bully
- ✗ Selectively and inconsistently enforce rules

Resolution

If bullying has occurred, a firm and consistent resolution, in line with the school's policies, must be put into action.

1. The bully must understand that bullying is unacceptable

2. They must understand that there will be consequences

3. Open, respectful communication between bully and victim should be encouraged

4. The bully should be offered counselling to work through the issues that caused them to bully in the first place

SUPPORT FOR THE TEACHER

The best way to approach bullying is to be well informed. Keep reading the latest articles and research to discover new and effective ways of addressing bullying. Familiarise yourself with the proper procedures that need to be taken so that the matter can be dealt with quickly and effectively.

Below are examples of useful websites and contact details of organisations that can offer assistance.

USEFUL RESOURCES AND WEBSITES:

Department of Basic Education – School Safety Framework document

<http://www.education.gov.za>

Becta e-Safety

<http://www.becta.org.uk>

Classwatch

<http://www.forensicsoftware.co.uk>

Digizen

<http://old.digizen.org/>

Stop Bullying Campaign

www.stopbullying.gov

www.teachsafeschools.org/bully_introduction.html

Respect me

<http://respectme.co.za>

Olweus Anti-Bullying Campaign

www.olweus.org/public/index.page

www.stopbullyingnow.com

How to teach about bullying

<http://www.stopbullying.gov/educators/index.html>

South African National Council for Child and Family Care

For child welfare and community outreach programmes

(011) 492- 2950

Child Welfare South Africa

For child protection, child care and family development

(011) 452-4110

www.childwelfareasa.org.za

Police Child Protection Units

For family violence, child protection and sexual offences

08600 10111

Childline

Aims to protect children from all forms of violence and to promote children's rights

0800 055 555

COUNSELLING YOUR LEARNERS

Teachers as counsellors

Teachers spend a great deal of time with their learners and should be able pick up on behavioural or academic signs that a learner is struggling.

In a school set-up it's important that teachers make themselves approachable and accessible to assist learners with any problems.

The three basic tips to counselling:

1. **RELATIONSHIP** – Develops a rapport with the learner
2. **CONFIDENTIALITY** – Gain trust of learner by reassuring them of the confidentiality of the conversation
3. **RECORD** – Keep a detailed record of sessions and when they occurred

Problems you might be faced with and what you can do

Substance abuse

The excessive use of tobacco, alcohol and other narcotics

The learner either has a substance abuse issue, or someone in their lives abuses substances

Child abuse

The misuse, mistreatment or violation of a child

The learner is either the victim of the abuse or is exposed to abuse regularly

Community violence

When power or violence is used to threaten or harm

The learner is either a victim of violence by the community, or is forced to join in the violence.

Bullying

Repeated aggressive behaviour intended using your strength or power to harm another learner

The learner may be the victim or the bully themselves

Eating disorders

Deliberately eating very little or throwing up after eating.

The learner could be suffering from this disorder, or be aware of someone else who is

Self-mutilation

Deliberate self-inflicted harm.

The learner either partakes in self-mutilation or is exposed to someone who does

Steps YOU can take

1 Issue arises:

- Learner approaches you, or
- You approach learner

2 Obtain all the facts:

- Get all the information from the learner
- Get info from others too

3 Assess the situation:

- What is the severity?
- Can you help the learner to come to a solution?

4 Report the case

- Report to a senior staff member if the situation is serious

5 Refer the learner

- If the learner needs extra support, refer them to school or district counsellor

SUPPORT FOR THE TEACHER

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job. - Donald Quinn

Developing a rapport with your learners

Building a relationship with your learners is very important when it comes to dealing with sensitive issues. Many learners do not have a responsible adult in their lives and need someone to turn to for support and care.

Be honest, what would your learners have to say about you?

My teacher:

- ☐ Does not take sides
- ☐ Listens to me
- ☐ Helps me
- ☐ Believes that I am not bad and that I can change
- ☐ Believes what I say
- ☐ Respects me
- ☐ Appreciates me

Useful organisations and contact details

Lifeline

www.lifeline.co.za/training

Lifeline offers a counsellor course. The topics below are some of the topics discussed in the course:

- Victim sensitivity training
- Communication and listening skills training
- Project talk life skills programmes for children and adolescents
- HIV/AIDS awareness training
- Conflict management training

Useful websites

<http://www.familylife.org.za/>

<http://www.psychologicalcounselling.co.za/>

http://wced.pgwc.gov.za/documents/abuse_no_more/summary_document/abuse.html

TEACHING RESPONSIBLE BEHAVIOUR

Teaching HIV/AIDS through the phases

INTERMEDIATE PHASE	SENIOR PHASE	FET PHASE
<ul style="list-style-type: none"> • Provide basic education • The TRANSMISSION of HIV is a big focus here – the role of bodily fluids • Explain what happens in the body, how the immune system is attacked • Explain what an incubation period is • Explain the difference between HIV and AIDS • Explain myths about HIV/AIDS • Emphasise hygiene and life skills • Discuss that there is no cure 	<ul style="list-style-type: none"> • General and basic overview of all facts • Myths and misconceptions • Actions have consequences; understanding the risks • Virginity, chastity and purity • The effect of HIV/AIDS on communities • Discuss how learners can support and care for someone with HIV/AIDS 	<ul style="list-style-type: none"> • General and basic overview from Senior Phase • Discuss conspiracy theories and why young people believe them • Positive healthy behaviour • Evaluate attitudes and beliefs • Develop learners skills to assert their belief to abstain

4 ways to care for and support infected and affected learners

- 1 Understand your role as teacher**
 The role of a teacher has evolved. Many children do not have a responsible adult in their lives and the teacher in many cases fulfills this role.
- 2 Rights of children**
 Children need protection. Legislation states that it is mandatory for any person working with children to support and care for infected and affected learners.
- 3 Be aware**
 Teachers must be informed and inform. They need to communicate effectively with learners, classmates, colleagues, SMT and parents.
- 4 Use your heart**
 A learner must feel that you want to help them, rather than that you have to help them. The infected learner needs to feel that they are supported and cared for.

What should a school be doing?

- ◇ Make sure that all teachers are aware of and involved in the support systems in the school
- ◇ Be flexible and adapt to meet the needs of learners in difficult situations
- ◇ Establish clear guidelines, roles and responsibilities for:
 - Teachers
 - School-based support team
 - Principal
 - School governing body
 - District-based support teams
- ◇ Identify those who can help and support e.g. community-based organisations

NOTES

[illegible]

TIPS FOR TEACHER WELLNESS

1

BE AN EARLY BIRD

Arrive at school early and get down to business. Don't ease into your day. Jump in with both feet. You'll work twice as efficiently and with fewer distractions before school than you will at any other time of the day.

2

FREE YOUR MIND

Keep your room clear of needless materials. A clutter-free classroom is not only more appealing and more conducive to learning, but gloriously freeing to your mind.

3

LEAVE SCHOOL AT SCHOOL

As soon as you pull your car out of the school parking lot, your workday is over. Leave it there. Although you may have to do marking or play catch up at home, those times should be limited where possible and devoid of emotion. It is important to try, as much as possible, to leave your work frustrations at school.

4

EXERCISE

Nothing will clear your head faster or more completely than exercise. 30-40 minutes most days per week is all you need to reboot the system and enjoy better energy for teaching. Go for a brisk walk. Dance to your heart's content. Join a swim club. Whatever you do, make sure it's something you enjoy.

5

EAT FOR ENERGY

What you eat can have a startling effect on how you feel, how you look, and how much energy you have for teaching. A simple diet of smaller meals, whole foods instead of processed, and mountains of fresh and varied fruits and vegetables. Try to cut back or eliminate your consumption of sugar, white flour, and foods high in saturated fat. You won't believe how much energy you'll have or how incredible you'll feel.

6

REST

Every teacher needs down time in the evening, if only for an hour. And a good night's sleep is a must. Teaching is one of the few professions that never lets you coast through the day, even when you're not feeling well.

7

FOCUS ON ROUTINES

Everything is easier with routines. The most effective teachers rely on them heavily. When your students know what is expected of them, what to do, and how to do it well, they feel more confident and more comfortable and tend to behave better. Efficient routines reduce the need for endless discipline and explaining and dealing with misbehaviour.

USEFUL WEBSITES:

<http://www.teachingwellbeing.com>

<http://www.smartclassroommanagement.com>

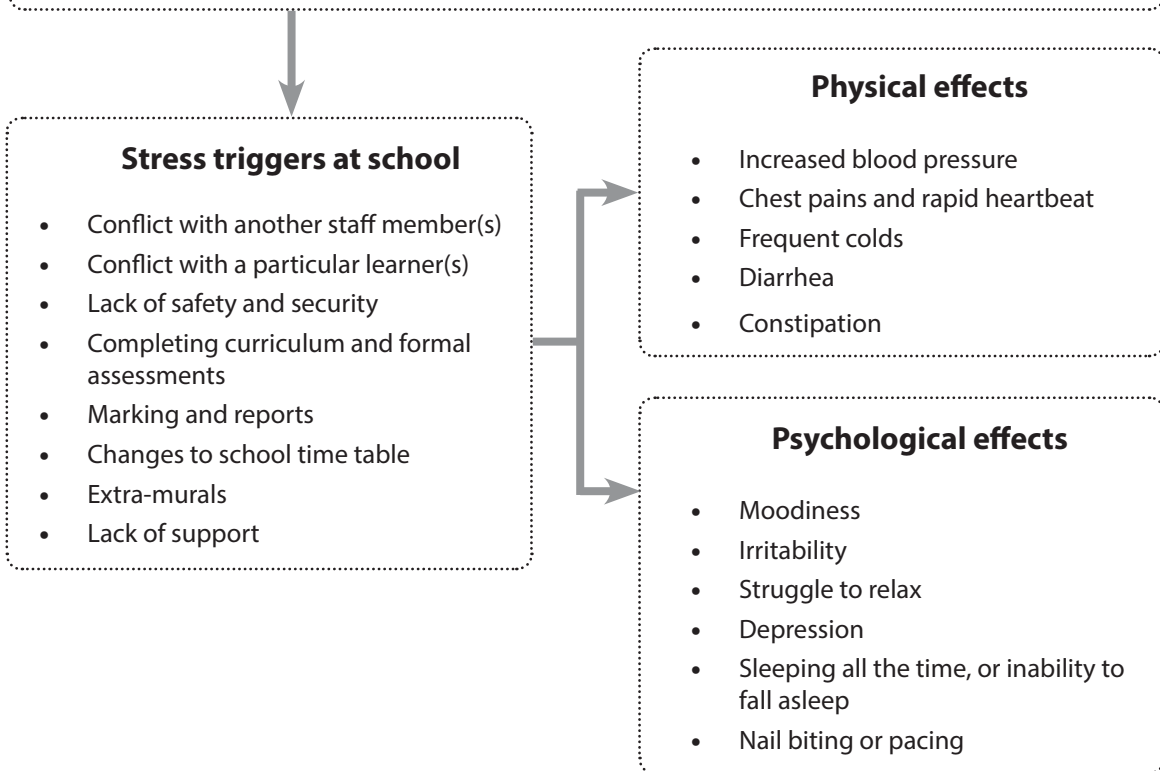
<http://www.ehow.com>

<http://www.healthyeating.net>

<Http://www.heartfoundation.org.au>

STRESS

Stress is a response to a situation where one feels one is under pressure and fears one may not cope. Often teachers have to function during stressful periods.



Checklist: How stressed are you?

- | | |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> I am constantly eating | <input type="checkbox"/> I often complain about not having enough time |
| <input type="checkbox"/> I am often short with my learners | <input type="checkbox"/> Getting stuck in traffic makes me angry |
| <input type="checkbox"/> I struggle to fall asleep at night | <input type="checkbox"/> I get angry when people do not answer their phones |
| <input type="checkbox"/> I have started getting more headaches | <input type="checkbox"/> I will complain to anyone who will listen about how much I have to do |
| <input type="checkbox"/> I drink more alcoholic beverages | <input type="checkbox"/> I moan often that I am not paid enough money |
| <input type="checkbox"/> I have started smoking, or I am smoking more often | <input type="checkbox"/> My class is getting out of control |
| <input type="checkbox"/> I feel I have to do everything myself | <input type="checkbox"/> I have panic attacks when I think of everything I still need to do |
| <input type="checkbox"/> My team doesn't support me | <input type="checkbox"/> I get spontaneous chest pains |
| <input type="checkbox"/> I just want to sleep on weekends | <input type="checkbox"/> I take my frustrations out on the people in my life |
| <input type="checkbox"/> I have stopped exercising | |
| <input type="checkbox"/> I seldom have time to relax and do things for myself | |
| <input type="checkbox"/> I have less time to prepare lessons | |

PERSONAL GROWTH AND DEVELOPMENT

Teachers need to acquire, develop and practise essential life skills in order to pass these onto their learners. These life skills assist us in making smart life choices.

Examples of essential life skills

- ◇ Knowing when to ask someone for help
- ◇ Understanding when a leader needs to step in and intervene
- ◇ Identifying stressful times and taking measures to prevent burnout
- ◇ Being able to make an informed objective decision

Life skills that teachers should acquire and model to their learners

1. **SAYING NO**
Refusal skills – firm yet polite
2. **RESOLVING CONFLICT**
Steps on how to resolve complicated situations
3. **SOLVING PROBLEMS**
Approaching problems systematically
4. **THINKING CREATIVELY AND CRITICALLY**
Developing and expanding creativity and critical thinking skills
5. **HOW TO NEGOTIATE**
A useful skill to solve problems
6. **BEING ASSERTIVE**
Knowing when and how to be assertive
7. **HOW TO SPEAK PUBLICLY**
How to effectively present in front of an audience
8. **HOW TO COMMUNICATE**
How to communicate both verbally and non-verbally
9. **SETTING GOALS**
How to choose appropriate and attainable goals
10. **MANAGING EMOTIONS**
Not getting overwhelmed and making irrational decisions

How can a teacher acquire and develop life skills?

STEP

1

Identifying the need for a skill

Knowing what your shortcomings are and accepting that you need to actively acquire a skill

STEP

2

Gaining information

Researching information about the skill that you need

STEP

3

Developing an understanding

Realising the change and impact that this skill will have on your life

STEP

4

Applying the skills

Model someone else in your life that uses this skill; practise and include the skill in your everyday life

DEVELOPING YOUR SKILLS

It is essential to decide how you would like to improve your skills and why.
You can develop and enhance your skill set by:

A

Specialising in a particular area

By specialising in a particular area, you can gain more in-depth knowledge and skills in a particular field, subject or skill that you already have and may want to improve on.

E.g. a Social Sciences teacher may want to learn more about using the Internet to teach mapwork skills.

B

Broadening your knowledge and skills

By broadening knowledge and skills, you can gain experience, knowledge and skills in a new area that you may find interesting and that will improve your daily work.

E.g. a Mathematics teacher may want to develop new knowledge and skills on remedial teaching to assist those learners in the class that struggle.

Some ideas:

Didactic skills

- ◇ Assessment
- ◇ Teaching methodologies
- ◇ Classroom management and planning

Leadership and management skills

- ◇ Problem-solving
- ◇ People management
- ◇ Policy and procedures

Communication and organisational skills

- ◇ Discipline
- ◇ Conflict resolution
- ◇ Time management

Where do I start?

Institutions that offer training and courses

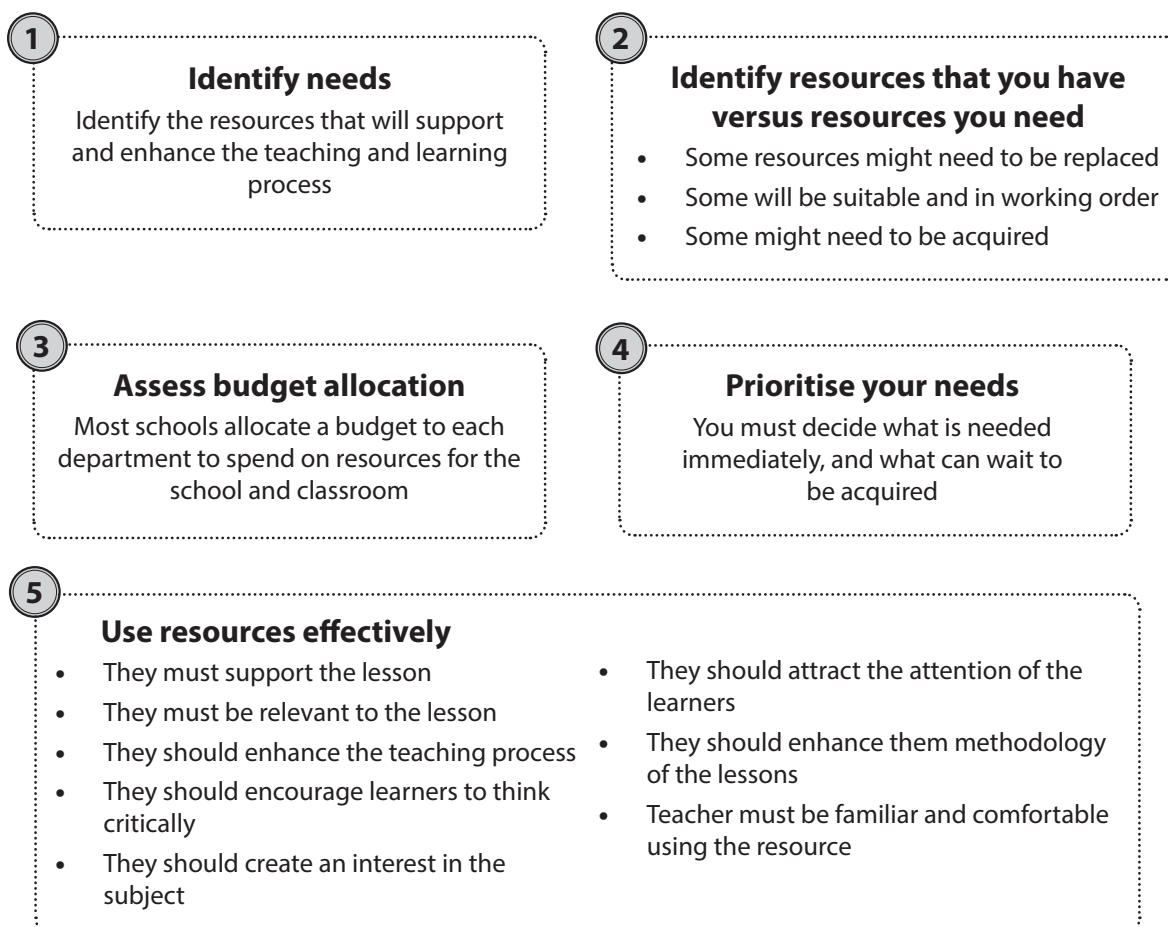
- Universities of Technology
- FET Colleges
- Universities
- ETD P SETA
- Unions
- Private organisations
- NGO's
- Internet: Online courses

Websites to visit for more information:

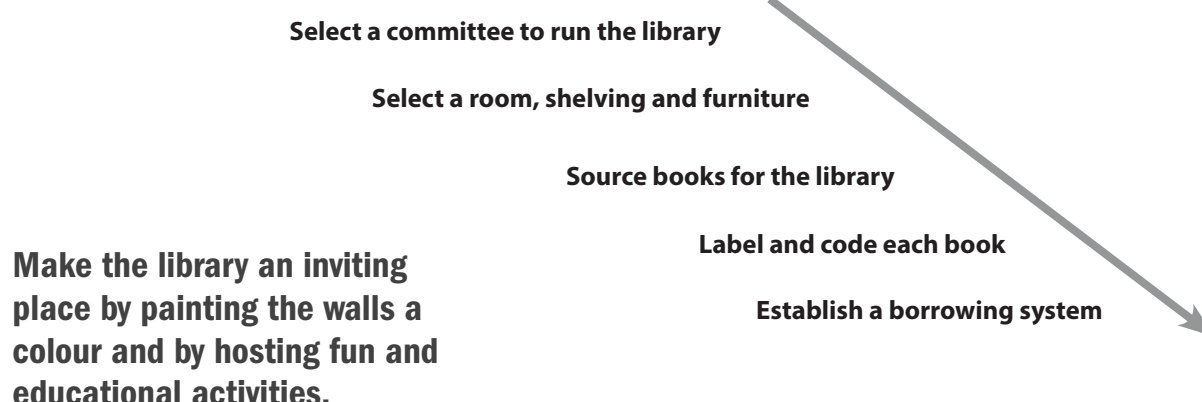
- <http://www.education.gov.za/Educators/HEIShortCoursesforEducators/tabid/791/Default.aspx>
- Teacher union websites
- South Africa Council for Educators (SACE) www.sace.org.za

RESOURCING YOUR SCHOOL

Steps to managing your school's existing resources



Steps to starting your own school library



For a comprehensive guide to starting your school library, visit <http://www.oxford.co.za/page/schools/teaching-resources/1286464-Free-Downloads>

ESTABLISHING PROJECTS TO GENERATE INCOME

Ideas to create extra income for your school

- ◇ Hold a market day open to parents and the community where all or a percentage of the profit goes to the school
- ◇ Sell tickets to events like fashion shows and talent contests
- ◇ Appeal to parents and the community to donate prizes and hold a school raffle
- ◇ Use talents and skills of the learners to generate other funds

Identifying resources that can be developed:

A good example is a vegetable or fruit garden on the school property.

Why is a school garden a good resource to develop?

1. It develops practical skills
2. It develops responsibility in the teachers and learners
3. It provides a useful resource
4. It could generate a profit
5. It could easily be linked to curricular activity
6. Produce can go to learners, staff and ground staff

How to go about applying for sponsorship or a donation:

Do your research

Make a list of potential businesses to approach and research each business.

Decide what you want to ask for

Do you want cash, volunteers, a service, advice, products, or expertise?

Prepare your written material

A formal letter printed with an explanation requesting a donation or sponsorship.

Letter before personal request

This allows the business time to contemplate their contribution.

Specify recognition

Most businesses will hope to get recognition or publicity for their contribution.

ROLES AND RESPONSIBILITIES OF ALL ROLE-PLAYERS

What are the roles and responsibilities of the role-players?

Learners

Roles

- Attend school regularly and on time
- Participate in learning opportunities
- Active participation in school activities
- Behaviour according to the code of conduct
- Obey all school policies

Responsibilities

- Respect the teachers and other learners of the school
- Maintain a safe learning environment
- Complete homework and formal assessment activities

Teachers

Roles

- Primary provider of information
- Facilitate the learning process
- Manage the classroom and resources
- Work as part of a co-operative team

Responsibilities

- To be prepared and plan for the lessons
- Accommodate all learners' needs in the class
- Common law duty of care for learners (in loco Parentis)
- Ensure the safety of learners
- Report child abuse

Parents

Roles

- Support the school, teachers and management decisions
- Reinforce the school's code of conduct
- Pay school fees, where applicable
- Assist the school where possible

Responsibilities

- Ensure that learners get to school on time
- Encourage learners to participate fully in school activities
- Provide academic support
- Attend school functions and meetings

Department Head

Roles

- Curriculum planning and preparation
- Assessment planning and preparation
- Determines preferred strategies for teaching and subject
- Organises departmental meetings
- Provides resources to educators in department

Responsibilities

- Keeps up to date with curriculum changes
- Follows the curriculum and assessment standards
- Be a role model to other educators in the department

Grade Head

Roles

- Facilitates grade level planning and assessment
- Organises student and grade activities e.g. camps and outings
- Monitors academic and behaviour performance of all learners in the grade
- Direct link to management for teachers

Responsibilities

- Effective leader
- Up to date with the curriculum
- Provides support for teachers
- Reports back to principal on any issues

Principal

Roles

- Staff management
- Sets educational goals for the school
- Manages and reinforces discipline in the school
- Public spokesperson for the school
- Assures adherence to curriculum and policies
- Supports and guides school expenditure

Responsibilities

- Shapes the vision of the school
- Supports and motivates
- Models leadership skills
- Performance management
- Creates an enabling learning environment

School Governing Body

Roles

- School policy development e.g. admissions and language policies
- Determines which religious practices the school will follow
- Develops and adopts a code of conduct
- Decides on disciplinary procedures
- Controls and manages the school property

Responsibilities

- Improves and maintains the quality of education through the mission statement
- To encourage learners to participate fully in school activities
- To provide academic support
- To attend school functions and meetings

Districts

Roles

- Provide support and resources to principals and teachers
- Ensure that schools in districts operate in an environment conducive to learning
- Promote professional development

Responsibilities

- Hold schools accountable for their academic performance
- Informs the public in a transparent way

PREPARING AN EFFECTIVE LESSON PLAN

Lesson plans are about the planning process that a teacher goes through to plan the lesson.

Be aware of the context

The context of the teaching environment is very important.

Even if the teacher has prepared a fantastic and interactive lesson, learning still may not take place effectively.

The learner has to be 'switched on' mentally and display psychological attention to the lesson for effective learning to take place.

Awareness needs to be shown by the learners and the teacher for an effective learning process to occur.

Create an interactive environment

One of the most effective teaching tips is to include the learners in the learning process.

Practise 'learn by doing': teaching learners skills, not just knowledge.

Learners learn best through practice. Practical sessions should not be lengthy or content driven, but rather shorter and often.

The best way to get learners to remember or understand something is to practise, and to do it often.

Structure the approach

Learners' attention spans are limited, and their capacity to retain information is limited as well, so be selective in the information that you choose for each lesson.

Make sure that you pay attention to ORDERING; your lessons must flow in a logical sequence.

Remember, learners will remember and recall the information you teach in the order that you teach it.

Don't include too much

It's important that teachers do not transfer their own stress about completing the curriculum to their teaching.

Often when teachers are under pressure they resort to 'chalk and talk' style teaching, which is the least effective form of teaching.

Learners do not respond well to content-dense lessons; they might not retain much of the information.

What should be included in a lesson plan?

A lesson plan should be useful and practical for the teacher using it, and must therefore be structured in a logical way for that particular teacher. The look of the lesson plan is not important, but rather what is included.

1

Aim of the lesson

The aim, goals or objectives outline the purpose of the lesson and what you want to achieve. This is taken from the actual curriculum and should include knowledge, skills, values and attitudes.

2

How to teach the lesson

The structure of the lesson and how the lesson is actually going to be taught is the most important part of the lesson plan. This should include how the teacher is planning to teach the knowledge, skills, values and attitudes. This should be written in such a way that anyone else could pick up the lesson plan and see how to teach the lesson.

3

How to assess the lesson

Teachers need either an informal or formal assessment method to determine whether teaching and learning was effective in the lesson. This may be in the form of homework, a couple of questions asked, a quiz or any other method that may help the teacher to determine whether the learners understand the content and can carry out the skills taught.

4

Differentiation

In every class, there are going to be learners who grasp the concepts and skills quicker than others. These learners need to be kept busy so that they do not become a behavioural problem, or become bored and lose interest. These extension activities or processes need to be determined. Similarly, learners who take longer to grasp the concept or acquire the skills of the lesson may need additional support.

5

Reflection

Reflection should be done after the lesson. This allows teachers to make notes on what didn't work and consider possible improvements to avoid making the same mistakes when repeating the lesson or similar lessons. This should only be a couple of rough notes rather than a long, time-consuming process.

Lesson time should be divided up into 4 sections:

- **Contact time:** the time indicated on the timetable.
- **Logistics time:** This is the time taken up for logistics, discipline, settling down, etc.
- **Interactive time:** This is the actual time spent on teaching and learning where the teacher interacts with learners.
- **Action time:** This is the time spent by learners carrying out tasks or discussing concepts (often forms part of interactive time).

LESSON PLAN TEMPLATE

Subject: <input style="width: 90%;" type="text"/>	Grade and class: <input style="width: 90%;" type="text"/>
Date: <input style="width: 100%;" type="text"/>	Teacher: <input style="width: 100%;" type="text"/>
Aim of the lesson: <div style="border: 1px solid black; height: 60px; margin-top: 5px;"></div>	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Methodology </div> <div style="width: 45%;"> Assessment </div> </div>	
Estimated time	What is going to be done:
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This allows one to structure the timing of the lesson carefully. Be practical when planning this. </div>	<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This section is the most important, and includes teaching methodologies, activities and planned interaction. </div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> Extension activities and processes </div> <div style="width: 45%;"> Support activities and processes </div> </div>	
Homework	Reflection
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This is a good reminder of what the learners were given for homework. </div>	<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> Use this as a future reminder of what worked or didn't work in the lesson. </div>
Additional notes	
<div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> This is a useful section to add aspects like interventions for certain learners, who might have been absent and what was possibly not completed. </div>	

Look at the subject-specific lesson plans in Sections 6 and 7 for an alternative way of structuring your lesson plans.

ASSESSMENT: THE BASICS

SOME POLICY FACTS:

1. Promotion of learners to the next grade should be based on recorded evidence in formal assessment tasks.
2. Teachers are not required to record performance in informal or daily assessment tasks.
3. The teacher must submit the annual formal programme of assessment to the School Management Team (SMT) before the start of the school year.
4. Failure by the teacher to maintain a file of formal assessment tasks constitutes an act of misconduct
5. Learners who absent themselves from the end-of-year final examinations or scheduled school-based assessment tasks, or practical assessment tasks, for no valid reason, must not be permitted to write the final end-of-year examination.

What goes into a teacher's file?

- Annual teaching plan
- Assessment plan
- Formal Assessment Tasks
- Memoranda
- Indication of textbooks and other resources
- Record sheets with learners' marks
- Informal notes or any interventions that are planned to assist learners

What?

- Can be a box, file, folder or any other suitable storage system

But

- Formal tasks must be clearly marked or indicated
- Must be available at all times on request

The difference between formal and informal assessment

Formal assessment

- Specified by CAPS documents
- Used for promotion

Informal assessment

- Ongoing reflection on learner's knowledge and abilities
- Used for improvement and development

Grade	Subject		Time Allocation (hours per week)	Assessment Weighting	Number of formal recorded tasks					Progression and Promotion	Total Hours
					Term 1	Term 2	Term 3	Term 4	Total		
4 - 6	Home Language		6	75% CASS: 25% EXAM	2	2*	2	2	8	Codes 1-7 Promotion: 4 in HL 3 in FAL 3 in Maths 3 in any 2 other subjects or Age cohort 'unless displays a lack of competence to cope with the following grade's work'	27.5
	First Additional Language		5		2	2*	2	2*	8		
	Mathematics		6		3	3	3	3*	12		
	Natural Sciences and Technology		3.5		2	3	3	4*	12		
	Social Sciences	Geography	3		1	1	1	1*	4		
		History			1	1	1	1*	4		
					1 (CAT)	1 (CAT)	1 (CAT)	1 (CAT)	4		
	Life Skills				1 (PET)	1 (PET)	1 (PET)	1 (PET)	4		
		Creative Arts	1.5		1	1	1	1	1*		
		Physical Education	1								
Personal and social wellbeing		1.5									

ASSESSMENT TECHNIQUES

There is a wide variety of methods to achieve this ongoing awareness.

1. Watch the learner working in a group
2. Listen to the learner explaining what he/she thinks
3. Reading the learner's evaluation of his/her own work
4. Any other activity that provides evidence of the learner's learning.

This is an excellent example of how learners can be observed and assessed while working in a group.

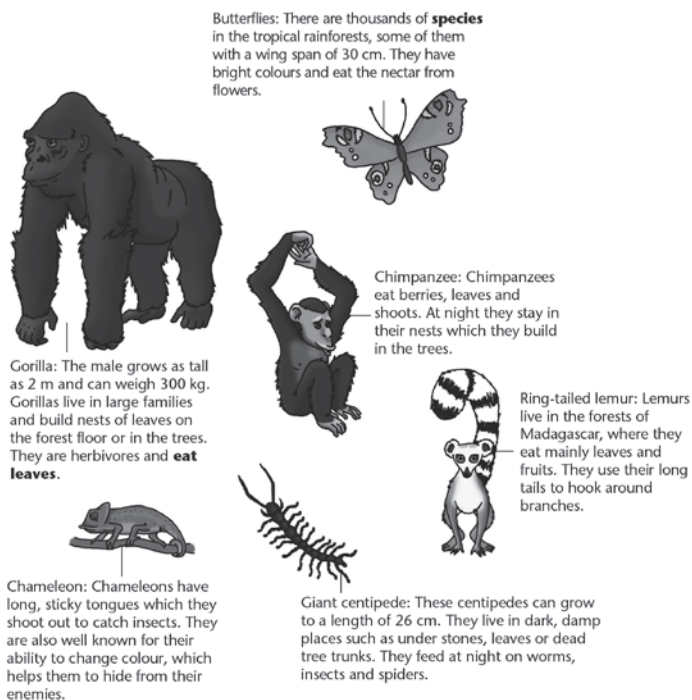
1

Watching a learner work in a group

Taken from *Oxford Successful Social Sciences Grade 6 Learner's Book*

Animal life

Each level of the forest provides different living conditions and food. Remember that there are no seasons in these forests. The plants provide seeds and fruits all year round, so animals have no need to move away at certain times of the year in search of food.



New words

herbivores: animals that eat only grass, leaves and other plants

species: a group of animals or plants that are the same and can breed together

Activity 4

Transfer information from pictures and diagrams to a table

- 1 Draw a table in your notebook with these column headings: Animal, Food, Where it lives.
- 2 Look at these pictures of some of the animals that live in the tropical rainforests of Africa. List the animals in the first column of your table.
- 3 Complete the other columns with the food each animal eats and in which part of the forest you think it lives – such as on the forest floor, in the trees or in clearings in the forest.

Taken from *Oxford Successful Life Orientation Grade 8 Learner's Book*

This is an excellent example of how learners can be evaluated (both written and verbally). A learner's understanding of a concept can only be completely assessed when they are asked to give their opinion.

Influences on body image: media and society

The media – TV, magazines, newspapers and movies – can have an influence on what we think about our bodies. Models and actors in the media are not perfect in real life. They use special make-up and photography to look so perfect. People who are naturally very attractive also have problems and sometimes feel unattractive, just like the rest of us.

Activity 2 Talk about the media

Work with a partner.

1. Share some of your favourite pictures of models and actors from magazines with your partner. If you don't have favourite pictures from magazines, talk about favourite actors in movies or TV programmes.
2. Do you ever compare yourself to the models or actors in the media?

Taken from *Headstart Life Skills Grade 5 Learner's Book*

Positive self-concept

Self-concept is how you see yourself and how you think about yourself. It is about how much you like yourself, with all your strengths and weaknesses.

Activity 1 Discuss influences on self-concept

Work as a class.

1. What **influences** the way you think about yourself?
2. What do you do if someone always makes you feel that you are not good enough?
3. What can you do to stop other people from **affecting** your self-concept in a negative way?
4. How can you help others to build a good self-concept?

When learners are asked to critically look at and evaluate their own work, they are forced to reflect and identify where they understood concepts and where they could improve. This will provide a very good indication of how well they have grasped the concept or skill. This can be used for both informal and formal assessment tasks.

Taken from *Oxford Successful Natural Sciences and Technology Grade 4 Learner's Book*

PART 2: Design your shelter

- Step 1** Think about the shape of the kennel. Write answers to these questions:
- How many walls does it need?
 - What shape should the roof be?
 - How will the dog get inside the kennel?
- Step 2** Think about the size of the kennel. Write answers to these questions:
- How tall must the walls be?
 - How big must the entrance be?
- Step 3** Think about the materials you will need. Write a list of the materials and tools you will need to:
- Make the walls and roof
 - Join the different parts together
 - Make the kennel water- and windproof.
- Step 4** Draw a detailed picture of your dog kennel. Label the different parts of your kennel (see Figure 13).

PART 3: Evaluate your design

Look at the picture of the dog for which you designed the shelter. Answer the following questions:

- 1 Is the kennel big enough for the dog to fit inside comfortably? Is it tall, wide and long enough?
- 2 What materials did you use for the walls and roof? Explain why you chose these materials.
- 3 Swop the pictures of your dog and kennel with a friend.
 - 3.1 Identify two weak points in your friend's design.
 - 3.2 Identify two strong points in your friend's design.

Examples of Formal Assessment techniques:

- Orals
- Presentations
- Tests
- Examinations
- Projects
- Investigations
- Case studies
- Experiments
- Research tasks
- Practical application tasks

There are many other assessment techniques used in formal assessment tasks. These are stipulated in the CAPS policy document for each subject. When setting up these tasks, teachers must ensure that they include assessment on all cognitive levels.

Examples of formal assessment tasks can be found in all Oxford Learner's Books and Teacher's Guides.

PRACTICAL IDEAS FOR INFORMAL ASSESSMENT

DESK EMOTIONS

- Get each learner to create their own happy/sad face
- During the day ask learners to adjust their faces when they understand the concept

TRUE/FALSE CARDS

- Each participant has two cards (true and false)
- A question is asked
- Participants think about the answer
- When indicated to, hold up the correct answer

GROUP BOARDS

- Each group has sticky notes and a group number
- A question is asked
- Groups think about the answer and reach group consensus
- They have 2 minutes per question
- Each group identifies a runner
- Runner comes up and places sticky note on correct space
- Notes are folded in half
- Scores will be allocated
- The winning team receives a prize

FINGER TIME

Learners use a show of fingers as a scale, with 1 being the lowest and 5 the highest.

5. I know it so well I could EXPLAIN it to anyone.
4. I can do it ON MY OWN.
3. I need some HELP.
2. I could use MORE PRACTICE
1. I'LL GET THERE

ASSESS THE LEARNERS WHILE THEY ARE HAVING FUN!

TPS: THINK PAIR SHARE

- Learners **THINK** about the scenario / information and formulate you own ideas and opinions
- They **PAIR** up with someone else / other
- They **SHARE** their ideas and opinions and listen to each others ideas and opinions

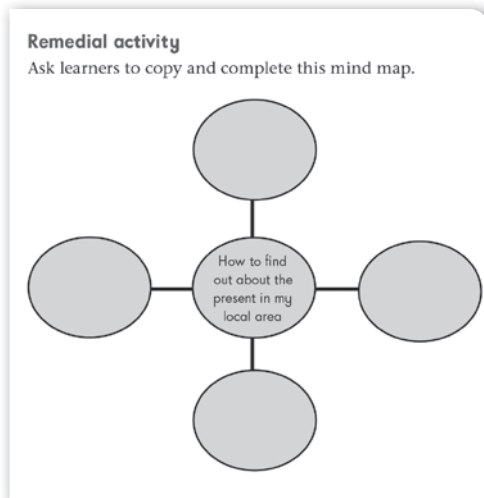
THUMBS UP

Learners indicate their understanding with a:

- Thumbs up: fully understand can move on
- Thumbs sideways: need a little support and possibly more time to grasp information
- Thumbs down: please explain again

REMEDIAL SUPPORT

Taken from *Headstart Social Sciences Grade 4 Learner's Book*



Taken from *Headstart Economic and Management Sciences Grade 8 Teacher's Guide*

Inclusive assessment

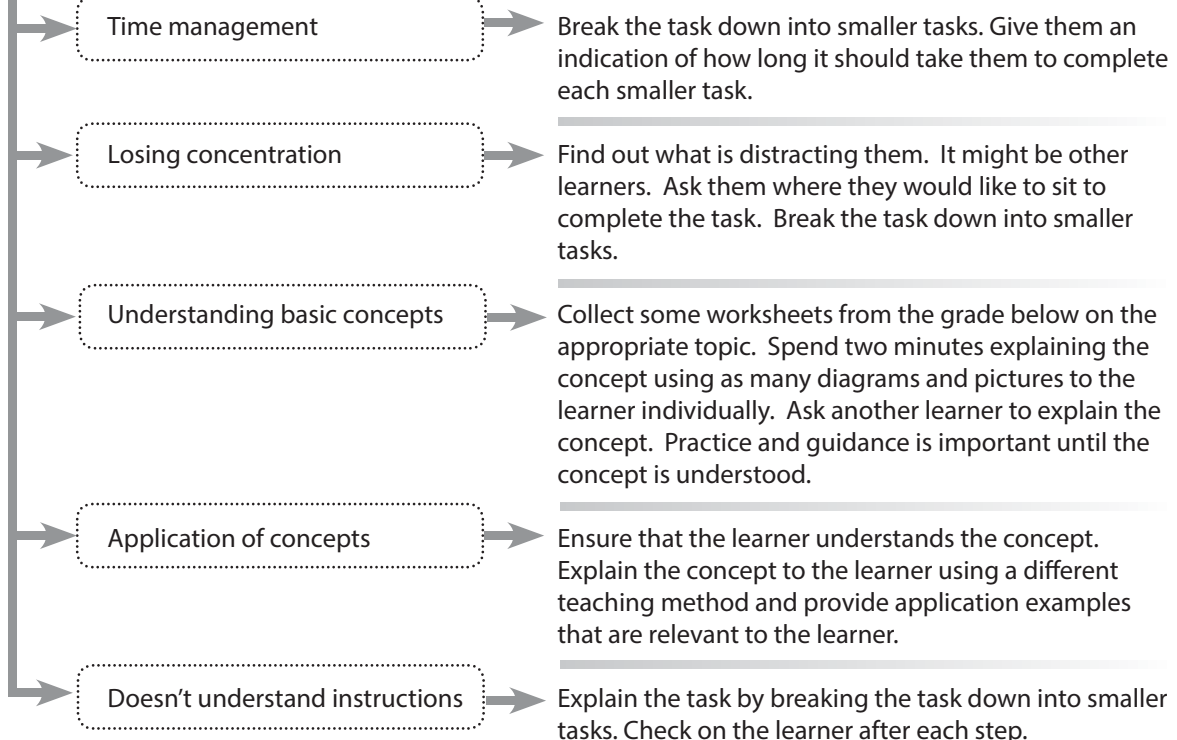
Teachers need to develop adaptive and alternative methods to assess learners with barriers to learning, so that learners are given opportunities to demonstrate competence in ways that suit their needs. Here are some examples of how to assess these learners, while still maintaining the validity of the assessment.

- Some learners may need concrete apparatus for a longer time than their peers.
- Assessment tasks, especially written tasks, may have to be broken up into smaller sections for learners who cannot concentrate or work for a long time, or short breaks may be given during the tasks. Learners can also be given extra time to complete tasks.
- Some learners may need to do their assessment tasks in a separate venue to limit distractions.
- A variety of assessment instruments should be used, as a learner may find that a particular assessment instrument does not allow them to show what they can do.
- Learners who cannot read can have tasks read to them and they can orally dictate answers. Assessment can also include a practical component in which learners can demonstrate their competence without having to use language.
- A sign-language interpreter can be used.
- Assessment tasks can be available in Braille or enlarged with bolded text.
- Assessment can include the use of dictaphones or computers with voice synthesisers.
- The forms of assessment used should be appropriate for age and developmental levels. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Headstart and Oxford Successful books provide teachers with ideas and guidelines for learners that may need additional support.

Providing extra support

Identify what they are actually struggling with.



EXTENSION

Learning should be interesting and fun, and should challenge learners to think. If the learning process is not challenging and interesting to learners, they will not be motivated to learn. They will become bored and may even become a disruption to the others. The method of teaching as well as the materials and resources used to teach, should be diverse and sufficient to keep even the brightest learners motivated.

Taken from *Headstart Life Skills Grade 6 Learner's Book*

Activity 2 Make a mobile

Divide into groups of uneven numbers.

1. Make 3D shapes out of corrugated cardboard and papier mâché.
 - Cut out two of the same geometric shapes. They should be about the same size.
 - Cut a slit halfway through each shape. Slide the shapes into each other so that they become 3D.
 - Apply the papier mâché over your shapes.

Requiring your learners to think creatively and critically stimulates their interest and motivation.

Taken from *Headstart Life Skills Grade 6 Learner's Book*

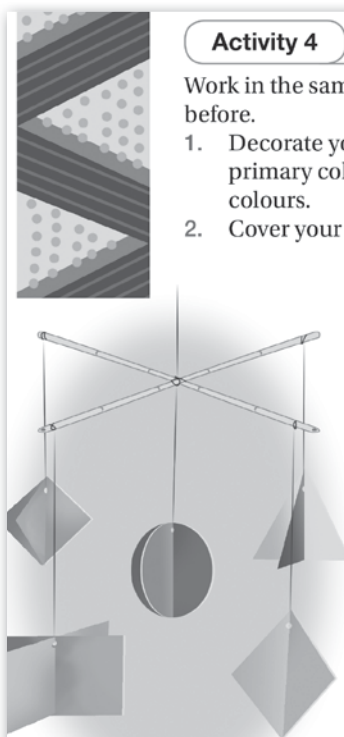
The Teacher's Guides provide tips and activities with full memoranda as well as guidelines for implementation and remedial and extension.

NOTE: More of the same thing does not stimulate a learner's creative thinking!

Activity 4 Decorate your shapes

Work in the same groups of uneven numbers as before.

1. Decorate your geometric shapes using one primary colour and its secondary related colours.
2. Cover your shape with a primary colour.
 3. Using a related secondary colour, cut and paste geometric shapes onto your 3D shape.
 3. You can add smaller shapes cut out of white paper.
 4. Work neatly and carefully.
 5. Remember to decorate each side of your shape. It is going to be part of a mobile, which means it will be seen from all sides. How can you help each other to make your shapes strong and beautiful?

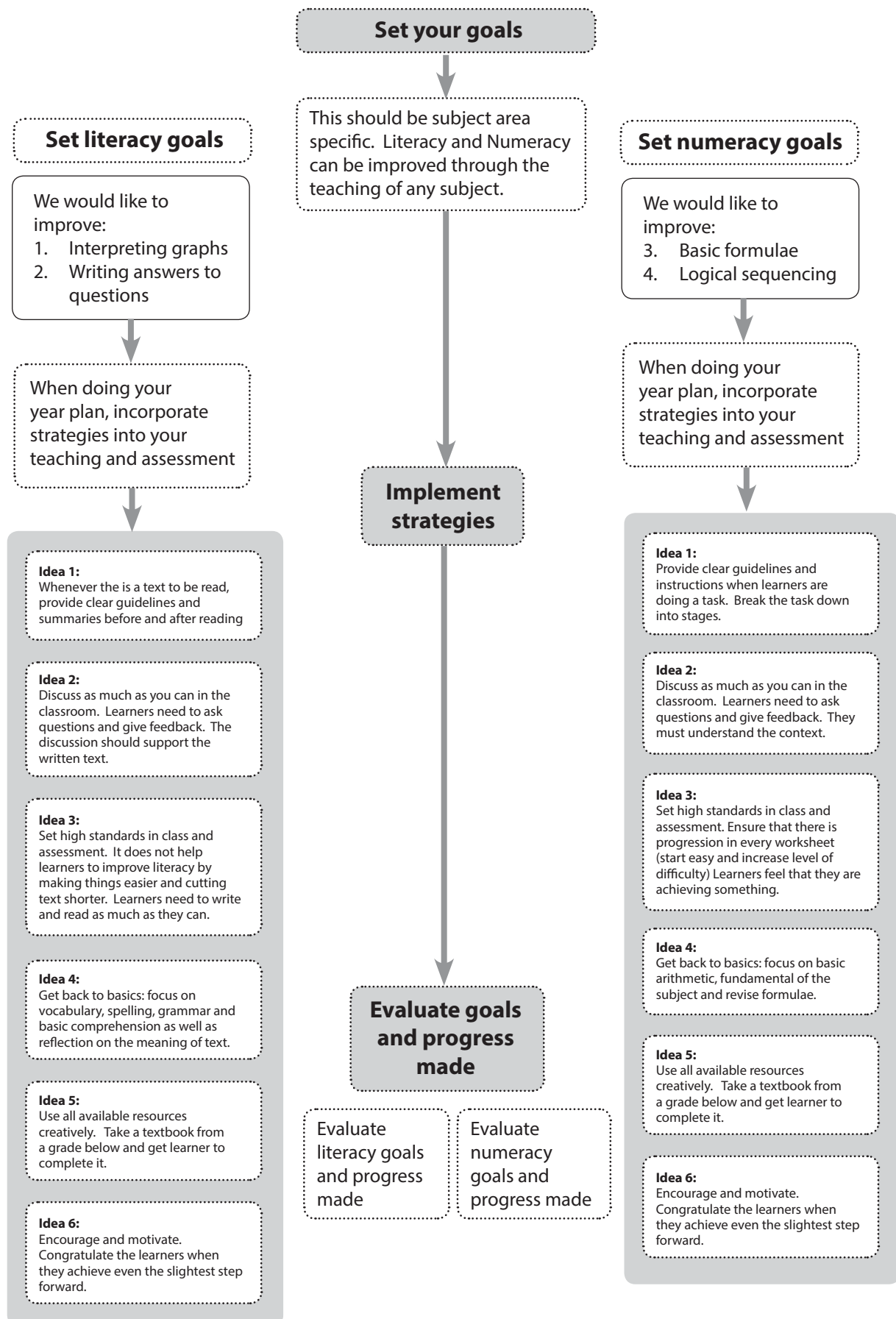


Taken from *Headstart Mathematics Grade 6 Teacher's Guide*

Tips

Remedial and extension: Display the problem-solving process on a chart in the classroom. Always make learners aware of the process they need to follow; and the importance of setting out each answer in a step-by-step manner. Continue to reinforce this skill until they have mastered the process they need to follow when tackling a problem.

BRIDGING THE GAP FROM GRADE 3 TO 4



FIVE TIPS FOR PREPARING LEARNERS FOR THE SENIOR PHASE

Although learners have been exposed to many of the skills required in Senior Phase during the Intermediate Phase, they need to be prepared for what is expected of them in Senior Phase and especially at high school.

1

Develop time management and skills

Learners get an additional two subjects in Senior Phase. This means increased content and skills, increased homework and increased assessments. Learners need to plan their time effectively so that they are able to complete all of the tasks required of them.

2

Develop exam technique

Although learners have done exams in Intermediate Phase, the levels, lengths and volume that are required to learn for the exams are much less. Senior Phase learners need to understand questioning techniques and how to answer questions on the correct cognitive levels. By the end of Intermediate Phase, learners should have developed individual and effective study techniques.

3

Develop creative, critical and entrepreneurial thinking

Economic and Management Sciences, Technology and Creative Arts are three new subjects that are introduced in Senior Phase. These all require critical and creative thinking skills. Learners will be required to carry out many more practical projects and research tasks.

4

Develop research skills

Research combines analysis and synthesis of information. These high order thinking skills are required in all Senior Phase subjects. Learners will be required to research, process and report (verbally and written) on a regular basis.

5

Develop independence

Teachers in the Senior Phase expect the learners to be independent. They need to take responsibility for their behavior, actions and everyday tasks. Parents should be encouraged to allow learners to complete their homework and projects on their own.

OUTLINE OF THE INTERMEDIATE PHASE

Home Language	First Additional Language	Mathematics	Natural Sciences and Technology	Social Sciences		Life Skills		
This is the language the learner speaks at home	May also be the LOLT (language of learning and teaching)	Use of symbols and notations for describing numerical, geometric and graphical relationships	Builds investigative and discovery and research skills	Social Sciences is divided into 2 components:		Life Skills is divided into 3 components:		
				Geography	History	Creative Arts	Physical Education	Personal and social wellbeing
6 hours per week	5 hours per week	6 hours per week	3.5 hours per week	2 hours per week		1.5 hours per week	1 hour per week	1.5 hours per week
Listening and speaking <ul style="list-style-type: none">Listening comprehensively and speakingCommunication for social purposesPrepared speechPrepared readingUnprepared reading Reading <ul style="list-style-type: none">Reading strategiesVisual literacy (advertising)PoetryStories drama Writing and presenting <ul style="list-style-type: none">Writing processLanguage structures and conventions Language structures and conventions	Listening and speaking <ul style="list-style-type: none">Listening comprehensively and speakingCommunication for social purposesPrepared speechPrepared readingUnprepared reading Reading <ul style="list-style-type: none">Reading strategiesVisual literacy (advertising)PoetryStories drama Writing and presenting <ul style="list-style-type: none">Writing process Language structures and conventions	Use of symbols and notations for describing numerical, geometric and graphical relationships <ul style="list-style-type: none">Number, Operations and Relations (development of number sense)Patterns and Functions and algebra (investigating, communicating and manipulating skills)Space and Shape (geometry: appreciation of patterns, properties and relationships of 2D and 3D shapes)Measurement (units and instruments)Data handling (collect, organise, display, analyse and interpret)	There are six knowledge strands <ul style="list-style-type: none">Life and livingMatter and materialsEnergy and changeEarth and beyondTechnologyStructuresMechanical and Electrical systems and control	Grade 4 <ul style="list-style-type: none">Places where people liveMap skillsFood and farming in South AfricaWater in South Africa Grade 5 <ul style="list-style-type: none">Map skills (focus: Africa)Physical features of South AfricaWeather, climate and vegetation of South AfricaMinerals and mining in South Africa Grade 6 <ul style="list-style-type: none">Map skills (focus: World)Trade (focus: South Africa and World)Climate and vegetation around the worldPopulation – why people live where they do (focus: South Africa and World)	Grade 4 <ul style="list-style-type: none">Local historyLearning from leadersTransport through timeCommunication through time Grade 5 <ul style="list-style-type: none">Hunter-gatherers and herders in Southern AfricaThe first farmers in Southern AfricaAn ancient African society: EgyptA heritage trail through the provinces of South Africa Grade 6 <ul style="list-style-type: none">An African kingdom long ago in Southern Africa: MapungubweExplorers from Europe find in Southern AfricaDemocracy and citizenship in South AfricaMedicine through time	Dance: <ul style="list-style-type: none">Dance performanceDance improvisation and composition Drama: <ul style="list-style-type: none">Warm up and cooling downDrama gamesBuilding a drama from a stimulusVerbal dynamics and tableaux Visual Arts: <ul style="list-style-type: none">Create in 2-DCreate in 3-DVisual literacy Music: <ul style="list-style-type: none">Read and createAppreciate and reflectPrepare and perform	Grade 4 <ul style="list-style-type: none">Different ways to locomote, rotate, elevate and balance,A variety of modified invasion gamesRhythmic movements with focus on postureBasic field and track athletics or swimming activitiesSafety measures Grade 5 <ul style="list-style-type: none">Movement sequencesA variety of target gamesRhythmic movements and stepsA variety of field and track athletics or swimming activitiesSafety measures Grade 6 <ul style="list-style-type: none">Physical fitness programmeA variety of striking and fielding gamesRhythmic patterns of movementRefined sequences	Each grade deals with all three aspects of personal and social wellbeing <ul style="list-style-type: none">Development of the selfHealth and environmental responsibilitySocial responsibility

About the subject

Topics addressed

THE INTERMEDIATE PHASE CAPS CURRICULUM

What has changed in Intermediate Phase?

Eight learning areas reduced to six subjects

Home Language (6 hours)
First Additional Language (5 hours)
Mathematics (6 hours)
Natural Sciences and Technology (3.5 hours)
Social Sciences (3 hours)
Life Skills (4 hours)

Increase in time spent on languages

Languages split into two separate subjects:
Home Language (6 hours)
First Additional Language (5 hours)

Technology removed as individual learning area

Natural Sciences changed to Sciences and Technology; learners take Technology from Grade 7

Economic and Management Sciences removed

Now taught from Grade 7

Arts and Culture removed

Creative Arts incorporated into Life Skills

Life Orientation changed to Life skills

Life Skills divided into 3 'topics':
Creative Arts (1.5 hours)
Physical Education (1 hour)
Personal and social well-being (1.5 hour)

General Changes:

1. Learning areas (and learning programmes) now called subjects
2. Learning Outcomes and Assessment Standards now called topics and themes
3. Curriculum Statements and Learning Programme guidelines replaced by one document called 'CAPS' (Curriculum and Assessment Policy Statements)

Intermediate Phase Weighting of CASS: 75% CASS and 25% exams

TIME ALLOCATION

Subject	Time allocation per week
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3.5
Social Sciences	3
Life Skills	4
<i>Creative Arts</i>	<i>1.5</i>
<i>Physical Education</i>	<i>1</i>
<i>Personal and social wellbeing</i>	<i>1.5</i>

INTERMEDIATE PHASE PROMOTION GUIDELINES CODES 1 - 7 (GRADES 4-6)

- Home Language: Adequate Achievement (Level 4)
- First Additional Language: Moderate Achievement (Level 3)
- Mathematics: Moderate Achievement (Level 3)
- Any other two (2) of the remaining approved subjects: Moderate Achievement (Level 3)

Note

'No learner should stay in the same phase for longer than four years, except under exceptional circumstances.'

CHOOSING THE BEST TEXTBOOK FOR YOUR CAPS CLASSROOM

When selecting a textbook, there are two important aspects to consider. While the learner's book is the most important, the teacher's guide contains valuable information and guidelines on planning, methodologies, assessment and subject related tools.

Use the checklist below to select the best textbook.

Learner's Book

Structure and layout

- Is it visually attractive?
- Is it appealing to the learners?
- Is the font size appropriate for the grade?
- Is it easy to find things in the book?
- Does it have a contents page?
- Does it have headings and subheadings?

Content and language

- Is the level of language used appropriate?
- Can the weaker learners understand the language?
- Is the level of language appropriate for the stronger learners?
- Does the language used support the learning process?
- Is all of the main CAPS content, concepts and skills included?
- Is the content structured from known to unknown?
- Is the content written in an interesting way?
- Does the content enable learners to apply concepts and skills in different situations?

Illustrations:

- Are the illustrations clear?
- Do the illustrations support the text?

Activities:

- Are the activities clear?
- Are there enough activities for each lesson for each day?
- Do the activities show progression through the year?
- Is there a variety of activities?
- Are the activities scaffolded for the weaker learners?
- Are the activities on the appropriate level for the grade?
- Do the activities exclude any bias?
- Do the activities stimulate critical thinking?

Teacher's Guide

Structure and layout

- Is there a contents page?
- Does the Teacher's Guide correlate directly with the Learner's Books?
- Is there progression from one term to the next?
- Is the terminology the same as in the CAPS document?
- Are there sufficient guidelines for teachers on how to complete the assessment tasks?
- Are there model/suggested answers for all of the questions?
- Are there sufficient guidelines for assessment?
- Is the weighting of the assessments according to CAPS?
- Are there guidelines on teaching methodologies?
- Are there planning guidelines?

Extras

- Are there additional ideas that can be used in your teaching?
- Are there formal assessment tasks included that could save you time setting your own?
- Is the planning comprehensive and does it follow CAPS guidelines?
- Are there sufficient additional activities for those learners that struggle with difficult concepts?
- Do the teaching guidelines give you new ideas for your teaching?

Some hints:

1. A thick book is not necessarily a better book!
2. Good illustrations make a difference.

AM I ON THE RIGHT TRACK?

A checklist for every teacher

HAVE I INTEGRATED THESE AIMS INTO . . .	PLANNING	TEACHING METHODOLOGY	ASSESSMENT	HOMEWORK AND PROJECTS
Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made.				
Work effectively with others as a member of a team, group, organisation and community.				
Organise and manage myself and my activities responsibly and effectively.				
Collect, analyse, organise and critically evaluate information.				
Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.				
Use science and technology effectively and critically, showing responsibility towards the environment and health of others.				
Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.				
Reflect on and explore a variety of strategies to learn more effectively.				
Participate as responsible citizens in the life of local, national and global communities.				
Be culturally and aesthetically sensitive across a range of social contexts.				
Explore education and career opportunities.				
Develop entrepreneurial opportunities.				

INTRODUCTION TO HOME LANGUAGES

The English Home Language CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Year Plan

Below is a year plan based on this series for Grade 5.

Taken from *English for Success Teacher's Guide*

Term 1			
Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 1	Informal Assessment	Learner's Book pp. 7–18 Teacher's Guide pp. 52–56 Reader pp. 44 and 30
Weeks 3–4	Chapter 1	Informal Assessment	Learner's Book pp. 19–30 Teacher's Guide pp. 56–60 Reader pp. 114 and 142
Weeks 5–6	Chapter 2	Task 1	Learner's Book pp. 32–43 Teacher's Guide pp. 61–65 Reader p. 55
Weeks 7–8	Chapter 2	Informal Assessment	Learner's Book pp. 44–54 Teacher's Guide pp. 66–69 Reader pp. 17 and 49
Weeks 9–10	Chapter 3	Task 2	Learner's Book pp. 56–69 Teacher's Guide pp. 70–74 Reader p.p. 124 and 125
Term 2			
Week	Chapters	Assessment	Page references
Weeks 1–2	Chapter 4	Task 1	Learner's Book pp. 71–83 Teacher's Guide pp. 75–79 Reader p. 107
Weeks 3–4	Chapter 4	Informal Assessment	Learner's Book pp. 84–94 Teacher's Guide pp. 80–82 Reader pp. 135 and 139
Weeks 5–6	Chapter 5	Informal Assessment	Learner's Book pp. 96–108 Teacher's Guide pp. 83–86 Reader p. 122
Weeks 7–8	Chapter 5	Informal Assessment	Learner's Book pp. 109–121 Teacher's Guide pp. 87–91 Reader pp. 11 and 25

Resources required to effectively teach Intermediate Phase English Home Language:

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade
- Language in Education Policy
- Dictionary (monolingual, bilingual, multilingual, thesaurus)
- Prescribed literature genres
- A variety of media materials: newspapers, magazines, brochures, flyers, etc.
- Access to audio/visual aids to be used in the classroom

PLANNING FOR HOME LANGUAGES

Taken from *English for Success Grade 5 Teacher's Guide*

The *English for Success Teacher's Guide* provides teachers with full planning and assessments.

Grade 5 Teaching Plan based on this series

	Term 1		
	Weeks 1–2 (Chapter 1)	Weeks 3–4 (Chapter 1)	Weeks 5–6 (Chapter 2)
Theme	Looking ahead.	Look at the world around you	Stories based on fact
Resources	Learner's Book pp. 7–18 Teacher's Guide pp. 52–56 Reader pp. 44 and 30 Class dictionaries; personal dictionaries; alphabet chart; books for book corner	Learner's Book pp. 19–30 Teacher's Guide pp. 56–60 Reader pp. 114 and 142 Class dictionaries; personal dictionaries; alphabet chart; books for book corner	Learner's Book pp. 32–43 Teacher's Guide pp. 61–65 Reader p. 55 Class dictionaries; personal dictionaries; alphabet chart; books for book corner
Text types	Learner's Book: stories; poems Reader: short story; folktale	Learner's Book: directions; instructions; poems; information texts; profiles Reader: drama; instructional text	Learner's Book: stories; articles Reader: short story
Listening & Speaking	Talk about your memories (LB p. 7) Listen to a story (LB p. 8) Discuss the story in detail (LB p. 9) Answer questions on the story so far (LB p. 11) Create different moods (LB p. 12)	Listen carefully (LB p. 19) Listen to directions (LB p. 20) Give instructions (LB p. 20) Listen and find a place to live (LB p. 21) Give directions (LB p. 21) Talk about affect and effect (LB p. 21) Learn about shaking hands (LB p. 30)	Listen for specific details (LB p. 32) Identify the facts (LB p. 33) Talk about the real issue (LB p. 33) Listen for hidden messages (LB p. 34)
Reading and Viewing	Read a first day of school poem (LB p. 7) Prepare to read (LB p. 10) Read the story aloud with expression (LB p. 10) Read more of the story (LB p. 12) Read the end of the story (LB p. 14) Identify cause and effect (LB p. 14) Read a book review (LB p. 15) The frog (RD p. 30) Making a difference (RD p. 42)	Predict the information (LB p. 22) Read the information (LB p. 22) Read a poem (LB p. 24) King of kindness (RD p. 112) how to make an origami box (RD p. 142)	Make predictions before you read (LB p. 35) Scan for the clues (LB p. 36) Before you read skim and predict (LB p. 38) Answer questions on what you read (LB p. 38) Look for similarities and differences (LB p. 41) Don't forget the story about amnesia (RD p. 55)
Writing and Presenting	Write your own story (LB p. 17) Write a story (LB p. 18)	Write about this family (LB p. 21) Complete a profile (LB p. 23) Order instructions (LB p. 24) Write an information booklet (LB p. 25) Write a class profile (LB p. 27) Write your personal profile (LB p. 29)	Plan and write your story (LB p. 42)
Language Structures and Conventions	Increase your vocabulary (LB p. 9) Tenses (LB p. 9) Common nouns and proper	Literal language (LB p. 25) Conjunctions and personification (LB p. 26) Finite verbs (LB p. 27)	Simple past tense (LB p. 34) Articles (LB p. 37)

Taken from *English for Success Grade 6 Teacher's Guide*

CAPS OVERVIEW			
Time	2 weeks	Assessment	Informal assessment: Talk about heroes LB p. 7; TG p. 55 Locate your nouns LB p. 14; TG p. 57
Resources	LB pp. 7–19 TG pp. 54–58 Reader pp. 163, 172		
Listening Texts	Rhino Saving Kids LB p. 9 New Hope for Northern White Rhinos LB p. 10	Reading texts	SA launches Bill of Responsibilities LB p. 15; Lead SA LB p. 16; The NSRI: always to our rescue LB p. 18
Written texts	Newspaper article	Language focus	Subject, verb and object Nouns Conjunctions and punctuation Interrogative pronouns Spelling
Independent reading programme	As a part of their independent reading programme, learners compile an anthology of stories about heroes that they have read in magazines and newspapers or recorded from news reports and television programmes.		
Integration	The focus on environmental issue will be related to issues that learners will deal with in both Life Skills and Natural Sciences. Newspaper articles can be related to skills for Social Sciences.		
Inclusivity	Not all learners are exposed to role-models (heroes). Include learners who come from less than perfect environments by including them in the conversation about local heroes. Learners provided with cut-outs from newspapers to identify the use of punctuation and to identify the kind of punctuation marks.		

English for Success Teacher's Guides provide clear guidelines and teaching ideas for English Home Language.

HOME LANGUAGES: ASSESSMENT

Taken from *English for Success Grade 6 Teacher's Guide*

Term 1					
Task 1			Task 2		
Narrative/descriptive text	Mark	%	Literature (poetry)	Mark	%
Listens to and speaks about family / friends / pets / favourite sport / current issues		20%	Listens to and speaks about poetry		20%
Language structures and conventions in context		15%	Comprehension test (poem)		30%
Reads aloud		20%	Language structures and conventions in context		20%
Reflects on stories / texts read independently		15%	Writes a poem		30%
Writes about family / friends / pets / favourite sport / current issues		30%			
TOTAL		100%	TOTAL		100%
Term 2					
Task 1			Task 2		
Information text	Mark	%	June test/examination	Mark	%
Listening comprehension (listening and responding to instructional texts)		20%	Paper 1: Oral: Reading, listening and speaking		30%
Language structures and conventions in context		15%	Paper 2: Writing: essays, and transactional texts		20%
Reads aloud		20%			15%
Reflects on stories / texts read independently		15%	Paper 3: Language in context		35%
Writes an instructional text		30%			
TOTAL		100%	TOTAL		100%

The Teacher's Guides provide page references to all the formal and informal assessments, as well as assessment tools.

Taken from *English for Success Grade 5 Teacher's Guide*

Reflects on texts read independently		Marks	Marks
Recall	Retells story or main ideas in 3 to 5 sentences	/5	/7
	Compares books/texts read	/1	/2
Response	Expresses emotional response to texts read	/2	/2
	Relates to own life	/2	/2
Review	Does a short oral book review covering: Title and author Plot summary Main characters Setting Response / rating	/5	/7
Total		/15	/20

Taken from *English for Success Grade 4 Learner's Book*



Listen for details

Listen to the fable your teacher will read to you and then answer these questions as accurately as possible.

- Who are the main characters?
- At the beginning of the story, which character seems to be the weaker one? Does this character gain the upper hand? Explain how.
- Identify the setting.
- Describe the conflict that the characters must solve.
- In one sentence summarise the main event that takes place.
- Identify the moral of the story.
- Explain the moral in your own words.
- Is it realistic that a hare and a tortoise would race?
 - Discuss, as a class, why animal characters are used if they make the plot of a story unrealistic.

HINT:

The setting is where the story takes place.

brag boast

An Aesop Fable – *The Tortoise and the Hare*

There once was a speedy hare who **bragged** about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race the next morning. All the animals in the forest excitedly gathered to watch. The hare set off at a sprint. He shouted back loudly to the tortoise, "How do you expect to win this race when you are plodding along so slowly?"

Soon, the hare stopped for a morning rest. He lay down and quickly fell asleep thinking, "There is plenty of time to relax".

The tortoise continued slowly on without stopping. In good time, he crossed the finish line! The animals who were watching cheered loudly and the hare awoke with a fright. He began to run again as fast as he could, but it was too late. Tortoise had won the race.

Slow but steady wins the race.



The Teacher's Guide provides teaching and assessment guidelines for the teacher.

HOME LANGUAGES: UNPACKING A HOT TOPIC

CAPS topic: Reading and viewing

Content: Talk about tradition

Tips to improve reading in your classroom

1. Learn new vocabulary.
 - Choose words that are key to understanding the story but may be unfamiliar to learners.
 - Do not choose too many words.
 - These words can be used to prompt learners to practise dictionary work.
2. Develop reading strategies.
 - Skimming is reading quickly to get the general idea of the whole text. Teach learners the skill of looking out for key words and small bits of information which give clues about the text.
 - Scanning is reading quickly but carefully to locate specific information using key words. Teach learners the skill of quickly looking over a passage that they have already read, focussing on finding key words or specific information.
 - Read for specific information by reading only certain sections to find particular information. Teach learners the skill of following instructions carefully to help them to select the specific information they need.
3. Use prior knowledge.
 - Make connections between what the learners already know and the new information that they are reading.
 - Teach learners the skill of asking themselves some questions while they are reading (or once they have finished reading it for the first time) to help them to remember what they already know about this topic.
 - Then use this prior knowledge to help make sense of the new information.

Tips to improve spelling in your classroom

1. Display words that are commonly used or misspelt around the classroom. These should be large and visible.
2. The Dolch word list records 220 of the most common words in children's books in alphabetical order (see pages 16 and 17 of the Learner's Book). These words are also referred to as sight words because many of them cannot be sounded out; they must be learnt by sight.
3. These words, and others that you find relevant and appropriate to your learners, can be used to play fun spelling games. Try variations of the popular games below:
 - Spelling competitions: Give points to teams/individuals who spell the most words correctly.
 - Spelling bingo: Call out words and have learners find and cross out these words on lists or cards that you have provided. Each card should be slightly different. The first person to cross off all the words on their list is the winner.
 - Snap: Show learners a word and let them look for it in their readers or dictionaries. They can play against each other in pairs and get points for finding the word first.
 - Memory games help with visual memory and recall.
 - Make acronyms for tricky words, e.g. Rhythm Helps Your Two Hips Move (RHYTHM).

HOME LANGUAGES: UNPACKING A HOT TOPIC

(Activity from page 146 of the *English for Success Grade 6 Learner's Book*)

WHOSE SIDE ARE YOU ON?

Term 3
Weeks 5 & 6

See it from my side

SUPPORT TASK:

Make a list of stories you would describe as traditional stories.

Comment on what you think makes them "traditional".

Having your own point of view is natural, but we should also consider how other people see things. Stories reflect different points of view. The reader is invited to see things through the eyes of the characters or the narrator.



Talk about tradition

- 1 **Before reading:** Skim the view of traditional stories below to get the general idea first.
- 2 **While reading:** Read it for detail to understand the main idea fully.

Many of us first heard traditional stories when we were young. But, did you ever wonder whether the stories you heard were the truth, the whole truth, and nothing but the truth? Or, could the stories have been a bit one-sided?

Was Cinderella's wicked stepmother really wicked or was Cinderella a wicked stepdaughter? Did you ever think about the Giant's point of view when Jack climbed up the beanstalk and stole his hen that laid golden eggs? Outrageous behaviour, if you ask me, and yet Jack comes out as the good guy!



- 3 **After reading:** Summarise the commentator's main point.
- 4 Explain what is meant by a one-sided story.
- 5 Discuss the examples the commentator gives.
- 6 Could Cinderella rather than her stepmother have been wicked? How would it change the story?
- 7 Comment on why we do not feel sorry for the Giant in the story of *Jack and the Beanstalk*? Give reasons for your answer.

HOME LANGUAGES: A LESSON PLAN

Lesson plan: See it from my side

Date:	Grade: 6	Term: 3 (weeks 5 and 6)
Chapter: 7	Unit: 2	Contact time: 2 weeks
Content/Concept:	Activity:	Resources required: Learner's Book pp. 146–157; Teacher's Guide pp. 106–111; Reader pp. 73 and 151
<p>Expected learner background/Links with previous knowledge or activities: Knowledge that learners have gained through their reading, writing and listening work in class and through their personal reading.</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • Skim over the text to extract the general idea it presents. • Read for detail and to completely understand the main idea. 		
<p>Links with next activity: Retell a traditional story.</p>		
<p style="text-align: center;">Teaching plan</p> <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • This is an introductory activity. • Learners work in small groups. • Learners skim over the short text on page 146 of the Learner's Book to extract the general idea it presents. • Then they read it for detail and to completely understand the main idea. <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. The general idea is that stories are usually shown from only one point of view (side), but that this may not be giving the reader the full view of the events. 2. We should consider (think about) how stories are presented to us and ask if we should believe the side which we are shown. 3. A one-sided story only presents events or situations from one character's point of view. 4. Learners' own discussions. They should understand that either Cinderella or her stepmother could have been the villain, depending on the side of the story the reader has been told. 5. Learners' own answers. Encourage learners to be imaginative. Remind learners of the story of Cinderella if they do not understand how to answer the question. 6. Learners' own answers, e.g. We think he wants to hurt Jack; He is scary because he is so big. 		

THE HOME LANGUAGE ANNUAL NATIONAL ASSESSMENTS

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PREPARING YOUR LEARNERS FOR THE HOME LANGUAGE ANNUAL NATIONAL ASSESSMENT

17. Rewrite the sentence below using the correct punctuation.
17.1 "Keep quiet" shouted Mrs Brown our teacher

- Rewrite the sentence below using the correct punctuation.
17.2 Should Mary eat sweets chips and biscuits

Question taken from the English Home Language Grade 6 Annual National Assessment 2013

Taken from *English for Success Grade 4 Learner's Book*

ABc Learn about exclamation marks

An **exclamation mark** is a type of full stop. It is used to show a strong emotion like excitement, anger or happiness.

- 1 Take turns reading these headlines with a partner. Match your tone of voice to the exclamation mark.

Dog saves baby!
TERROR BLAZE!
VILLAGER'S LUCKY ESCAPE!

Listen up!
New song sensation!

Give a reason for your answer based on the information given in the box.
Boys missing at sea.
Fishermen ask mayor for new harbour.
School restarts in September.
Storm strikes again.

This extract is taken from the *English for Success Grade 4 Learner's Book* and provides learners with guidelines on how to answer the questions.

Taken from *English for Success Grade 4 Learner's Book*

This extract is taken from the *English for Success Grade 4 Learner's Book* and provides learners with many opportunities to practise and revise this skill.



ABc Practise your punctuation

Rewrite the paragraph on the next page using capital letters and punctuation.

after the cow sprinkled the wild turkey with milk, she had beautiful white dots on her wings manu limped up to her he did not recognise her and asked if she knew where nganga was nganga changed her voice and sent the lion off in the wrong direction nganga thanked the cow for saving the lives of herself and her chicks

19. Answer the following questions:

19.1 Complete the following sentence from indirect speech into direct speech.

The sky said that he would go far away.

The sky said, _____

Question taken from the English Home Language Grade 5 Annual National Assessment 2013

Taken from *English for Success Grade 5 Learner's Book*

Direct speech

Direct speech shows the exact words spoken by someone. Quotation marks (or inverted commas) are used to show the actual words spoken.

Quotation marks or inverted commas Verb showing how the words were said has a lower case letter.


"Did you hear that noise?" asked Phumudzo.

The first word spoken in quotation marks has a capital letter. The exact words spoken go inside the quotation marks.

When the person who spoke (for example, **Phumudzo asked**) comes before the spoken words, add a comma after the name and before opening the quotation marks:
Phumudzo asked, "Did you hear that noise?"

When the speaker interrupts the words that are spoken, as in the middle of a sentence, commas and the quotation marks separate it from the spoken words. Only the first spoken word of the sentence has a capital letter: "We never thought," they panted, "that we could get such a fright."

When the part that tells you who is speaking falls between two spoken sentences, a full stop separates the second spoken sentence from the first spoken sentence:
"Let's stop for a bit," **Phumudzo suggested.** "I am too tired to run any more."



This extract is taken from the *English for Success Grade 5 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

This extract is taken from the *English for Success Grade 5 Learner's Book* and provides learners with guidelines on how to answer the questions.

Taken from *English for Success Grade 5 Learner's Book*



Practise using direct and reported (indirect) speech

Remember that **direct speech** shows us the person's exact words, e.g. "*I don't believe you,*" said the fisherman. **Reported speech** is a different way of showing what someone said, and doesn't give the exact words, e.g. *The fisherman said that he didn't believe the genie.*

- 1 There are different ways of writing direct speech. Look at the examples below. Can you spot the differences?
The fisherman said, "I don't understand."
"I don't understand," said the fisherman.
- 2 Rewrite these sentences putting in all the missing punctuation.

I don't believe you can fit into that jar said the fisherman.
The genie roared in anger How dare you disrespect me so
Well explained the fisherman if you can show me how
you did it I will believe you
I will show you and then destroy you screamed the genie.

- 3 Rewrite this sentence in indirect speech.
"I will teach you a lesson," shouted the genie.

24. Identify the tense used in the sentences. Choose your answer from the word box.

Past; Present; Future

- 24.1 The female moth lays eggs.

- 24.2 The thread will turn into silk.

- 24.3 The silkworm ate many leaves.

Question taken from the English Home Language Grade 6 Annual National Assessment 2013

Taken from *English for Success Grade 6 Learner's Book*

The **past tense** refers to activities that took place in the past – yesterday, last week or last year.

The verb (or action word) should be written in the past tense. This is usually done by adding the suffix “-ed” to the root word e.g. walk + ed = walked.

- 1 a To practise, change these words into the past tense by adding the suffix.
- happen explain rescue reports
- b Use three of these words in sentences of your own.(3)
- 2 The sentences below are written in the simple present tense. Rewrite them in the simple past tense by adding the suffix “-ed” to the verbs.
- a Everyone cheers for Superwoman. (1)
- b As two children walk home from school, they stroll past a building site. (2)
- c Superwoman observes the potential disaster. (1)
- d A load from a crane above them crashes to the ground. (1)
- e In a flash, she changes into her Superwoman character and helps them to safety. (2)
- 3 Write the sentences into the correct order according to the cartoon on page 21.

This extract is taken from the *English for Success Grade 6 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

Taken from *English for Success Grade 6 Learner's Book*

This extract is taken from the *English for Success Grade 6 Learner's Book* and provides learners with guidelines on how to answer the questions.

ABC Use present perfect tense

These are the main forms of the past tense:

Simple past: I ringed the swallow.

Present perfect: I have ringed the swallow.

Past perfect: I had ringed the swallow.

To form the **present perfect** tense: use “have”/“has” + the past participle. You use the present perfect to:

- talk about unfinished actions that started in the past and continue to the present
- refer to a fixed time in the past
- refer to a period of time.

- 1 Use the present perfect tense correctly.
- a Father, you [catch] one already!
- b By Christmas, the swallows [migrate] South.
- c I [write] to the address to ask about the swallow.

INTRODUCTION TO ENGLISH FIRST ADDITIONAL LANGUAGE

The English First Additional Language CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Oxford Successful English Grade 6 Learner's Book*

**Structure and style
are essential skills
that should be grasped
by all learners in
Intermediate Phase.**

44 Mandela Drive
East London
3412
10 August 2014

Dear Mr Wonder

I want to be a musician when I grow up, but my mother says that playing in a band is not a good career. She thinks that I won't be able to make enough money one day. Do you have any advice for me, please?

I love music and I have many ideas about music. I think that music is very good for the world. Music helps people to unite and to enjoy life together.

I play the guitar and I practise every day. I also sing in the choir at my school and last year we won the competition for our school district. Music is my life.

I hope that you will find time to answer my letter, so that I can find the words to convince my mother.

Yours sincerely
Mari Williams

address
date
salutation
body
closing
You end a letter like this.

Taken from *Headstart English
Grade 5 Teacher's Guide*

TERM			
Pacing	Grade 4	Grade 5	Grade 6
Weeks 1 and 2	Me and you	Living in Africa	Then and now, near and far
Weeks 3 and 4	What's happening?	Holiday time	What's in the news?
Weeks 5 and 6	Neighbours	Town and country life	Travel adventures
Weeks 7 and 8	Plan a party	Doing things together	Family life
Weeks 9 and 10	Feelings	Animals and birds	Our senses

TERM 2			
Pacing	Grade 4	Grade 5	Grade 6
Weeks 1 and 2	Dancing	Friends and family	Conservation of animals
Weeks 3 and 4	The weather	Growing things	Earth and beyond
Weeks 5 and 6	Animals	Magical stories	Creatures in our lives
Weeks 7 and 8	Cooking	Art in our world	Let's get reading

Resources required to effectively teach Intermediate Phase First Additional Language:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Specific subject resources

- Language in Education Policy
- Dictionary (monolingual, bilingual, multilingual, thesaurus)
- Prescribed literature genres
- A variety of media materials: newspapers, magazines, brochures, flyers, etc.
- Access to audio/visual aids to be used in the classroom

PLANNING FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Taken from *Oxford Successful English Grade 4 Teacher's Guide*

Example teaching plan for one week

Teaching plan for one week for English First Additional language			
Grade: 4	Year: _____ Term: 1 Week 8	Unit 4	Duration: 1 week
Resources <i>Oxford Successful English Grade 4 Learner's Book Unit 4 (Activities 7–11, pp. 43–47) Teacher's Guide pp. 73–76.</i> Independent/pair reading: <i>Oxford Successful English Grade 4 Reading Book Unit 4 (pp. 25–26)</i> Other resources: Recipes from magazines and newspapers for extended reading			
Key content and skills <i>Listening and speaking:</i> <ul style="list-style-type: none"> • Listens to and carries out instructions • Gives simple instructions • Performs a rhyme <i>Reading and viewing:</i> <ul style="list-style-type: none"> • Reads a procedural text <i>Writing and presenting:</i> <ul style="list-style-type: none"> • Writes simple instructions using a frame <i>Language structures and conventions:</i> Working with words and sentences: <ul style="list-style-type: none"> • Uses the command form • Revises common nouns • Begins to use <i>must</i>, <i>should</i> and <i>have to</i> for obligation or advice (focus activity) 			

The *Oxford Successful* and *Headstart Teacher's Guides* provide teachers with full planning.

***Oxford Successful* and *Headstart Learner's Books* provide examples to support the teaching and learning process.**

Taken from *Headstart English Grade 6 Learner's Book*

Language: Reported speech

Imagine that the children told their father what Khotso said. They would use reported speech.

Reported speech tells us what someone said.
 To write reported speech:
 Remove the quotation marks.
 Put the word "that" before the spoken words.
 Use pronouns.
For example: Mom says, "Vusi can go to the park." (direct speech)
*Mom says **that** Vusi can go to the park. (reported speech)*
Vusi says, "I will help."
*Vusi says **that he** will help.*

Taken from *Oxford Successful English Grade 6 Teacher's Guide*

Teaching guidelines

Term 1 Week 3

Key vocabulary: cage, cubs, endangered, environment, extinct, fur, mate, poachers, protect, ranger, rare, report, reserve, rhino, wild

Daily activities (Listening and speaking)
Discusses a topic

Spend 5–10 minutes at the beginning of every day talking about animals in South Africa and how we can help to protect them. You can ask questions to help the class focus and to introduce and reinforce new vocabulary. Ask about two or three questions per day, for example:

- What is your favourite wild animal?
- Where do we find wild animals?
- Are there wild animals in the sea?
- What wild animals have you seen?

***Oxford Successful* and *Headstart Teacher's Guides* provide clear guidelines and teaching ideas for English FAL.**

ENGLISH FIRST ADDITIONAL LANGUAGE: ASSESSMENT

Taken from *Oxford Successful English Grade 6 Teacher's Guide*

TERM 2						
	Task 1	Marks	Weighting (%)	Week	Learner's Book	Teacher's Guide
Listening and speaking	• Takes part in a role play	15	15	5	Unit 8 p. 86 Activity 2	Unit 8 pp. 92–93
Reading and viewing	• Reads aloud an unprepared text	10	10	6	Unit 8 pp. 91–92 Activity 7 no. 10	Unit 8 p. 96
	• Reading comprehension of a personal letter	15	20	5	Unit 8 pp. 86–88 Activity 3 no. 3–8	Unit 8 p. 93
	• Reading comprehension of a story	15 *Total for both: 30 (convert to 20)		6	Unit 8 pp. 91–92 Activity 7 no. 3–6	Unit 8 p. 96
	• Reflects on stories/ text read independently: expresses emotional response to the story	10	10	6	Unit 8 RB pp. 60–63 Activity 3	Unit 8 p. 92
Writing and presenting	• Writes a personal letter	30	30	5	Unit 8 p. 89 Activity 5	Unit 8 p. 94
Language structures and conventions	• Language structures and conventions in context	8	15	5	Unit 8 pp. 86–88 Activity 3 no. 9–10	Unit 8 pp. 88, 93–96
	• Language structures and conventions in context	7		6	Unit 8 pp. 91–92 Activity 7 no. 7–9	Unit 8 p. 96

Task 2: Mid-year examination

See Section 5 of the Teacher's Guide for an example end of year exam paper with memoranda.

Oxford Successful and Headstart Teacher's Guides provide carefully planned CAPS-compliant assessments.

Taken from *Headstart English Grade 5 Teacher's Guide*

Oxford Successful and Headstart Teacher's Guides provide teachers with assessment tools to use.

Criteria for Group Guided Reading baseline assessment:

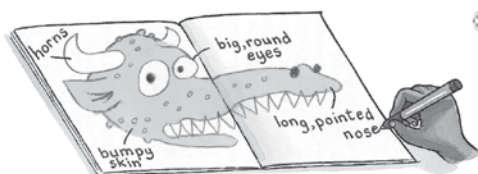
READING LEVEL	ASSESSMENT GUIDELINES
Reading Level 1 (Beginner readers)	Assess whether learners: <ul style="list-style-type: none"> can read from left to right refer very often to pictures for clues recognise only a few sight words read word for word, with no fluency try to sound out unfamiliar words by recognising the initial sound in the word and guessing the rest of the word can retell simple details after reading a sentence (not the whole text).
Reading Level 2 (Emergent readers)	Assess whether learners: <ul style="list-style-type: none"> can recognise a reasonable number of sight words have some success in sounding out unfamiliar words by blending sounds together successfully use pictures to help work out unknown words retell what they have read after a few sentences read word for word – not fluently or expressively.
Reading Level 3 (Early readers)	Assess whether learners: <ul style="list-style-type: none"> can recognise most common words on sight can read a paragraph quickly and fluently can successfully sound out unfamiliar words pause appropriately at the end of a sentence after reading a paragraph, can retell most of the details.
Reading Level 4 (Transitional readers)	Assess whether learners: <ul style="list-style-type: none"> can read longer texts at a good pace can retell what happened at the beginning, middle and end of the story can pause appropriately at all punctuation can answer questions that are not only literal but require more reasoning.
Reading Level 5 (Fluent readers)	Assess whether learners: <ul style="list-style-type: none"> read fluently and accurately all the time can answer more complex questions about the text are confident in reading a wide range of text types.

Taken from *Oxford Successful English Grade 4 Learner's Book*

Activity 13 Write and present: a description

Write your own description of a monster.

- Plan** Before you write, you need to plan your work.
 - Draw a picture of your monster.
 - Label the picture. Use adjectives in your labels.



- Draft** Now write your sentences. Write six sentences. Use the words from your labelled picture. Start like this:

Oxford Successful and Headstart Learner's Books provide learners with revision activities to prepare them for their programme of assessment tasks.

ENGLISH FIRST ADDITIONAL LANGUAGE: UNPACKING A HOT TOPIC

CAPS topic: Writing

Content: Learners write a story using a writing frame

The writing process

Writing in the Intermediate Phase develops the skills acquired by learners in the Foundation Phase by introducing writing frames. According to CAPS, teachers should follow the writing process described below.

- **Planning/pre-writing:** Brainstorm ideas and plan the development of the text.
- **Drafting:** Organise ideas into written paragraphs. Plan the structure of the text and finalise what is to be included and what is to be omitted.
- **Editing:** Allow others to provide critical feedback on the written draft. Edit the draft, paying careful attention to spelling, punctuation, choice of words, the development of the text, any details that may have been left out of the story and to the language used.
- **Proofreading:** Read through the story to identify any spelling and grammatical errors that may have been overlooked in the editing stage.
- **Publishing/presenting:** Incorporate all the changes made in the editing and proofreading stages and rewrite the text for final presentation.

Tips

1. During class reading and listening activities, use every opportunity to discuss specific features of the writing frame as they arise.
2. Start with photographs showing an event or activity, such as bungee jumping from a bridge. Ask learners to talk about similar adventures they have experienced.
3. Tell or read another adventure story, e.g. Olympic Adventure or Pirate Adventures.
4. Ask learners to retell your story. This will help them to develop a clear understanding of the story and to start understanding what an adventure is all about. Note: retelling a story is not a memory game; most learners will need an enlarged story map to assist them.
5. Use Shared Reading time to explore the kind of story you want the learners to write. Always ask questions about the story to enhance learners' understanding.
6. Teach learners to read like a writer, asking themselves about the plot, the setting, the characters and the emotions experienced by those characters.
7. Pre-writing activities, such as learning to use adjectives in their sentences, are very important.
 - Encourage learners to imagine what the characters might say and think.
 - Ask them to find and list the descriptive words in a story they have read.
 - Do various activities to practise joining two simple sentences in order to create a more interesting one.
 - Matching sentences to pictures or reordering pictures helps learners to write a logical story.
8. Shared Writing can teach learners how to plan a story.
 - Use an existing story, but change the setting and the name of the characters.
 - Add feelings and similes (images, descriptions, symbols).

ENGLISH FIRST ADDITIONAL LANGUAGE: UNPACKING A HOT TOPIC

(Activity from page 70 of the *Headstart English Grade 5 Learner's Book*)

Activity 4 Write a story

Write a story to explain why an animal looks or acts the way it does.
For example:

- Why the dog turns before he sleeps;
- Why the goat likes to climb;
- How the pig got a curly tail.

Your story must be three paragraphs long.

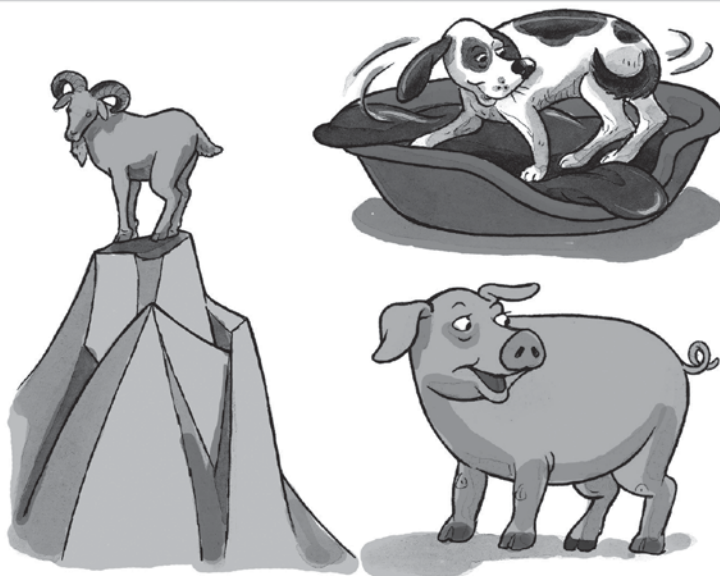
plan 1 Write a rough draft of your story. Use this frame as a guide:

Paragraph one: There was once _____.
Paragraph two: One day _____.
Soon _____.
After that _____.
Paragraph three: In the end _____.
After a long time _____.
That is why _____.

- edit** 2 Use comparisons to make your story interesting.
- edit** 3 Check the grammar. Use a dictionary to check the spelling and meanings of words.
- present** 4 Write your story out neatly.

Support activity: Solve a problem

Think about the problem of the waterhole in *How the zebra got his stripes*. Discuss your ideas for how all the animals can get a drink. Remember that some of them might want to eat each other and some only come out at night.



ENGLISH FIRST ADDITIONAL LANGUAGE: A LESSON PLAN

Lesson plan: Writing a story using a writing frame

Date:	Grade: 5	Term: 3 (weeks 5 and 6)
Chapter: 8	Unit: 2	Contact time:
Content/Concept: Myths, legends and fables	Activity: 4 (page 70 in Learner's Book)	Resources required: Teacher's Guide, Learner's Book, class dictionaries, personal dictionaries, readers for independent reading and additional readers with magical stories, especially from Africa.
<p>Expected learner background/Links with previous knowledge or activities: Understand the process and steps of story writing.</p> <p>Learning intention (what we want learners to learn): Learners write a story using a writing frame.</p> <ul style="list-style-type: none"> • Write three paragraphs. • Link paragraphs using connecting words. • Use new vocabulary and correct punctuation. • Use creative writing techniques such as comparisons. • Use appropriate grammar, spelling, punctuation and spaces between paragraphs. • Use the dictionary to check spelling and meanings of words. <p>New vocabulary to teach: magical, comparison, moral</p> <p>Links with next activity: Language and reading</p>		
<p style="text-align: center;">Teaching plan</p> <ul style="list-style-type: none"> • Stories are written in paragraphs. A paragraph is usually two or more sentences long. Each paragraph is a new idea. You must leave a line open before starting a new paragraph. • As a class, read and discuss the explanation of topic sentences on page 69 of the Learner's Book. • Writing in clear paragraphs is important in all subjects. Remind learners how it will help them when they do projects in Social Sciences, Life Orientation and Natural Sciences. • Read the story <i>Why the snake grins</i> while learners follow in their books. Discuss the structure of the story. Identify the topic sentence of each paragraph. • Learners write their own stories to explain why an animal behaves or looks the way it does. <p>Guidelines to implement activity: Learners choose an animal (the examples in the activity may help them with ideas) and follow the usual plan, draft, edit and present process, using the writing frame provided. They may illustrate their story if they finish in time. If learners would like to, they may read their stories to the class.</p> <p>Informal assessment: Collect learners' books and use the list below to check their progress.</p> <ul style="list-style-type: none"> • Have learners used the frame correctly? • Have they understood the idea of a topic sentence? • Have they used paragraphs and connecting words? • Did they leave a line open before each paragraph? <p>Support activity: Learners think about the problem at the waterhole in <i>How the zebra got his stripes</i> and work out how all the animals can have a drink. Remember, some will eat each other, some are only awake at night and some live far away. Where else, or how else, can they find water?</p>		

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PREPARING YOUR LEARNERS FOR THE ENGLISH FIRST ADDITIONAL LANGUAGE ANNUAL NATIONAL ASSESSMENT

19. Write your answers in the space provided.

19.1 Join the **two** sentences together by using 'but'.

Backpacks are very expensive. This one is at a good price.

19.2 Join the two sentences together by using 'because'.

All kids need a hold-it-all backpack. It carries your things safely.

Question taken from the English First Additional Language Grade 4 Annual National Assessment 2013

Taken from Oxford Successful English Grade 4 Learner's Book

Activity 3 Language: conjunctions

1 Read more about conjunctions below.

We use **joining words** called **conjunctions** to join short sentences. Conjunctions often make meaning clearer.

Examples:

- We cannot see real dinosaurs. They died long ago.
→ We cannot see real dinosaurs, because they died long ago.
- The dinosaur had short, fat legs. It could not run fast.
→ The dinosaur had short, fat legs, so it could not run fast.
- Scientists look at dinosaurs' teeth. They can work out what the dinosaurs ate.
→ Scientists look at dinosaurs' teeth so that they can work out what the dinosaurs ate.

This extract is taken from the *Oxford Successful English Grade 4 Learner's Book* and provides learners with guidelines on how to answer the questions.

Taken from Oxford Successful English Grade 4 Learner's Book

This extract is taken from the *Oxford Successful English Grade 4 Learner's Book* and *Oxford Successful English Grade 4 Reading Book*. Both provide the learners with many opportunities to practise and revise this skill.

Activities

1 Complete this paragraph. Choose the best words from the box.

because but during so that towards

Whales start moving _____ the African coast _____ July, _____ their calves will be born in a warm place. They leave the Antarctic _____ it is so cold, _____ they return with their calves in November.

19. Rewrite the following sentence in the Simple Past Tense.

14.3.1 Rewrite the following sentence in the Simple Past Tense by writing the correct form of the verb in brackets.

We (to have) a very busy day.

Question taken from the English First Additional Language Grade 5 Annual National Assessment 2013

Taken from *Headstart English Grade 5 Learner's Book*

Language: Present and future tense

Verbs tell us when the action is happening. This is called the "tense". "I will feel hungry later" describes how you will feel in a while or in the future. This is the future tense.

The future tense tells us about things that are going to happen. To show the future we use "will" or "will be".

For example: The lion **eats** the boy. (present tense) The lion **will eat** the boy. (future tense)

She **is** happy. (present tense) She **will be** happy. (future tense)

The dog **runs**. (present tense) The dog **will run**. (future tense)

The dog **is running**. (present tense) The dog **will be running**. (future tense)

Activity 4 Practise using tenses

The sentences below are in the present tense. Change them to the future tense. The first example has been done for you.

- 1 The lion **hunts** the buck. The lion **will hunt** the buck.
- 2 My dog barks at night. Tonight, my dogs _____.
- 3 They enjoy feeding the birds. When they go to the park, they _____.
- 4 Zanele catches a fish. If she is lucky, Zanele _____.
- 5 The mouse is hungry. Unless it finds food, the mouse _____.
- 6 The birds fly to a warm place in winter. Next winter, the bird _____.
- 7 Rewrite the following in the present tense:
The lion smiled and shook his head. He came up very close said: "The meal I am about to chew is neither steak nor chop. It's you."

This extract is taken from the *Headstart English Grade 5 Learner's Book*, and provides the learners with guidelines on how to answer the questions.

This extract is taken from *Headstart English Grade 5 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

Taken from *Headstart English Grade 5 Learner's Book*

Language: Future tense

We use the future tense to talk about something that is going to happen. You add "will" to the front of the verb.

For example: I **water** my plants today. I **will water** my plants next week.



Activity 5 Practise using the future tense

- 1 Write the following sentences using the future tense:
 - a First I (go) shopping for plants.
 - b I (dig) the soil after I clear it.
 - c We (plant) the seedlings after we have made small holes.
 - d You (be) happy when the flowers bloom.
 - e Next year there (be) large bushes.
- 2 Write the following paragraph. Use the correct form of the verbs in brackets:
My vegetable garden (has/have) many kinds of plants. At present there (is/are) lettuce, cauliflower and tomatoes. In winter there (are/will be) butternut and squash. I (am/was) happiest when I (plant/will plant) seeds. I (don't/will) like to weed though.

SECTION C: WRITING

38. Write a letter 80-100 words on the following topic: Your family has moved to Cape Town to stay there, so you have started a new school this year. Write a letter to your best friend, from your old school, and tell him/her about your new school and new friends.

Make sure that you use the correct language, spelling, vocabulary and punctuation.

Question taken from the English First Additional Language Grade 6 Annual National Assessment 2013

Taken from Oxford Successful English Grade 6 Learner's Book

44 Mandela Drive East London 3412	address
10 August 2014	date
Dear Mr Wonder	salutation
I want to be a musician when I grow up, but my mother says that playing in a band is not a good career. She thinks that I won't be able to make enough money one day. Do you have any advice for me, please?	body
I love music and I have many ideas about music. I think that music is very good for the world. Music helps people to unite and to enjoy life together.	
I play the guitar and I practise every day. I also sing in the choir at my school and last year we won the competition for our school district. Music is my life.	
I hope that you will find time to answer my letter, so that I can find the words to convince my mother.	closing
Yours sincerely Mari Williams	You end a letter like this.

This extract is taken from the *Oxford Successful English Grade 6 Learner's Book*, and provides learners with guidelines on how to answer the questions.

Taken from Headstart English Grade 6 Learner's Book

This extract is taken from *Headstart English Grade 6 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

Writing: A personal letter

A personal letter is written by an individual. It might be to a newspaper or a friend to share information or opinions, as Aunt Rose did in the letter to Jenny on page 20.

Activity 10 Write a personal letter expressing opinions

- Write a letter to a local newspaper about something you feel strongly about.
- Think about what you feel about the topic. What are your main ideas? What opinion do you want to express?
- Write a first draft of your letter. Use the letter on page 20 to help you. Remember the following:
 - address and date
 - greeting
 - introduction
 - body of the letter
 - ending
 - name/s
- Check your grammar, punctuation and spelling.
- Write a neat final draft.

INTRODUCTION TO MATHEMATICS

The Mathematics CAPS documents provide guidelines on how much time should be spent on each topic and what content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Headstart Mathematics Grade 6 Learner's Book*

	Grade 4	Grade 5	Grade 6
Term 1	Whole numbers – 3 digits Number sentences Addition and subtraction (3-digit) Numeric patterns Multiplication and division (1-digit by 1-digit) Time Data handling 2D shapes Multiplication and division (2-digit by 1-digit)	Whole numbers – 4 digits Number sentences Addition and subtraction (5-digit) Numeric patterns Multiplication (2-digit by 2-digit) and division (3-digit by 1-digit) Time Data handling 2D shapes Capacity and volume	Whole numbers – 6 digits Number sentences Addition and subtraction (5-digit) Common fractions Time 2D shapes Data handling Numeric patterns
Term 2	Whole numbers – 4 digits Addition and subtraction (4-digit) Common fractions Length Multiplication (2-digit by 2-digit) 3D objects Geometric patterns Symmetry Addition and subtraction (4-digit) Division (3-digit by 1-digit)	Whole numbers – 6 digits Addition and subtraction (5-digit) Common fractions Length Multiplication (3-digit by 2-digit) 3D objects Geometric patterns Symmetry Division (3-digit by 2-digit)	Whole numbers – 9 digits Multiplication (4-digit by 2-digit) 3D objects Geometric patterns Symmetry Division (4-digit by 2-digit) Decimal fractions Capacity and volume
Term 3	Capacity and volume Common fractions Whole numbers (4-digit) Addition and subtraction (4-digit) Viewing objects 2D shapes Data handling Numeric patterns Addition and subtraction (4-digit) Multiplication (2-digit by 2-digit) Number sentences Transformations	Common fractions Mass Whole numbers (6-digit) Addition and subtraction (5-digit) Viewing objects 2D shapes Transformations Temperature Data handling Numeric patterns Multiplication (3-digit by 1-digit)	Mass Whole numbers (9-digit) Addition and subtraction (6-digit) Viewing objects 2D shapes Transformations Temperature Percentages Data handling Numeric patterns Length
Term 4	Whole numbers (4-digit) Addition and subtraction (4-digit) Mass 3D objects Common fractions Division (3-digit by 1-digit) Perimeter, area and volume Position and movement Transformations Geometric patterns Addition and subtraction (4-digit) Probability	Whole numbers (6-digit) Addition and subtraction (5-digit) 3D objects Common fractions Division (3-digit by 2-digit) Area, perimeter and volume Position and movement Transformations Geometric patterns Number sentences Probability	Whole numbers (9-digit) Multiplication (4-digit by 3-digit) Common fractions 3D objects Area, perimeter and volume History Division (4-digit by 3-digit) Number sentences Transformations Position and movement Probability

Headstart and Oxford Successful Teacher's Guides provide teachers with full planning and assessments.

Resources required to effectively teach Intermediate Phase Mathematics:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Specific subject resources

- Calculator
- Protractor
- Appropriate resources that are required for practical tasks and demonstrations

PLANNING FOR MATHEMATICS

Taken from *Oxford Successful Mathematics Grade 4 Teacher's Guide*

Content	Time allocation	LB page	Teaching tips
Whole numbers less than 1 000	2 hours	10	Ensure learners have concrete apparatus to use when counting. Do lots of examples with abacuse, Dienes' blocks, place value cards and counters.
Number sentences	3 hours	16	Have blank flow diagrams and number lines available to copy and give to learners. Use number sentences to help learners discover facts about numbers.
Addition	4 hours	21	Work slowly through the methods involved with the operations. Start lessons that involve a lot of calculations and methods with fun games and activities on Mental Maths and times tables.
Subtraction	4 hours	26	Revise the concept of taking away and the number range learners feel confident with. Introduce the methods in the Learner's Book and do as many examples as necessary for learners to feel comfortable with the increased number range.
Revision 1	1.5 hour	30	Encourage learners to review all the necessary units before doing a revision activity. Provide test-like conditions to prepare learners for exams.
Number patterns	4 hours	31	Encourage learners to have fun with patterns, and tap into learners' natural curiosity. Learners should always identify the rule of a pattern before filling in missing terms.
Multiplication and division (1-digit by 1-digit)	4 hours	37	Revise basic multiplying and arrays of numbers when starting multiplication. Practise times tables and multiplying a number by 1.
Time	6 hours	44	Have clocks around the class for learners to use. Relate time to their everyday lives, and during everyday lessons stop to ask learners to tell you the time. Ask a different learner each time.
Revision 2		52	Encourage learners to review all the necessary units before doing a revision activity. Provide test-like conditions to prepare learners for exams.
Data handling	10 hours	53	Remind learners at all times of the data cycle. Relate all activities to the data cycle and have learners identify where in the data cycle this activity would fall. Encourage learners to always report on their findings as if they were writing an article for a newspaper.

Oxford Successful and Headstart Learner's Books provide time allocations and teaching tips to support the teaching and learning process.

Taken from *Oxford Successful Mathematics Grade 6 Learner's Book*

Rules for ordering operations

Worked examples

A Always do the calculation/s in brackets first.

Example 1: $(5 + 6) \times 3 = 11 \times 3 = 33$

Example 2: $(36 \div 4) - (4 \times 5) = 9 - 20 = -11$

B Do operations with addition and subtraction from left to right.

Example 3: $9 + 7 - 3 = 16 - 3 = 13$

C Do operations with multiplication and division from left to right.

Example 4: $4 \times 8 \div 2 = 32 \div 2 = 16$

D Do multiplication and division before addition and subtraction.

Example 5: $9 + 2 \times 4 = 9 + 8 = 17$

Example 6: $3 + 9 \times 4 = 3 + 36 = 39$

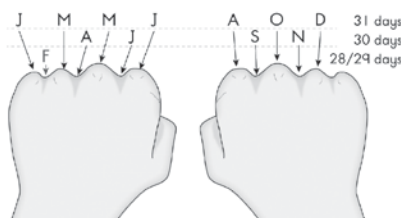
Taken from *Oxford Successful Mathematics Grade 6 Learner's Book*

Let's revise calendar months

You can use the following rhyme to help you remember how many days there are in each month:

Use this knuckle rhyme to help you:

*"Thirty days has September,
April, June and November.
All the rest have thirty one,
but February, the odd one,
with twenty-eight days every time,
but in a leap year, twenty-nine."*



Oxford Successful and Headstart Teacher's Guides provide clear guidelines and teaching ideas for Mathematics.

MATHEMATICS: ASSESSMENT

Taken from *Headstart Mathematics Grade 5 Teacher's Guide*

Forms of Assessment	Term 1	Term 2	Term 3	Term 4
Tests	LB pp.41, 74, 100	LB pp.132, 157, 173 102 (Revision)	LB pp.209, 227, 238 240 (Revision)	LB pp.277, 307, 325 327 (Revision)
Examination		LB pp.329, 332		LB pp.329, 332
Assignment	LB p.85			
Investigation			LB p.210	
Project				LB p.295

Headstart Mathematics Teacher's Guides provide page references to all the formal assessments.

Taken from *Oxford Successful Mathematics Grade 6 Learner's Book*

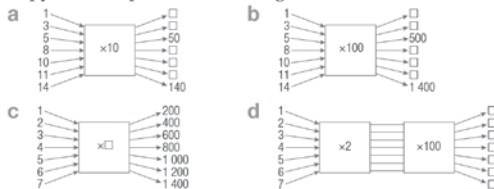
Mental Maths

- Round off each number to the nearest 10, 100 and 1 000.
 - 11 831
 - 26 225
 - 38 097
 - 47 362
 - 69 022
 - 74 750
 - 81 349
 - 94 077
- Count forwards from:
 - $1\frac{1}{2}$ in $\frac{1}{2}$
 - $\frac{2}{3}$ in $\frac{1}{3}$
 - $2\frac{2}{12}$ in $\frac{1}{12}$
 - $7\frac{5}{8}$ in $\frac{1}{8}$
 - $\frac{1}{11}$ in $\frac{1}{11}$
- Count backwards from:
 - 7 in $\frac{1}{5}$
 - 15 in $\frac{1}{4}$
 - $12\frac{1}{2}$ in $\frac{1}{2}$
 - $5\frac{1}{2}$ in $\frac{1}{6}$
 - $3\frac{3}{5}$ in $\frac{1}{5}$

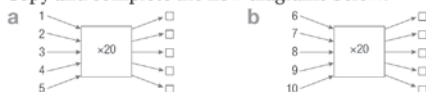
Taken from *Headstart Mathematics Grade 4 Learner's Book*

Activity 3 Complete the flow diagrams

- Copy and complete the flow diagrams.



- What do you notice about the input and output values?
- Copy and complete the flow diagrams below.



The Oxford Successful Mathematics Learner's Books include 10 minutes of Mental Maths at the beginning of every unit. The Teacher's Guide provides all the answers.

Oxford Successful and Headstart Learner's Books provide step-by-step guides to assist learners in completing assessments.

Taken from *Headstart Mathematics Grade 5 Learner's Book*

Think

Are the numbers getting bigger or smaller?
Choose any two numbers next to each other.
What have I done to 87 to make it 110?
How can I work this out?
Solve the number sentence.
How do we get from 87 to 110?
I must test this rule to see if it works for all the numbers.
Yes, this works. I must add 23 each time.
(This is a **constant difference**. The difference is always the same number; in this case, 23.)

Do

The numbers are getting bigger (increasing).
87; 110
 $87 + \square = 110$ OR $110 - 87 = \square$
 $87 + 23 = 110$ OR $110 - 87 = 23$
Add 23
 $41 + 23 = 64$
 $64 + 23 = 87$
 $87 + 23 = 110$
 $110 + 23 = 133$
 $133 + 23 = 156$
 $156 + 23 = 179$
The missing numbers are 133, 156 and 179.

MATHEMATICS: UNPACKING A HOT TOPIC

CAPS topic: 3D objects

Content: Properties of 3D objects

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Importance of Mental Maths

- There are two aspects to mental calculations: the first is *rapid recall* of number facts and the other is *strategies* (encouraging learners to solve calculations).
- Learners have to memorise some number facts as this helps them to develop strategies.
- It is important to give learners the opportunity to discuss how they reached their answers.
- This is how they learn that there is a range of possible strategies, but some are more effective than others.
- Put learners in groups when discussing strategies used; this provides opportunities to develop Mental Maths.
- It is important that Mental Maths activities are done in small chunks, alongside additional work planned for the day.
- Mental Maths sessions should be fast-paced, interactive and engaging.
- Ensure that you provide examples for learners who struggle and learners who need extension.
- Although you are striving for a lively pace, allow enough time for learners to work through strategies.

Teaching tips

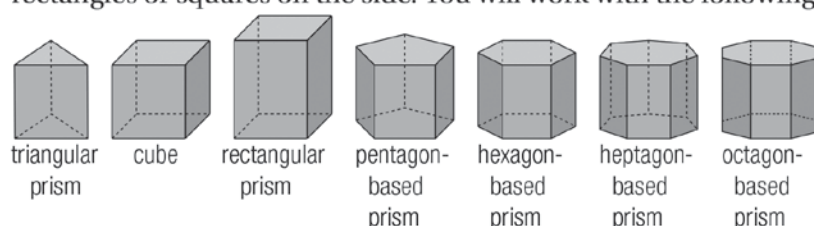
- Display models of different 3D objects. The octagon-based prism is a new object for Grade 6 learners and will not be familiar to them.
- It is important to illustrate to learners how the names of 3D objects and nets are linked to the number of their base sides.
- Point out that examples of spheres, cylinders and cones are freely available around us. Help learners to find these examples so that maths becomes a part of their daily lives.
- Learners in Grade 6 may still be very concrete in their thinking and understanding. Ensure that learners have access to the apparatus and equipment necessary for this need for concrete and tactile understanding, but learners need to start preparing for the ANAs and the formal abstract thinking required in the Senior Phase.
- Teachers should help with this by encouraging learners to rely less on concrete operational methods and by rewarding formal abstract methods and operations.
- Remedial: work in small groups, or one-on-one with struggling learners, either with concrete apparatus or with the written work.
- Extension: provide more challenging examples to learners who are coping easily.

MATHEMATICS: UNPACKING A HOT TOPIC

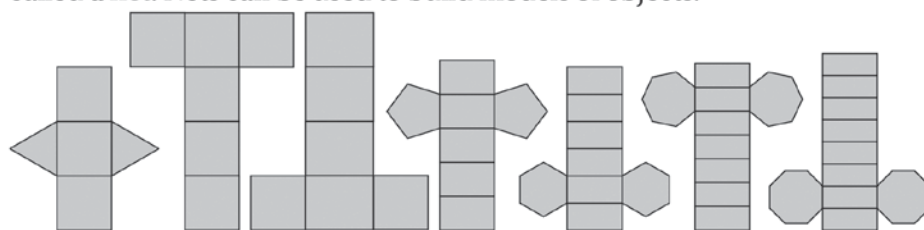
(Information and activity from page 123 of the *Headstart Mathematics Grade 6 Learner's Book*)

Prisms

Prisms are 3D objects with identical faces at the top and bottom, and rectangles or squares on the side. You will work with the following prisms.

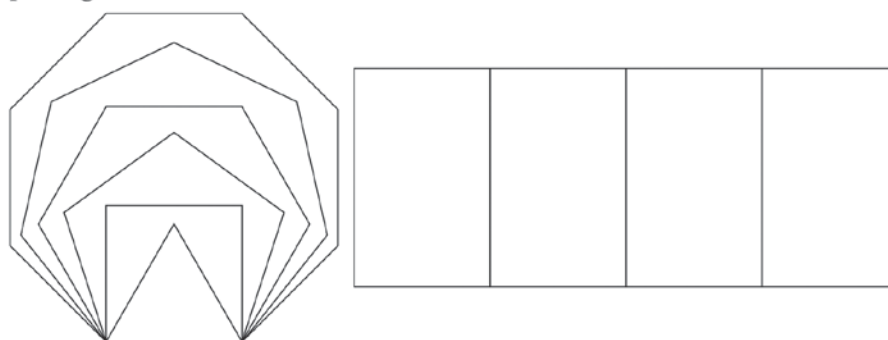


When we unfold the faces of a 3D object the arrangement of 2D shapes is called a net. Nets can be used to build models of objects.



Activity 1 Use nets to build models of prisms

Work in groups. Each group has to build models of the seven prisms shown above. Draw numbers from a bag to decide which model you are going to build. Use cut-outs of the 2D shapes below to assemble the net for your model. Remember to add a tag at the end of your row of rectangles. If you have to build the model of the cube, copy six of the squares inside the pentagon.



MATHEMATICS: A LESSON PLAN

Lesson plan: Properties of 3D objects

Date:	Grade: 6	Term: 2
Module:	Unit: 3	Contact time: 5 hours in total
Content/Concept: Properties of 3D objects – use nets to build models of prisms	Activity: 1 (page 123 of Learner's Book)	Resources required: Learner's Book, Teacher's Guide and models of 3D objects
<p>Expected learner background/Links with previous knowledge or activities: Know the properties of 2D shapes.</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> The role 3D objects play in our daily lives. Explore the connection between features of 3D objects and the use of these features around us. <p>New vocabulary to teach: object, three-dimensional (3D), features, face, sphere, cylinder, cone</p>		
<p>Links with next activity:</p> <ul style="list-style-type: none"> Use nets to build models of pyramids. Identify and name 3D objects. 		
<p style="text-align: center;">Teaching plan</p> <p>Mental Maths (10 minutes): (Page 122 of Learner's Book; suggested answers on page 131 of Teacher's Guide)</p> <ul style="list-style-type: none"> Name each object shown. Count the faces and right angles on three cones, four cylinders, five triangular prisms, six cubes, seven rectangular prisms, eight pentagon-based prisms and nine hexagon-based prisms. <p>Check prior knowledge (class discussion): What are the features of 2D objects? Spheres are shaped like a ball, have a curved surface and a model cannot be built using 2D shapes. Cylinders are shaped like a pipe, have a curved surface and a model can be built by using two circles and a rectangle. Examples of spheres, cylinders and cones are freely available around us so learners do not have to build models of these 3D objects.</p> <p>Background information:</p> <ul style="list-style-type: none"> Prisms are 3D objects with flat surfaces (faces) only. They have identical faces on the top and bottom, and all remaining faces are either rectangles or squares. The base of a prism (the face on which it rests) can be a triangle, quadrilateral, pentagon, hexagon, heptagon or octagon. The name of the prism is related to its base. A rectangular prism has six faces, of which either four or six are rectangles. A cube is a prism with all six faces identical squares. Learners assemble their own nets and build models of prisms to keep for further reference. <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> Display models of different prisms and introduce learners to the octagon-based prism. Illustrate how its name and net are linked to the number of sides of its base. Learners should identify and name prisms by linking their names and nets to their bases. Discuss the unique feature of a cube (all its faces are squares). Learners work in groups of seven and build models of the seven prisms. Learners follow the instructions and do the activity. <p>Assessment:</p> <ul style="list-style-type: none"> This activity is meant for informal assessment. Observe learners as they complete the concrete tasks. Make a note of learners who are struggling. 		

THE MATHEMATICS ANNUAL NATIONAL ASSESSMENT

?

What are the Mathematics ANA's?

A **standardised national assessments** for English Home Language administered annually by the Department of Education.

?

How do the Mathematics ANA's link to improving numeracy?

Literacy is the ability **to read for knowledge, write logically, communicate verbally and think critically**. By testing the learners' basic literacy skills the ANA's help to determine learners **level of performance** and monitors progress made by the learners.

?

What are the Mathematics ANA results used for?

The ANA's help **identify learners who need assistance**. The ANA's also help teachers assess if their **classes measure up against the system**. Results are NOT used for progression and promotion purposes.

?

Who sets the Mathematics ANA's?

All assessments are developed by **competent subject experts and teachers** selected by the DBE.

?

Who marks the Mathematics ANA's?

The **teacher** does all the marking. Each teacher will receive a memoranda provided by the DBE.

?

What are the learners tested on in the Mathematics ANA's?

Learners are tested on the literacy **skills that they have acquired during the year**, as well as **accumulated skills and knowledge** from previous years.

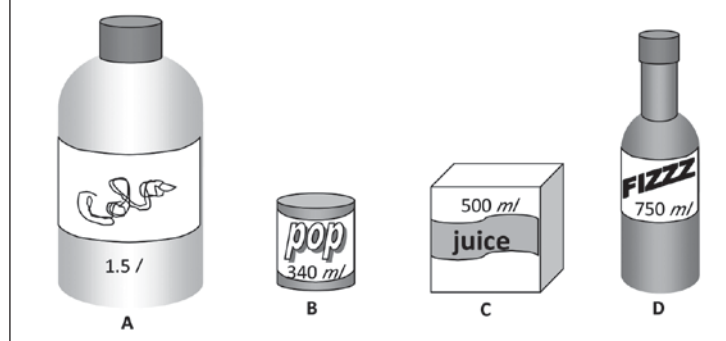
?

How do you prepare the learners for ANA's?

- Cover the curriculum
- Exemplar papers from previous years
- Useful websites
- **Textbooks**

PREPARING YOUR LEARNERS FOR THE MATHEMATICS ANNUAL NATIONAL ASSESSMENT

27. Use the letters A, B, C and D to order the capacities shown in the containers from the most to the least.



Question taken from the Mathematics Grade 4 Annual National Assessment 2013

Taken from *Oxford Successful Mathematics Grade 4 Learner's Book*

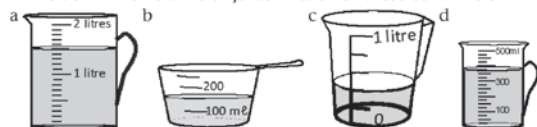
Activity 4

1 Look at the drawings.



- Which containers have a capacity less than 1 ℓ ?
- Which containers have a capacity less than 500 ml?
- How many 250 ml mugs can you fill with 1 ℓ ?
- How many mugs can you fill from the 2 ℓ pot full of coffee?
- How many 750 ml bottles can you fill from the 5 ℓ bucket?

2 Write down the volume of juice in each of these containers:



3 Convert these capacities to litres and millilitres:

- | | | |
|------------|------------|------------|
| a 4 983 ml | b 3 954 ml | c 8 828 ml |
| d 6 094 ml | e 9 002 ml | f 9 980 ml |

This extract is taken from the *Oxford Successful Mathematics Grade 4 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

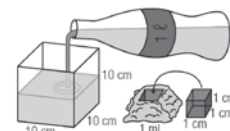
This extract is taken from the *Headstart Mathematics Grade 4 Learner's Book* and provides learners with guidelines on how to answer the questions.

Taken from *Oxford Successful Mathematics Grade 4 Learner's Book*

Comparing and recording capacity in ℓ and ml

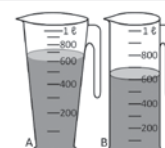
When we compare capacities of 1 ℓ and 1 ml we find that:

- 1 ℓ fills a space 10 cm long, 10 cm wide and 10 cm deep
- 1 ml fills a space 1 cm long, 1 cm wide and 1 cm deep.



Activity 3 Compare capacities in litres and millilitres

- Look at measuring jugs A and B. Which one contains more water?
- Look at the markings on jugs A and B.
 - How are the markings the same?
 - How are the markings different?
 - Why are the markings different?
 - Which jug is better for estimating volume to the nearest 100 ml? Why?



Write the time shown on the clock, in the evening, in 24-hour time.



Question taken from the Mathematics Grade 5 Annual National Assessment 2013

Taken from *Headstart Mathematics Grade 5 Learner's Book*

Measuring time

Time is measured using different kinds of watches and clocks.

A clock with hands shows **analogue** time. The short hand shows the hour and the long hand shows the number of minutes past the hour, or to the hour.



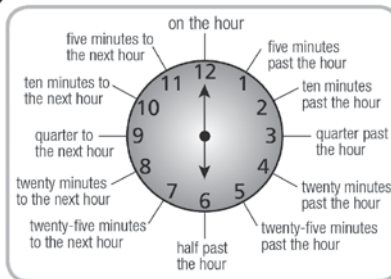
A clock with digits shows **digital** time. The digits before the colon (:) show the hour; and the digits after the colon show the number of minutes past the hour. (We can work out the number of minutes before the next hour.)

10:15

Reading analogue time

Analogue watches and clocks show 12 hours on their dials. An hour is divided into 60 minutes.

- On watches and clocks with 12 markings, the short hand takes one hour and the long hand takes five minutes to move from one marking to the next.
- On watches and clocks with 60 markings, the short hand takes 12 minutes and the long hand one minute to move from one marking to the next.



This extract is taken from the *Headstart Mathematics Grade 5 Learner's Book* and provides learners with guidelines on how to answer the questions.

Taken from *Headstart Mathematics Grade 5 Learner's Book*

This extract is taken from the *Headstart Mathematics Grade 5 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

Activity 1 Read time

1 Read, tell and write the analogue time on each clock below.



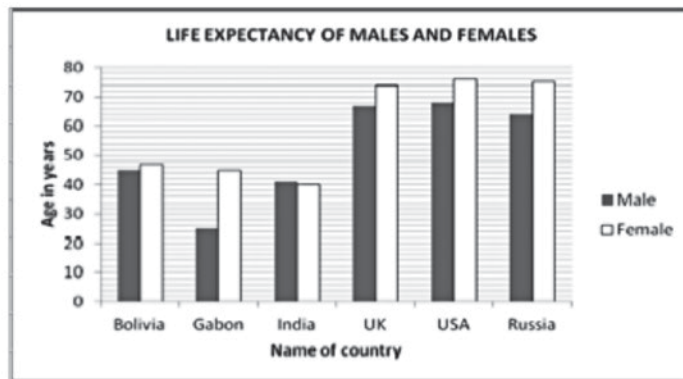
Reading digital time

	3:00	6:15	9:30	0:45
Read/Say:	three hours	six fifteen	nine thirty	zero forty-five
Write:	3:00	6:15	9:30	0:45

2 Read and tell the digital time on each clock below.

a	3:00	b	2:15	c	7:30	d	3:45
e	10:15	f	0:30	g	7:45	h	0:00
i	0:50	j	9:20	k	4:35	l	8:12

96. Study the double bar graph below and answer the questions that follow.



Question taken from the Mathematics Grade 6 Annual National Assessment 2013

Taken from Oxford Successful Mathematics Grade 6 Learner's Book

Analysing and interpreting data

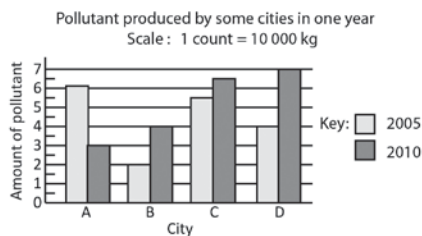
Recorded data is normally shown in a graph. We then need to be able to analyse and interpret any given graph correctly.

Let's do an example

Some factories in the industrial regions pollute the air by letting off smoke into the atmosphere. The levels of pollution are measured regularly. The double bar graph given below gives the following information:

New word

Emitted – let off into the atmosphere



- The graph shows the amount of pollutants emitted in four cities in one year.
- One count on the graph is equal to 10 000 kg. So, for example, city C emitted 5,5 counts = $5,5 \times 10\,000\text{ kg} = 55\,000\text{ kg}$. This is a many-to-one graph.
- Only one city showed a drop in pollution.
- City D showed the largest increase in pollutant emission.

Remember

The data must be arranged according to size before the mode or median can be written down.

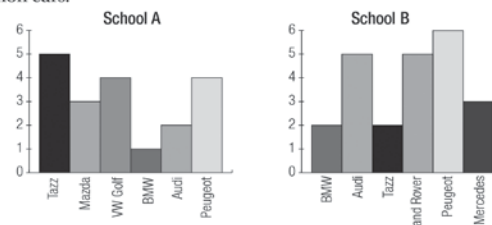
This extract is taken from the *Oxford Successful Mathematics Grade 6 Learner's Book* and provides learners with many opportunities to practise and revise this skill.

This extract is taken from the *Headstart Mathematics Grade 6 Learner's Book* and provides learners with guidelines on how to answer the questions.

Taken from Headstart Mathematics Grade 6 Learner's Book

Activity 7 Compare data

Two different schools did the same survey. They counted the makes of car that drove past their school in an hour. They made a graph of the six most common cars.



Answer the following questions.

- Which school had the most cars passing? Can you think of two possible reasons why?
- Would it have made a difference, if the two schools counted cars at different times? Why?
- If both schools were in the same town, could the position of the school make a difference? Why?
- If the schools counted cars at the same time, what different reason could there be for the different number of cars?

INTRODUCTION TO LIFE SKILLS

The Life Skills CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Taken from *Headstart Life Skills Grade 6 Teacher's Guide*

	Grade 4	Grade 5	Grade 6
Term 1	Development of the self		
	Warm up and play; Improvise and create; Read, interpret and perform; Appreciate and reflect		
	Create in 2D; Create in 3D; Visual literacy		
	Participation; Safety measures; Movement performance		
Term 2	Development of the self; Social responsibility	Social responsibility	Development of the self; Social responsibility
	Warm up and play; Improvise and create; Read, interpret and perform; Appreciate and reflect		
	Create in 2D; Create in 3D; Visual literacy		
	Participation; Safety issues; Movement performance		
Term 3	Social responsibility	Social responsibility	Social responsibility
	Health and environmental responsibility	Health and environmental responsibility	
	Warm up and play; Improvise and create; Read, interpret and perform; Appreciate and reflect		
	Create in 2D; Create in 3D; Visual literacy		
Term 4	Participation; Safety measures; Movement performance		
	Health and environmental responsibility		
	Warm up and play; Improvise and create; Read, interpret and perform; Appreciate and reflect		

The Life Skills curriculum is based on essential skills that need to be taught. The *Headstart* and *Oxford Successful Teacher's Guides* provide teachers with teaching tips.

Taken from *Headstart Life Skills Grade 6 Teacher's Guide*

Teaching tips for Physical education

Use the 'IDEAS' (Introduction, Demonstration, Explanation, Action, Safety) approach for teaching movements and physical skills in all Physical Education lessons:

- **Introduction** – Introduce the movement or skill by naming it; for example, 'You will now learn about another form of locomotion called skipping'.
- **Demonstration** – Demonstrate the movement; for example, show the learners how to skip or ask two learners to demonstrate skipping.
- **Explanation** – Explain the movement; for example, 'Skipping is when you move forward with a long step and a quick hop on the same foot and then do the same on the other foot.' This can be done together with the demonstration so the learners see how the movement or skill is done together with the explanation.
- **Action** – Learners get into action and practise the movement or skill.
- **Safety** – The movement or skill is taught so that it is done safely. In other words, make sure all the learners know what to be careful of when doing the movement or skill. With skipping it might be that they need to be aware of where they are skipping so they do not injure other learners by crashing into them. With all these movements it is important that they do them in a controlled way.

Resources required to effectively teach Intermediate Phase Life Skills:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Specific subject resources

- Appropriate media, newspaper articles, books, videos
- Games
- Magazines
- Apparatus and equipment for practical tasks

PLANNING FOR LIFE SKILLS


Taken from *Oxford Successful Life Skills Grade 4 Teacher's Guide*

Visual Arts			
Topics	Grade 4	Grade 5	Grade 6
1. Visual literacy	<ul style="list-style-type: none"> Develop visual literacy: encourage understanding of own world by expressing in words: description of own and others' artwork, visual stimuli, popular culture and famous artworks; Incorporate art elements and design principles Apply learning to own work 	<ul style="list-style-type: none"> Introduce local environment and deepen awareness of art elements and design principles in visual stimuli Apply and identify in own work 	<ul style="list-style-type: none"> Introduce national environment and extend range and observation of art elements and design principles: contrast, proportion, emphasis, balance and unity Apply, identify and personally interpret in own work
2. Create in 2-D	<ul style="list-style-type: none"> Themes interpreting the personal and social world using two-dimensional techniques that encourage manipulation of media, colour mixing, and problem solving Art elements: formal teaching of the art elements, such as line, shape, secondary and related colour, tints and shades Design principles: formal teaching of contrast and proportion Creative lettering and/or pattern-making projects: shape, line, colour, texture, drawing, cutting and sticking shapes in series 	<ul style="list-style-type: none"> Extend themes to include local environment; develop techniques Formal introduction to complementary colour, develop use of all art elements Introduce emphasis and further develop use of design principles Lettering and/or pattern making projects as surface decoration 	<ul style="list-style-type: none"> Extend to include national environment; further develop use of media and techniques Formal introduction to monochromatic colour, further develop use of all art elements Introduce conscious use of balance, and further develop use of design principles Lettering and/or pattern-making: include radiating patterns; awareness of composition

Headstart and Oxford Successful Teacher's Guides provide teachers with full planning and assessments for each topic.


Taken from *Oxford Successful Life Skills Grade 6 Learner's Book*

The Teacher's Guides provide additional resources to use for teaching. This assists in giving teachers ideas when planning for lessons.



Positive ways to communicate include:

- look into the eyes of the person you are talking to
- think about how the other person will feel
- be calm and polite
- remember that other people do not have to agree with you
- show respect for different views to yours.



Negative ways to communicate include:

- avoid looking at the other person
- say what you like even though it could upset the other person
- be aggressive and rude
- expect others to always agree with your views
- criticise or 'rubbish' other views.

Taken from *Oxford Successful Life Skills Grade 5 Teacher's Guide*

Teacher's checklist

Have I covered the following in my lessons this term?

Warm up for coordination and control	
Vocal warm up focusing on breathing	
Singing warm up in unison, canon, call and response	
Trust games in pairs	
Cool downs	
Musical phrases in pairs using repetition, accent, call and response	
Partner skills including balance, meeting and parting	
Role play and character hot seats	
Movement phrases in pairs	

LIFE SKILLS: ASSESSMENT

Taken from *Headstart Life Skills Grade 5 Learner's Book*

The *Headstart* and *Oxford Successful Teacher's Guides* provide teachers with guidelines on how to assess the learner's activities.

Task 3: Creative arts task (Performing arts)

Dance your initial (30 marks)

In Activity 3 in Unit 7, you made a dance using the initial of your name. Think about the dance you performed and now improve on it!

1. Stand straight with your feet hip-width apart.
2. Write the first letter of your name in the air with first your right and then your left hand. Make the movements as big as possible.
3. Use other parts of your body to write your initial.
4. Do these movements together without stopping.
5. Your teacher will play music and you must dance your initial.

Your teacher will assess whether:

- you used your imagination in your movements (4)
- your movements were big and clear (3)
- your dance had a beginning, middle and end (2)
- you were able to combine your movements into a dance (8)
- you used your body movements to communicate well (5)
- you were able to move with the music and improvise well (8)

Music (10 marks)

1. Draw a treble clef. (3)
2. Your teacher will play the music you danced your letter to. Listen carefully and answer the following questions:
 - a. List the instruments that you can hear. (2)
 - b. Describe the tempo of the music. (2)
 - c. Describe the dynamics of the music. (2)
 - d. What genre is the piece of music? (1)

Total: 40 marks

Taken from *Headstart Life Skills Grade 4 Teacher's Guide*

Taken from *Oxford Successful Life Skills Grade 4 Teacher's Guide*

Programme of Assessment			
Term 1	Personal and Social Well-being	Formal assessment task (LB p. 17) Design and make poster (LB p. 17)	Continuous assessment 75%
	Creative Arts	CAT	
	Physical Education	PET	
Term 2	Personal and Social Well-being	Consolidation test (LB p. 44)	Year-end test/ examination 25%
	Creative Arts	CAT	
	Physical Education	PET	
Term 3	Personal and Social Well-being	Consolidation test (LB p. 71) Formal programme of assessment project (LB p. 45 and p. 71)	Year-end test/ examination 25%
	Creative Arts	CAT	
	Physical Education	PET	
Term 4	Personal and Social Well-being	Consolidation exam (LB p. 97)	Year-end test/ examination 25%
	Creative Arts	CAT	
	Physical Education	PET	

Rating code	Description of competence	Mark out of 30	Percentage	Description of poster or project
7	Outstanding achievement	24–30	80–100	Eye-catching, imaginative, colourful, with plenty of insightful information
6	Meritorious achievement	21–23	70–79	Eye-catching, colourful, with plenty of information
5	Substantial achievement	18–20	60–69	Colourful, with plenty of information
4	Adequate achievement	15–17	50–59	Adequate but nothing special
3	Moderate achievement	12–14	40–49	Barely adequate, does not cover all required information, not much effort
2	Elementary achievement	9–11	30–39	Does not cover all required information, very little effort made
1	Not achieved	0–8	0–29	Little or no information or effort

The Life Skills curriculum is based on essential skills that need to be taught. The *Headstart* and *Oxford Successful Teacher's Guides* provide teachers with teaching tips.

LIFE SKILLS: UNPACKING A HOT TOPIC

CAPS topic: Social responsibility

Content: Child abuse

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips

- When you teach this unit it is important to be sensitive to the fact that some learners may be or may have been victims of child abuse. Do not pressurise learners to participate if you sense resistance to some of the activities.
- Learners need to understand the different types of child abuse (physical and emotional) and how these affect a person's health.
- Explain that when children are hurt it can have a bad effect on their bodies, on how they think and feel and how they behave. This happens with both physical and emotional abuse.
- Make a poster with the telephone numbers of agencies that can provide help if a child needs to talk to someone about abuse. Put the poster up in the classroom and ensure that learners write the numbers in their homework books. Include the following numbers: Crime Stop 08600 10111; police emergency 10111; Childline 0800 055555.
- It is a good idea to introduce the lesson by getting learners to look at some pictures. Discuss some of the ways that children can be abused and hurt. Expect some suggestions that are not shown in the photographs.
- It is important that learners understand that accidents are not abuse. Ask learners to give examples of physical and emotional abuse and correct any misconceptions learners might have about abuse.

Strategies to teach to learners

- Explain to learners that if someone is being abused, or you see someone who is being abused, there are ways to deal with it.
- The first thing learners should do is to tell an adult who they trust. Tell them to think of someone who listens to them and tries to help them, e.g. their neighbour.
- Find a telephone and call for help on one of the toll-free numbers like the police emergency and Childline numbers.
- If they call these numbers, it helps to have the names of the person being abused and the person who is doing the abusing or the address where the abuse is happening.
- If they contact the police, they should ask for a list of people or organisations/places in their area where they can get more help.
- Remember, emotional and physical abuse is a crime and no child should be abused. It is against the law even if it is a child who is abusing another child.

LIFE SKILLS: UNPACKING A HOT TOPIC

(Activity from page 59 of the *Headstart Life Skills Grade 5 Learner's Book*)

UNIT

5

Child abuse

The pictures on this page show some of the different ways that children can be abused or hurt.

In the first two pictures, the child's body is being hurt. This is called **physical** abuse. If someone often hurts your body on purpose or hurts your body once very badly, it is abuse. If someone kicks you by mistake while you are playing soccer, it is an accident and not abuse.

Just like your body can be hurt, so can your feelings be hurt. People can make you believe you're a bad person by calling you names or ignoring you. When someone does this to you, it is called **emotional** abuse. If someone shouts at you all the time and tells you that you are useless or **worthless**, that is emotional abuse.



I have the right not to be hurt.



Activity 3 Do something about child abuse

1. Tell this story in your own words.
2. In what ways did Vincent's father hurt him?
3. Did Vuthumi do the right thing?
4. List the adults that Vuthumi thought she could tell.
5. What adults could you tell if you saw a child being abused?
6. What are the telephone numbers you can call to report child abuse?
7. What are the telephone numbers you need, to talk to someone about abuse?
8. How was Vincent's father emotionally abusive?
9. If you saw Vincent being hurt, how could you support him at school?

LIFE SKILLS: A LESSON PLAN

Lesson plan: Child abuse

Date:	Grade: 5	Term: 2
Module: 2	Unit: 5	Contact time: 2 hours
Content/Concept: Child abuse	Activity: 1 (page 59 of Learner's Book) 1 (page 62 of Learner's Book)	Resources required: Learner's Book and Teacher's Guide
<p>Expected learner background/Links with previous knowledge or activities: Understand the rights of children as learnt in Grade 4.</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> Understand that there are different types of child abuse and how this affects health. Learn strategies for how to deal with abuse and how to assist others. <p>New vocabulary to teach: abuse, physical, emotional, worthless, strategy, toll-free</p>		
<p>Links with next activity: Dealing with violent situations</p>		
<p style="text-align: center;">Teaching plan</p> <p>Guidelines to implement activity (page 59):</p> <ul style="list-style-type: none"> Read through the activity with the learners and make sure that they understand what to do. Learners discuss the activity in pairs, but then write their own answers to the questions about the comic strip. This can be done in class, if time allows, or as a homework activity. Discuss the answers as a class. <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> Picture A is an example of physical abuse. Picture B is an example of emotional abuse. Yes, this would be emotional abuse. Refusing to speak to someone indicates to them that they are not worthy of being acknowledged. She got help from the police. Learners' answers will vary but should include examples of both physical and emotional abuse. <p>Guidelines to implement activity (page 62):</p> <ul style="list-style-type: none"> Read through the case study and questions with learners and ensure they understand what to do. Learners do this activity on their own. This can be done in class or as homework. Discuss the answers as a class. <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> Learners' stories will vary, but check whether their interpretations are accurate. Vincent's father was abusing him physically, by hitting him, and emotionally, by swearing at him. Yes, Vuthumi did the right thing; it is never good to keep quiet when someone is abused. Vuthumi thought of responsible adults such as her mother, Vincent's teacher, a social worker or a police officer. Learners' responses will vary but the types of people mentioned above would be among them. Crime Stop: 08600 10111; police emergency: 10111; Childline: 0800 055555 Learners' responses will vary. He swore at him. The first course of action would be to talk to a teacher. 		
<p>Assessment:</p> <ul style="list-style-type: none"> This activity is meant for self-assessment. Learners could copy the rubric on page 88 of the Teacher's Guide into their exercise books and fill it in to show how they feel after this unit. 		

INTRODUCTION TO NATURAL SCIENCES AND TECHNOLOGY

The Natural Sciences and Technology CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time. Some CAPS documents provide an outlined annual teaching plan, which indicates the topics per term, in sequence and how much time should be spent on them.

Taken from *Oxford Successful Natural Sciences and Technology Grade 5 Teacher's Guide*

The Natural Sciences and Technology curriculum contains many practical tasks. The *Oxford Successful Teacher's Guides* provide teachers with comprehensive guidelines on how to carry these out.

Term	Topic	Time in weeks	Topic	Time in weeks	Topic
Term 1 Natural Sciences Life and living Technology Processing	Living and non-living things	2	Plants and animals on Earth	2,5	Photosynthesis Nutrients in food
	Structure of plants and animals	2,5	Animal skeletons	1,5	Nutrition Food processing
	What plants need to grow	1	Skeletons as structures	2,5	Ecosystems and food webs
	Habitats of animals	2	Food chains	1,5	
	Structures for animal shelters	2,5 (10 weeks)	Life cycles	2 (10 weeks)	
Term 2 Natural Sciences Matter and materials Technology Structures	Materials around us	3,5	Metals and non-metals	2	Solids, liquids and gases
	Solid materials	2	Uses of metals	2,5	Mixtures Solutions as special mixtures
	Strengthening materials	2	Processing materials	3,5	

Resources required to effectively teach Intermediate Phase Natural Sciences and Technology:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Specific subject resources

- Pictures
- Texts
- Other small resources to explain concepts during activities
- Equipment needed for various tasks and experiments as stipulated in textbook

PLANNING FOR NATURAL SCIENCES AND TECHNOLOGY

Taken from *Oxford Successful Natural Sciences and Technology Grade 5 Teacher's Guide*

Term 1						
Week	Strand	Unit	Contents	LB page	TG page	Formal assessment
1–2	1	Unit 1	Plants and animals on Earth: Many different plants and animals	10	32	
2	1	Unit 2	Plants and animals on Earth: Inter-dependence	14	35	
3	1	Unit 3	Plants and animals on Earth: Animal types	16	36	
3–4	1	Unit 4	Animal skeletons: Skeletons of vertebrates	18	38	
4	1	Unit 5	Animal skeletons: Movement	20	42	
5–7	1	Unit 6	Skeletons as structures: Frame and shell structures	22	44	✓✓
7	1	Unit 7	Food chains: Food and feeding	26	47	
8	1	Unit 8	Food chains: Feeding relationships	30	49	
8–9	1	Unit 9	Life cycles: Growth and development	32	51	
10	Revision assessment	Strand 1 Exemplar test		41	130	
	Formal assessment	Strand 1 Control test		–	128	✓

The Teacher's Guides provide teachers with full planning and assessments.

The Learner's Books contain many various resources that can be used for lessons and assessment. This assists in giving teachers ideas when planning.

The Learner's Books provide worksheets and activities that can be used in the classroom.

Taken from *Oxford Successful Natural Sciences and Technology Grade 6 Learner's Book*

Activity 2 Evaluate methods of separating salt from water

Individual work
Look at Figure 3 below and answer the questions that follow.

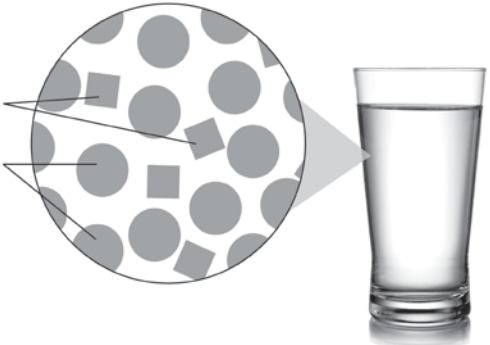


Figure 3 The particles are too small to be seen by the human eye.

- 1 Explain why the sorting by hand method would not work to separate salt and water.
- 2 Explain why sieving the water and salt through a sieve would not work to separate salt and water.
- 3 Explain why settling and decanting would not work to separate salt and water.
- 4 Explain why filtering would not work to separate salt and water.

Taken from *Oxford Successful Natural Sciences and Technology Grade 4 Learner's Book*

Case study

The cat box that Esona's dad made
Esona's cat
Esona's cat sometimes has to go to the vet. The vet says that all cats must be brought in cat boxes. This is to prevent accidents.




Figure 4 Esona and her cat

Esona's dad
Esona's dad is practical. He designed and made the simple but effective cat box in Figures 6 and 7 for Esona's cat.




Figure 5 Esona's dad

The cat box design

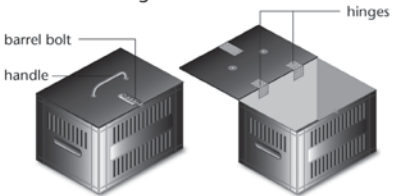


Figure 6 Cat box design




Figure 7 The cat box

The vet evaluates the cat box
The vet liked the cat box. She said it was a good design because:

- the cat is secure and it cannot escape
- the box is a good size – big enough for the cat to move easily, but small enough for it to feel safe
- the owner can see the cat in the box.




Figure 8 The vet

She asked Esona's dad to make some more cat boxes to sell at the vet shop.

NATURAL SCIENCES AND TECHNOLOGY: ASSESSMENT

Taken from *Oxford Successful Natural Sciences and Technology Grade 5 Teacher's Guide*

Programme of formal assessment						
Formal assessments	Term 1	Term 2	Term 3	Term 4	Total marks for the year	Total
School-based Assessments	1 Test [15 marks] 1 selected practical task [15 marks]	1 Exam or test on work from Terms 1 and 2 [45 marks] 1 selected practical task [15 marks]	1 Test [15 marks] 1 selected practical task [15 marks]	1 selected practical task [15 marks]	135 marks	Together make up 75% of total marks for the year
Exams [60 minutes]				Exam on work from Terms 3 and 4 [45 marks]	45 marks	Makes up 25% of total marks for the year
Number of formal assessments	2	2	2	2	Total 8 assessments [180 marks]	Total: 100%

The Teacher's Guide provides summaries of the formal assessment for the year as well as each strand.

Taken from *Oxford Successful Natural Sciences and Technology Grade 4 Learner's Book*

Activity 1

Investigate the growth of plants from cuttings

Individual work

Aim
In this activity you will grow a new plant from a cutting.

Materials
You will need:

- stem of a semi-woody plant (like plectranthus, geranium, rosemary or lavender)
- pruning shears (or sharp knife) and cutting board
- jar

Method

Step 1 Cut a piece of stem from a plant as in Figure 2.

Step 2 Strip the bottom leaves off the stem.

Step 3 Put the cutting into a jar of water.

Step 4 Leave the cutting in water as in Figure 3 for at least two weeks. Check every three days to see if the cutting has grown any roots, and to top up with more water.

Step 5 Once the cutting has grown roots, plant it in some soil.

Scientific method
Follow the scientific method on page 6 to help you with this activity.

Caution!
Work carefully with the pruning shears. Cut down on a board.

Figure 2 How to make a cutting

Figure 3 A cutting with new roots growing

Questions

- State how long your cutting took to develop roots.
- Did your cutting grow into a plant? If it did not, explain what you think went wrong.

Taken from *Oxford Successful Natural Sciences and Technology Grade 5 Learner's Book*

Strand 1

Exemplar test

Time: 40 minutes
Topics: Plants and animals on Earth; Animal skeletons; Skeletons as structures; Food chains; Life cycles
Marks: 15

- Fill in the missing words.
 - _____ are animals that have bones in their bodies.
 - The vertebrate skeleton is a _____ structure. (2)
- Look at the photos below.

 - Explain where the protea plant gets its food from. (2)
 - Draw a two-link food chain to show feeding relationships. (3)
 - Identify a herbivore. (1)
 - Identify a carnivore. (1)

The Learner's Book provides step-by-step guidelines for carrying out practical and experiential informal assessments.

Taken from *Oxford Successful Natural Sciences and Technology Grade 4 Teacher's Guide*

Formal assessment in this strand					
Activity				Assessment	
Type of activity	Activity	LB page	TG page	Assessment tool	TG page
Practical task	Option 1: Activity 1 investigate the growth plants from cuttings	27	50	Rubric	51
	Option 2: Activity 2 investigate the growth plants from seeds	28	51	Memorandum	52
Strand 1 Control test	Content term 1	—	131	Memorandum	132

NATURAL SCIENCES AND TECHNOLOGY: UNPACKING A HOT TOPIC

CAPS topic: Natural Sciences: Energy and change

Content: Energy and sound

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips and guidelines

- Make sure that learners master the following key concepts:
 - Energy is all around us.
 - Energy can be seen in movement, heat, light and sound.
 - Energy is stored in sources such as food, wood, coal, natural gas, oil products (e.g. petrol, diesel, paraffin, jet fuel) and candle wax.
- Visit the following websites to show learners some videos that will support their learning:
 - www.kidport.com/Reflib/science/Energy/EnergySources.htm
 - www.environmental-protection.org.uk/assests/library/documents/HearThis.pdf

How to teach the scientific method successfully

Learners in the Intermediate Phase are introduced to the scientific method by means of experiments and investigations. It is better to use a simplified version to help learners to understand the process.

The simplified method includes the following:

Aim (of the experiment or investigation)

Learners need to say why they are conducting the experiment. This gives them direction for making observations. Ask learners the following questions to assist them to write down the aim:

- Why are you doing the experiment?
- What will this experiment help you to understand?

Hypothesis (a prediction of what they think the outcomes will be)

Ask learners the following questions to help them to get it right:

- What do you think the results of the experiment/investigation will be?
- What must you look for when doing this experiment?

Materials (apparatus and materials learners will need to conduct the experiment)

Ask learners the following questions:

- What do you need to conduct this experiment?
- If you do not have all the materials you need, what else can you use instead?
- Where can you get these materials?

Method (gives learners a step-by-step process to follow, to arrive at a given conclusion)

Ask learners the following questions:

- How will you conduct the experiment?
- How will you set up your materials?
- What will you do first?

Results and conclusions: Help learners to form their own conclusions by answering the questions in the activities. It is useful for learners to write their results in a table. This helps them to compare results, especially when an experiment has multiple variables. Ask them the following questions:

- What has this experiment helped you to understand?
- Why is this useful?

NATURAL SCIENCES AND TECHNOLOGY: UNPACKING A HOT TOPIC

(Activity from pages 96 and 97 of the *Oxford Successful Natural Sciences and Technology Grade 4 Learner's Book*)

✓ Activity 1 Investigate vibrations

Scientific method

Follow the scientific method on page 6 to help you with this activity.

Pair work

Aim

In this activity you will see if musical instruments cause vibrations.

Materials

You will need:

- these instruments: guitar, rattle, vuvzela and a drum
- one of the musical instruments that you made in Unit 5
- one other musical instrument that one of your friends made. (It must not be the same type of instrument as yours.)

Method

- Step 1** Place the instruments on a table.
Step 2 Play the instruments one at a time.
Step 3 List the input energy.
Step 4 Write down YES or NO if you saw anything vibrate.
Step 5 List the parts that vibrated.

Questions

- 1 State whether the instrument made a sound.
- 2 Describe the sound.

Results

Your teacher will go through the results with you.

Caution!

Be careful not to play the instruments near anyone's ears. Be aware of those around you.

NATURAL SCIENCES AND TECHNOLOGY: A LESSON PLAN

Lesson plan: Vibrations and sound

Date:	Grade: 4	Term: 1			
Strand: 3	Unit: 6	Contact time: 1 hour 45 minutes			
Content/Concept: Vibrations and sound	Activity: 1 (pages 96–97 of Learner’s Book)	Resources required: Learner’s Book, Teacher’s Guide and musical instruments: guitar, rattle, vuvuzela and a drum			
Expected learner background/Links with previous knowledge or activities: Understand that energy is all around us. Understand that energy is stored in different sources and how energy can be transferred from a source to where it is needed.					
Learning intention (what we want learners to learn): How musical instruments make sounds through vibrations. Sound always moves outwards from the vibrating part. We can feel or hear vibrations. Sound travels from the outer ear, to the eardrum, to the ossicle bones and to the cochlea. Vibrations travel through materials such as air, water, plastic, metal and wood.					
Links with next activity: <ul style="list-style-type: none">Looking at pictures of the human earEnergy and sound: making sounds					
<div>Teaching plan</div> Guidelines to implement activity: <ul style="list-style-type: none">Learners work in pairs to complete this investigation. They should follow the scientific method.Circulate among the pairs to follow up on learners who are struggling.See the results of the experiment below:					
Musical Instrument	Input energy	Vibration	Vibrating parts	Sound (yes/no)	Type of sound
Rattle	Movement of the hand	Yes	Balls inside	Yes	Rattling sound
Guitar	Plucking of the strings	Yes	Strings	Yes	Twang noise
Vuvuzela	Movement of the air	Yes	Air in the tube	Yes	Booming sound
Drum	Movement of the hand	Yes	Drum skin	Yes	Banging sound
The instrument you made	Answers will vary depending on what they have made	Yes	Answers will vary	Yes	Answers will vary
Assessment: <ul style="list-style-type: none">This activity is intended for formal assessment.Use the rubric to evaluate the learners.					
Design brief	Not neatly drawn; Labels of the drawing missing (some or all); List of materials missing (some or all); List of tools missing (some or all).				
Appearance of instrument	1 mark: No effort made with appearance	2 marks: The learner has made a little effort with appearance	3 marks: The learner has made a good effort with appearance	4 marks: The learner has made a very good effort with appearance	5 marks: The learner has made an excellent effort with appearance

INTRODUCTION TO SOCIAL SCIENCES

The Social Sciences CAPS documents provide guidelines on how much time should be spent on each topic and which content should be covered in that time. The CAPS documents provide a full programme of assessment, which indicates the type and number of tasks to be completed every term for the formal assessment programme.

Oxford Successful Social Sciences Teacher's Guides provide clear guidelines and teaching ideas for provided for Geography and History.

Taken from *Oxford Successful Social Sciences Grade 5 Teacher's Guide*

	Grade 4	Grade 5	Grade 6
Term 1	<i>History:</i> Local history <i>Geography:</i> Places where people live (settlements)	<i>History:</i> Hunter-gatherers and herders in southern Africa <i>Geography:</i> Map skills (Focus: Africa)	<i>History:</i> An African kingdom long ago in southern Africa: Mapungubwe <i>Geography:</i> Map skills (Focus: World)
Term 2	<i>History:</i> Learning from leaders <i>Geography:</i> Map skills	<i>History:</i> The first farmers in southern Africa <i>Geography:</i> Physical features of South Africa	<i>History:</i> Explorers from Europe find southern Africa <i>Geography:</i> Trade (focus: South Africa and the world)
Term 3	<i>History:</i> Transport through time <i>Geography:</i> Food and farming in South Africa	<i>History:</i> An ancient African society: Egypt <i>Geography:</i> Weather, climate and vegetation of South Africa	<i>History:</i> Democracy and citizenship in South Africa <i>Geography:</i> Climate and vegetation around the world
Term 4	<i>History:</i> Communication through time <i>Geography:</i> Water in South Africa	<i>History:</i> A heritage trail through the provinces of South Africa <i>Geography:</i> Minerals and mining in South Africa	<i>History:</i> Medicine through time <i>Geography:</i> Population – why people live where they do (focus: South Africa and world)

Resources required to effectively teach Intermediate Phase Social Sciences:

General resources

- Quality notebook
- Quality textbook suitable for grade, content and language level
- Teacher should be familiar with the content taught
- Access to a variety of reading books and visual material suitable for the grade

Specific subject resources

- Wall maps
- Globe
- Set of Atlases
- Dictionary
- Magazines and newspapers to use for activities and classwork
- Try to obtain access to TV/DVD and /or CD player for audio visual presentations
- Access to Internet for Google Earth and YouTube videos

PLANNING FOR SOCIAL SCIENCES

Taken from Oxford Successful Social Sciences Grade 4 Teacher's Guide

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
1	Map skills	Module 1, page 7	
	World map and compass directions <ul style="list-style-type: none"> The Equator and the Poles The seven continents The eight points of the compass Finding directions from a fixed point 	Unit 1 pages 8 to 10	Activities 1–3
	Africa our continent <ul style="list-style-type: none"> The position of Africa on a world map Oceans around Africa Countries and borders Countries of Africa Big cities of Africa South Africa's neighbours Capital cities Capital cities of South Africa 	Unit 2 pages 11 to 15	Activity 4

The Teacher's Guide provides teachers with full planning and assessments.

Taken from Oxford Successful Social Sciences Grade 5 Teacher's Guide

Module 1	Pacing (hours)	Core content	Activities	Assessment
Unit 1	2	How we find out about hunter-gatherers and herders	1, 2	Teacher, peer, self
Unit 2	8	San hunter-gatherer society in the Later Stone Age	3, 4, 5, 6, 7, 8	Teacher, peer, self
Unit 3	2	Khoikhoi herder society in the Later Stone Age	9	Teacher, peer, self

Taken from Oxford Successful Social Sciences Grade 5 Teacher's Guide

	Activity	Total marks that can be earned	Learner's mark
1	The learner observed and recorded the temperature every day for two weeks.	1	
2	The learner observed and recorded the rainfall every day for two weeks.	1	
3	The learner observed and recorded the wind speed and wind direction every day for two weeks.	1	
4	The learner observed and recorded the cloud cover every day for two weeks.	1	
5	The learner used appropriate instruments to record the weather, namely: <ul style="list-style-type: none"> thermometer rain gauge wind sock. 	3	
6	The learner recorded her/his observations on a chart using descriptions such as hot, warm, cold, cool, cloudy, partly cloudy, dry, wet, windy, etc.	4	
8	The learner drew weather symbols where appropriate on the chart.	4	
9	The learner wrote a report on the weather and included observations of the weather over a two-week period.	5	
10	The learner observed and commented on how the weather affects the daily lives of people.	5	
	Total marks	25	

The Teacher's Guide provides a module summary and definitions of core concepts.

CORE CONCEPTS AND DEFINITIONS	
Concept	Definition
hunter-gatherer	people who got their food by hunting animals and gathering plant foods
hunt	chase and kill animals for food
gather	to collect
herders	people who grew crops and kept cattle and sheep
crops	plants grown for food
rock paintings	pictures made using different coloured paints on rock surfaces
classify	to arrange things in different groups
society	a group, or groups, of people who have a similar way of life

SOCIAL SCIENCES: ASSESSMENT

Taken from Oxford Successful Social Sciences Grade 4 Learner's Book

✓ Project on your local history

What are you going to do for your project on your local area?

Step 1 *Choose your project:* You will do this project with a partner. Your teacher will help you choose something to research. It can be anything that you want to find out about. It could be the history of your school, the local area around the school or the place where you live.

Most of the project has to be done in class. You may do research at home. Choose two things in your area that you would like to look at.

Your project will take the form of an information brochure.

Step 2 *Think about where you will find information:* Your teacher will help you find information for your project. Remember what you have learnt in class. You must also look at books, photographs and pictures. You can do interviews and ask your parents to help you on the Internet.

Step 3 *Write notes:* As you read or look at old pictures or photographs, write down the information in your own words. If you are interviewing someone, write down their answers to your questions.

Step 4 *Organise your own work:* Each of the things you chose must have five good sentences about it, as well as a drawing or photograph.

Step 5 *Check with your teacher:* Look carefully at your information brochure to make sure you have done what you were asked to do. Do you need to make any changes to improve your project?

Step 6 *Show your work* to the class and tell them about your project. Hand your project in to your teacher for marking.

Total: 25 marks

Remember

You must use your own words.

Your teacher will use the following rubric to assess your project.

Learner's name:	Date:	Class:
Did the learner:	Marks awarded	
1 Choose a suitable topic for the brochure?	/3	
2 Work well with his/her partner to plan the project?	/4	
3 Work well with his/her partner to make the brochure?	/4	
4 Find and contribute suitable information and photo's/pictures for the brochure?	/4	
5 Organise the information to fit the topics chosen?	/3	
6 Write the information on the brochure neatly?	/3	
7 Write good sentences about the area that he/she chose for the brochure?	/4	
Total	/25	

Oxford Successful Social Sciences Learner's Books provide learners with revision activities to prepare them for their programme of assessment tasks.

The Teacher's Guide provides page references to all the Formal and Informal Assessments.

Taken from Oxford Successful Social Sciences Grade 5 Teacher's Guide

Programme of Assessment

Term 1	Geography	Formal assessment task (p. 18)	Continuous assessment 75%
	History	Formal assessment task (p. 34)	
Term 2	Geography	Formal assessment task (p. 46)	
	History	Formal assessment task (p. 64)	
Term 3	Geography	Formal assessment task (p. 77)	Year-end test /examination 25%
	History	Formal assessment task (p. 84)	
Term 4	Geography	Formal assessment task (p. 106) Practice test (p. 126)	
	History	Formal assessment task (p. 123) Practice test (p. 127)	

Taken from Oxford Successful Social Sciences Grade 6 Learner's Book

Assessment

- Which of the following are raw materials (primary products)? [4]
steel gold jewellery wood
fish wheat canned tomatoes
coal
- Match the words and concepts 1–11 in Column A with their meanings A–K in Column B.

Column A	Column B
1 Trade	A Trade between different countries
2 Currency	B Countries that trade with each other
3 International trade	C Goods and services that a country buys from another country
4 Trading partners	D Trade where everyone involved in producing, manufacturing and selling the product gets a fair share of the profits
5 Exports	E Trade where some people are exploited and others earn big profits
6 Imports	F All the goods and services that a country has
7 Resources	G The exchange of goods and services
8 Fair trade	H Goods and services that a country sells to another country
9 Unfair trade	I An activity where a raw material is made into a product, such as milk made into cheese
10 Raw material	J Money in general use in a country
11 Secondary activity	K A material that comes from the Earth and has not been changed by people, e.g. coal, wood, wheat

- Why is silver jewellery called a value added product? [11]
- List two ways in which fair trade organisations help workers. [2]
- How can a union help to prevent workers being exploited? [1]

Total: 20 marks

SOCIAL SCIENCES: UNPACKING A HOT TOPIC

CAPS topic: Map skills

Content: How to teach scale

Vocabulary

It is important to teach learners the unfamiliar words that they will meet in a new unit. When you read text containing new words, make sure that you draw attention to them in context. This will help learners to grasp the new concepts and enhance their understanding thereof. Encourage learners to use the new words in their own sentences too.

Teaching tips

- Scale is a new concept for Grade 6 learners. Scale means how to represent information on a map so that it is in proportion to the actual place being shown on the map. This is an important skill that learners will have to master to be successful in Geography. It therefore needs to be practised. It is important that you go very slowly and carefully so that learners can grasp the concept.
- You can use pictures of coins or the pictures of a key in the Learner's Book to demonstrate the concept of scale.
- A toy car can also demonstrate to learners that the toy looks the same as the real car, but it is smaller. It is a smaller scale than the real car.
- Going forward, whenever you look at a map, point out the scale and the scale line to the class.
- Other resources that you can use to teach scale are atlases, town maps, other large scale maps, a world map, a map of South Africa and maps of different provinces.
- Teach learners that a small-scale map gives a small amount of detail about an area. A large-scale map gives a *large* amount of detail about an area.

Line scales and word scales

- A line scale is a line divided up so that each division represents a certain distance on the ground. A word scale is a statement telling us how much actual distance on the ground one centimetre on a map represents.

Finding straight line distances

How to find the straight line distance between Cape Town and Bloemfontein:

- Place the straight edge of a piece of paper along the map between Cape Town and Bloemfontein. Mark the positions of these places on the paper.
- Place the strip of paper along the line scale of the map with the mark you made for Cape Town at zero.
- See where the mark for Bloemfontein is on the scale.
- Read off the distance in kilometres.

SOCIAL SCIENCES: UNPACKING A HOT TOPIC

(Activity from page 15 of the *Oxford Successful Social Sciences Grade 6 Learner's Book*)

Finding the straight line distance between two places

How to find the straight line distance between Cape Town and Bloemfontein:

- Step 1** Place the straight edge of a piece of paper along the map between Cape Town and Bloemfontein. Mark the positions of these two places on the paper.
- Step 2** Place the strip of paper along the line scale of the map with the mark you made for Cape Town on 0.
- Step 3** See where the mark for Bloemfontein is on the scale. Read off the distance in kilometres.



Measuring straight line distances

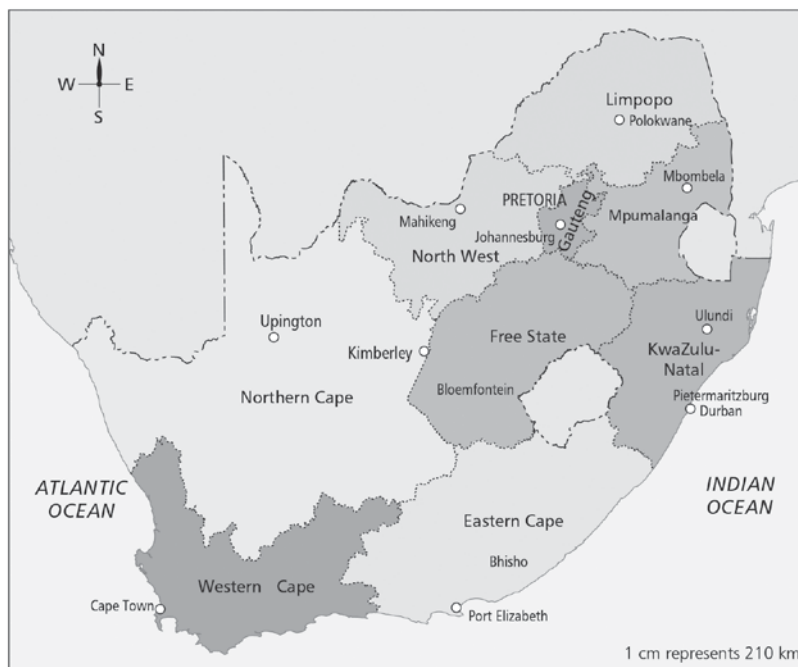
Use the steps to measure the straight line distance on any map.

Activity 4

Use line scales to calculate straight line distances between cities

You will need a piece of paper with a straight edge.

- 1 Measure the straight line distance in kilometres between:
 - 1.1 Port Elizabeth and Durban
 - 1.2 Cape Town and Kimberley
 - 1.3 Johannesburg and Polokwane



SOCIAL SCIENCES: A LESSON PLAN

Lesson plan: Map skills

Date:	Grade: 6	Term: 1
Module: 1	Unit: 2	Contact time: 4 hours
Content/Concept: Scale	Activity: 4 (page 15 of Learner's Book)	Resources required: Learner's Book, Teacher's Guide and a piece of paper with a straight edge
<p>Expected learner background/Links with previous knowledge or activities: Understand concepts of latitude and longitude on a world map.</p> <p>Learning intention (what we want learners to learn):</p> <ul style="list-style-type: none"> • What is scale? • Recognise the difference between small-scale maps and large-scale maps. • Recognise the difference between line scales and word scales. • Know how to measure straight line distances. <p>New vocabulary to teach: <i>represents:</i> to be an example or a sign of something <i>line scale:</i> a line divided up so that each division represents a certain distance on the ground <i>word scale:</i> a statement telling us how much actual distance on the ground one centimetre on the map represents</p>		
<p>Links with next activity: Atlas, global statistics and current events</p>		
<p style="text-align: center;">Teaching plan</p> <ul style="list-style-type: none"> • The focus of this unit is to learn about scale: how to represent information on a map so that it is in proportion to the actual place being shown on the map. • Scale is the amount by which things are made bigger or smaller. <p>Guidelines to implement activity:</p> <ul style="list-style-type: none"> • Learners should write their answers in their workbooks. • They can work in class or do this activity for homework, or a combination of the two. • Go through the answers in class. Give learners some leeway – accept answers slightly longer or shorter than the distances given below. • Learners can mark their own work. <p>Suggested answers:</p> <ul style="list-style-type: none"> • Accept answers within 50 km of the distances given. • 670 km • 800 km • 270 km 		
<p>Assessment:</p> <ul style="list-style-type: none"> • This activity is meant for informal assessment. • Use the checklist below to check learners' progression. <ul style="list-style-type: none"> – Do learners understand the concept of scale? – Do they know the difference between small-scale maps and large-scale maps? – Do they know the difference between line scales and word scales? – Do they know how to measure straight line distances on a map? 		
<p>Teacher reflection: After the lesson it is important to reflect on what worked and what did not work during the lesson.</p>		