**Teaching Plan**

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|  | **TERM 1: Weeks 1 – 2****Chapter 1** | **TERM 1: Weeks 3 – 4****Chapter 2** | **TERM 1: Weeks 5 – 6****Chapter 3** |
| **Theme** | Living in Africa | Holiday time | Town and country life |
| **Resources** | Learner’s Book (pp. 5–12), Teacher’s Guide (pp. 47–52), Reader (pp. 7–13), class dictionaries, personal dictionaries, world map, books for independent reading | Learner’s Book (pp. 13–20), Teacher’s Guide (pp. 53–58), Reader (pp. 14–17), class dictionaries, personal dictionaries, books for independent reading, travel magazines | Learner’s Book (pp. 21–30), Teacher’s Guide (pp. 59–64), Reader (pp. 18–23), class dictionaries, personal dictionaries, books for independent reading, pictures of city scenes and rural South African scenes |
| **Text types** | LB: storiesRD: personal story, recount  | LB: letter, photo, information text, map, RD: information text, map, labels | LB: stories, invitation, word puzzle (game)RD: personal story, invitation |
| **Listening & Speaking** | Listen to a story: *The angry camel* (LB pp. 5, 171) | Listen and speak about information: *Our holiday*(LB pp. 13, 171)Have a conversation (LB p. 15) | Listen to a story: *At the farm*(LB pp. 21, 171)Retell a story using reported speech (LB p. 25) |
| **Reading** | Story: *The bad day*: answer questions about the story(LB pp. 6–7)Read aloud (LB p. 12) | Read aloud (LB p. 14)Answer questions about a photograph (LB p. 17)Factual information in a map: answer questions about the information (LB p. 18) | Story: *Clean up time*: read aloud, answer questions about the story (LB pp. 22–24)Invitation: ask and answer questions about the invitation(LB p. 28) |
| **Independent Reading:**Read a personal story: *The windy day*: retell the story (RD pp. 7–11)Read a recount: *Kofi's early morning* (RD pp. 12–13) | **Independent Reading:**Read an information text: *The Big Five* (RD pp. 14–15)Read a map and labels: *Place names of South Africa*(RD pp. 16–17) | **Independent Reading:**Read a personal story: *City girl and country girl* (RD pp. 18–22)Read an invitation: *Nikiwe's party invitation* (RD p. 23) |
| **Writing** | Give a recount of a story (LB p. 9)Write your opinion about a story (LB p. 9)Write your own story (LB p. 11) | Write a factual recount (LB p. 20) | Write descriptions (LB pp. 26–27)Write a paragraphWrite a short message |
| **Language** | Practise using the past tense(LB p. 8)Practise using countable nouns and articles (LB p. 10)Practise using personal pronouns (LB p. 12) | Practise using irregular verbs(LB pp. 14–15)Practise using adverbs of time and frequency (LB p. 16)Practise can, may and must(LB p 19) | Practise using reported speech (LB p. 25)Play a language game - word puzzle (LB p. 30) |
| **Assessment** | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 47 – 52) | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 53 – 58) | **Formal assessment:**Listening and speaking: listen to a story (LB pp. 21, 171)Reading: read aloud(LB pp. 22–23), comprehension (LB p. 24), read a story (RD p. 22)Writing: descriptions(LB pp. 26–27)Language: comprehension(LB p. 24) |
| **Inclusivity** | **Week 1:** Be aware that some learners may still be anxious about speaking in an additional language. Provide opportunities for them to develop their skills.**Week 2:** Be aware that some learners do not have reading books at home. Make sure you have plenty of suitable books and stories in your reading box. | **Week 3:** Be aware that many learners may not have been away on holiday. Talk about how to make holidays at home just as much fun.**Week 4:** Be aware that some learners struggle more than others to read a map. Offer support where necessary. | **Week 5:** Be aware that some learners may never have been to a working farm. Help them to imagine life there without using stereotypes. **Week 6:** Be aware that may of our parks are full of litter. Organise an outing to clean up a park, the school grounds or adjacent verges. |

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|  | **TERM 1: Weeks 7 – 8, Chapter 4** | **TERM 1: Weeks 9 – 10, Chapter 5** |
| **Theme** | Doing things together | Animals and birds |
| **Resources** | Learner’s Book (pp. 31–38), Teacher’s Guide(pp. 65–70), Reader (pp. 24–31), sheet of A4 paper per learner, class dictionaries, personal dictionaries, books for independent reading | Learner’s Book (pp. 39–46), Teacher’s Guide(pp. 71–77), Reader (pp. 32–43), class dictionaries, personal dictionaries, books for independent reading, fiction and non-fiction books about animals and birds |
| **Text types** | LB: instructionsRD: story, instructions | LB: poems, song, rhymesRD: story, lullaby, poems |
| **Listening & Speaking** | Listen to instructions: *How to make a paper chain*(LB pp. 31, 171–172Instructions: *How to make a cup of hot chocolate*: talk about instructions (LB pp. 36–37)Play a game (LB p. 38) | Listen to a poem: *Giraffes* (LB pp. 39, 172) |
| **Reading** | Instructions: *Diketo*: get ready to read, answer questions about the instructions (LB pp. 32–34) | Poem: *The Lion*: answer questions about the poem (LB pp. 40–41)Read and sing a song: *Old MacDonald* (LB p. 43)Poem: *Grandpa Bear's lullaby*: answer questions about the poem (LB pp. 44–45) |
| **Independent Reading:**Read a story: *The skipping rope game*(RD pp. 24–30)Read instructions: *Memory game* (RD p. 31) | **Independent Reading:**Read a story: *Small boy, big voice* (RD pp. 32-–7)Read a lullaby: *Mockingbird lullaby* (RD pp. 38–39)Read poems: *Spider in the bath*, *My goldfish*, *Guess* *who* (RD pp. 40–43) |
| **Writing** | Write a recount (LB p. 34)Write instructions (LB p. 37) | Write a poem using words that imitate sounds(LB p. 44)Write rhymes (LB p. 46) |
| **Language** | Write adjectives (LB p. 35)Practise using possession (LB p. 38) | Vocabulary (LB p. 41)Practise using tenses (LB p. 42) |
| **Assessment** | **Formal assessment:**Listening and speaking: talk about instructions(LB p. 36)Reading: comprehension (LB pp. 32, 34)Writing: write instructions (LB p. 37)Language: write adjectives (LB p. 35) | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 71 – 77) |
| **Inclusivity** | **Week 7:** Be aware that some learners are less able to read diagrams than others and may need extra support.**Week 8:** Be aware that some learners are shy and struggle with group work. Compose groups carefully so that shy learners are nurtured. | **Week 9:** Be aware that that some learners have a negative attitude towards animals. Nurture a more positive response through the theme of this chapter.**Week 10:** Be aware that some learners are tone deaf and cannot sing in tune. Be tolerant of this while learners perform their song in Activity 5. |

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|  | **TERM 2: Weeks 1 – 2, Chapter 6** | **TERM 2: Weeks 3 – 4, Chapter 7** |
| **Theme** | Friends and family | Growing things |
| **Resources** | Learner’s Book (pp. 47–54), Teacher’s Guide(pp. 79–85), Reader (pp. 44–53), class dictionaries, personal dictionaries, books for independent reading | Learner’s Book (pp. 55–64), Teacher’s Guide(pp. 86–93), Reader (pp. 54–59), class dictionaries, personal dictionaries, books for independent reading, children's books about insects, birds and flowers |
| **Text types** | LB: stories, reviewRD: story, poem, poster | LB: information texts, descriptions, action poemRD: instructions, information text, descriptions |
| **Listening & Speaking** | Listen to a story: A special place (LB pp. 47, 172)Have a conversation about the story (LB p. 50) | Listen to an information text: Different gardens(LB pp. 55, 172)Listen and draw information (LB p. 59)An action poem: I saw a little bird (LB p. 64) |
| **Reading** | Story: *All you need is a friend*: answer questions about the story (LB pp. 48–50)Read a review (LB p. 53) | Information text: *Birds and butterflies in your garden*: read aloud, answer questions about the text(LB pp. 56–58) |
| **Independent Reading:**Read a story: *The amaRecyclers* (RD pp. 44–49)Read a poem: *The woman next door* (RD pp. 50–51)Read a poster: *Fun family fair* (RD pp. 52–53) | **Independent Reading:**Read instructions: *Growing plants* (RD pp. 54–55)Read information about animals: *The Riverine rabbit, The Leopard tortoise* (RD pp. 56-57)Read descriptions: *My southern African trip*(RD pp. 58–59) |
| **Writing** | Write a story (LB p. 52)Write a story review (LB p. 54) | Classify information: Weather and gardens (LB p. 58)Write a description (LB p. 60)Write a mind map (LB p. 62) |
| **Language** | Practise adjectives (LB p. 51)Practise using nouns (LB p. 54) | Practise using the future tense (LB p. 59)Practise using prepositions (LB p. 61)Practise proper nouns (LB p. 61)Practise using the present tense (LB p. 63)Practise using verbs (LB p. 64) |
| **Assessment** | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 79 – 85) | **Formal assessment:**Listening and speaking: listen and draw information (LB p. 59)Reading: read aloud (LB p. 56), comprehension(LB pp. 57-58), read instructions (RD p. 55)Writing: write a description (LB p. 60)Language: practise using prepositions (LB p. 61), practise proper nouns (LB p. 61) |
| **Inclusivity** | **Week 1:** Be aware that some learners in your class may have problems making friends. Help them towards a positive self-image.**Week 2:** Be aware that some learners are visually impaired. Be sure that they are seated where they can see you and the board clearly. | **Week 3:** Be aware that some learners do not have gardens. Talk about growing plants in pots.**Week 4:** Be aware that some learners are physically impaired. Include them in the action poem by encouraging them to join in even if, for example, they remain seated. |

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|  | **TERM 2: Weeks 5 – 6, Chapter 8** | **TERM 2: Weeks 7 – 8, Chapter 9** |
| **Theme** | Magical stories | Art in our world |
| **Resources** | Learner’s Book (pp. 65–72), Teacher’s Guide(pp. 94–99), Reader (pp. 60–65), class dictionaries, personal dictionaries, books for independent reading, additional books that include magical stories - especially from Africa | Learner’s Book (pp. 73–82), Teacher’s Guide(pp. 100 – 106), Reader (pp. 66–71), class dictionaries, personal dictionaries, books for independent reading, a sheet of A4 paper per child for Activity 1 |
| **Text types** | LB: stories,RD: story and letters, information text | LB: instructions, diagram with labelsRD: biography, chart, procedural text |
| **Listening & Speaking** | Story: *How the Zebra got his stripes*: listen and answer questions (LB pp. 65, 173) | Listen to instructions (LB pp. 73, 173)Give instructions (LB p. 79) |
| **Reading** | Story with a lesson: *Why willows weep*: answer questions about the story (LB pp. 66–67) | Instructions: *A drawing game*: Strange people: answer questions about the instructions(LB pp. 74–76)Read and follow instructions: *How to daw and label diagrams* (LB p. 81) |
| **Independent Reading:**Read a story: *The mystery letter* (RD pp. 60–64)Read about a storyteller: *Gcina Mhlope – the African storyteller* (RD p. 65) | **Independent Reading:**Read a biography: *Derrick Nxumalo, a self-taught artist* (RD pp. 66–68)Read a chart: *The colour wheel* (RD p. 69)Read a procedural text: *Drawing better*(RD pp. 70–71) |
| **Writing** | Write using comparisons (LB p. 68)Write a story (LB pp. 69–70)Draw and write captions (LB p. 72) | Write a factual recount (LB p. 77)Write instructions (LB p. 78–79) |
| **Language** | Verbs - choose the right word (LB p. 71)Connecting words – join the sentences (LB p. 71)Play a language game (LB p. 72) | Practise using adverbs (LB p. 78)Practise connecting words – write a paragraph(LB p. 80)Practise using punctuation (LB p. 82) |
| **Assessment** | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 94 – 99) | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 100 – 106) |
| **Inclusivity** | **Week 5:** Be aware that some learners will still be anxious about speaking in an additional language. Provide opportunities for them to develop their skills.**Week 6:** Be aware that some learners struggle to choose a book for reading pleasure. Ask other learners to recommend books or stories that they have enjoyed. | **Week 7:** Be aware that some learners are shy and struggle with group work. Compose groups carefully so that shy learners are nurtured.**Week 8:** Be aware that some learners have had little exposure to art and drawing. Support them during this theme by encouraging all efforts. |

In Term 2, weeks 9 and 10, learners will be writing examinations. Revision exercises are provided in the Learner’s Book to help them prepare.

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|  | **TERM 3: Weeks 1 – 2****Chapter 10** | **TERM 3: Weeks 3 – 4****Chapter 11** | **TERM 3: Weeks 5 – 6****Chapter 12** |
| **Theme** | Biographies | Ideas and opinions | Myths, legends and poems |
| **Resources** | Learner’s Book (pp. 85–92), Teacher’s Guide (pp. 109 – 114), Reader (pp. 72–77), class dictionaries, personal dictionaries, books for independent reading | Learner’s Book (pp. 93–102), Teacher’s Guide (pp. 115 – 121), Reader (pp. 78–85), class dictionaries, personal dictionaries, books for independent reading, text books from other subjects with graphs and pie charts in them | Learner’s Book (pp. 103–112), Teacher’s Guide (pp. 122 – 127), Reader (pp. 86–93), class dictionaries, personal dictionaries, books for independent and paired reading |
| **Text types** | LB: life/personal storiesRD: biography, book review, social and media texts | LB: opinions, Information text in graphsRD: interview, review, graph, poster/advertisement | LB: myths, poemRD: story, poems |
| **Listening & Speaking** | Listen to a story: *How I became a vet* (LB pp. 85, 173)Tell a personal story (LB p. 89) | Listen and speak - statements/ opinions (LB pp. 93, 173)Give a prepared talk on a topic (LB p. 97)Read aloud (LB p. 102) | Myth: *Kaang's people*: listen and answer questions (LB pp. 103, 173–174) |
| **Reading** | Story: *My life so far*: answer questions about the story(LB pp. 86–87)Life story: *Matthew Goniwe*: summarising stories(LB pp. 90–91) | Information text: *Grade 5 survey results*: answer questions about the graphs (LB pp. 94–95)Read a mind map (LB p. 99) | Myth: *An ancient Egyptian myth: The myth of Osiris*: answer questions about the myth(LB pp. 104–106)Poem: *The crocodile*: answer questions about the poem(LB pp. 110–111) |
| **Independent Reading:**Read a biography: *My life so far* (RD pp. 72–74)Read a book review (RD p. 75)Read social and media texts(RD pp. 76–77) | **Independent Reading:**Read an interview: *Have your say* (RD pp. 78–81)Read a review: *Hectic Nine-9* (RD pp. 82–83)Read the graph: *TV survey*(RD p. 84)Read a poster/advertisement: *Cinderella on Ice* (RD p. 85) | **Independent Reading:**Read a story: *Old Man Winter*(RD pp. 86–90)Read a poem: *The wizard said* (RD p. 91)Read a poem: *Table Mountain* (RD pp. 92–93) |
| **Writing** | Write a story (LB p. 92) | Draw graphs (LB p. 96)Draw a mind map (LB p. 100) | Draw a mind map (LB p. 107)Write your own myth (LB p. 109)Write similes (LB p. 112) |
| **Language** | Practise using subject and verb agreement (LB p. 88)Practise using personal pronouns (LB p. 89) | Practise using possessive pronouns (LB p 98)Write adjectives (LB p. 101) | Practise using punctuation(LB p. 107)Practise using direct and reported speech (LB p. 108)Similes (LB p. 112) |
| **Assessment** | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 109 – 114) | **Formal assessment:**Listening and speaking: prepared talk on a topic (LB p. 97)Reading: comprehension (LB p. 95), read aloud (LB p. 102), read an interview (RD p. 81), read a review (RD p. 83)Writing: draw graphs (LB p. 96), draw a mind map (LB p. 100)Language: practise using possessive pronouns (LB p 98) | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 122 – 127) |
| **Inclusivity** | **Week 1:** Be aware that some learners do not have grandparents. Include these learners in the discussion about life stories by also talking about aged relatives or friends.**Week 2:** Be aware that some learners struggle to choose books to enjoy reading at home. Ask other learners to recommend books or stories that they have enjoyed. | **Week 3:** Be aware that some learners may not have the confidence to express a firm opinion about the statements you read them (Activity 1). Encourage them to believe in themselves and their ideas.**Week 4:** Be aware that some learners may need extra support with their reading. Identify these learners while you listen to them read aloud. | **Week 5:** Be aware, when you discuss myths, that your learners will come from different cultures. Include them all by encouraging learners to share cultural stories.**Week 6:** Be aware that recognising rhyme depends on correct pronunciation. Encourage learners to read words accurately. |

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|  | **TERM 3: Weeks 7 – 8, Chapter 13** | **TERM 3: Weeks 9 – 10, Chapter 14** |
| **Theme** | Science in our world | All about our feelings |
| **Resources** | Learner’s Book (pp. 113–122), Teacher’s Guide(pp. 128 – 133), Reader (pp. 94–97), class dictionaries, personal dictionaries, books for independent and paired reading, glass bottles or glasses and water for Activity 4 | Learner’s Book (pp. 123–132), Teacher’s Guide(pp. 134 – 139), Reader (pp. 98–106), class dictionaries, personal dictionaries, books for independent and paired reading |
| **Text types** | LB: instructions, report, information text (map with key)RD: information text, instructions, story | LB: play script, book reviewRD: play script, play |
| **Listening & Speaking** | Instructions: *Broken telephone* (LB pp. 113, 174)Follow instructions (LB p. 117)Have a conversation (LB p. 121) | Listen and speak: a conversation (LB p. 123)Perform a drama (LB p. 131) |
| **Reading** | Report: *Science experiment report*: answer questions about the report (LB pp. 115–117)Report: *South Africa's rainfall*: answer questions about the text (LB p. 119) | Play script: *Funeka finds a true friend*: get ready to ready, answer questions about the script, read the pay aloud (LB pp. 124–127) |
| **Independent Reading:**Read information: *Rainbows* (RD pp. 94–95)Read instructions: *Make a rainbow* (RD pp. 96–97)Read a story: *Mamlambo and the boy who walked on the rainbow* (RD pp. 98–99) | **Independent Reading:**Read a play script: *Feelings can be hurt*(RD pp. 100–103)Read a play: *Split in two* (RD pp. 104–106) |
| **Writing** | Write information (LB p. 122) | Write a play script (LB p. 129)Compare books read (LB p. 132) |
| **Language** | Practise active and passive voice (LB p. 114)Practise using prefixes and suffixes (LB p. 118) | Practise using speech and punctuation (LB p. 128)Practise using tenses (LB p. 130)Use connecting words to show choice (LB p. 131) |
| **Assessment** | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 128 – 133) | **Formal assessment:**Listening and speaking: perform a drama (LB p. 131)Reading: comprehension (LB pp. 124, 127)Writing: write a play script (LB p. 129)Language: practise using speech and punctuation (LB p. 128) |
| **Inclusivity** | **Week 7:** Be aware that some learners are negative about science. Try to make the discussions about an experiment interesting so that you change this perception.**Week 8:** Be aware that some learners will not be confident holding a conversation in English. They may code switch when necessary. | **Week 9:** Be aware that in Activity 2d some learners will not be confident taking the role of a character in the play. Compose groups carefully so that these learners are nurtured by others in their group.**Week 10:** Be aware that some learners may struggle to compare two books in the book review. Help them to choose suitable books for the activity. |

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|  | **TERM 4: Weeks 1 – 2, Chapter 15** | **TERM 4: Weeks 3 – 4, Chapter 16** |
| **Theme** | What's around us? | Media |
| **Resources** | Learner’s Book (pp. 133–140), Teacher’s Guide(pp. 141 – 147), Reader (pp. 107–111), class dictionaries, personal dictionaries, books for independent and paired reading, pictures of things that the senses appreciate e.g. beauty in nature, musicians, aromatic food | Learner’s Book (pp. 141–150), Teacher’s Guide(pp. 148 – 153), Reader (pp. 112–115), old magazines and poster paper, class dictionaries, personal dictionaries, books for independent and paired reading, newspapers, movie or play posters |
| **Text types** | LB: storiesRD: stories | LB: media text (website), postersRD: magazine, newspaper articles |
| **Listening & Speaking** | Listen to a story: *The storm* (LB pp. 133, 174)Tell news (LB p. 137) | Have a discussion (LB p. 141)Have a discussion (LB p. 146) |
| **Reading** | Story: *Lost and found*: answer questions about the story, a short oral book review (LB pp. 134–135) | Discuss questions about the media text(LB pp. 142-143)Answer questions about design and layout(LB p. 144)Read a poster (LB pp. 148–149) |
| **Independent Reading:**Read about our senses: *A different kind of morning*: read a story (RD pp. 107–109)Read a story: *The mystery of the singing bicycle*(RD pp. 110–111) | **Independent Reading:**Read a magazine: *Songololo Sunrise Magazine December* (RD pp. 112–113)Read newspaper articles: *Shacks burn*, *Candle burns down home*, *Fire extinguished*(RD pp. 114–115) |
| **Writing** | Write your own news (LB p. 138)Write a story (LB p. 140) | Organise Information in a table (LB p. 145)Write a poster (LB p. 150) |
| **Language** | Read and spell words (LB p. 136)Practise using subject and verb concord (LB p. 138)Practise using personal pronouns (LB p. 139)Practise connecting words (LB p. 139) | Practise using verbs in the past tense (LB p. 147) |
| **Assessment** | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 141 – 147) | **Formal assessment:**Listening and speaking: have a discussion(LB p. 141)Reading: comprehension (LB pp. 142, 144, 149)Writing: organise information in a table - read aloud (LB p. 145), write a poster (LB p. 150)Language: practise using verbs in the past tense(LB p. 147) |
| **Inclusivity** | **Week 1:** Be aware that some learners may have personal experience of the issues you discuss during this chapter, for example, child safety. Be careful to deal with the topic responsibly.**Week 2:** Be aware that there may be learners in your class who have one or more of their senses impaired. Treat this chapter theme with sensitivity and include all learners. | **Week 3:** Be aware that learners have different levels of access to the media. Some learners may not have access to a television, for example, or a computer. Focus discussion accordingly.**Week 4:** Be aware that some learners lack confidence in their design abilities. Encourage them as they make their posters in Activity 9. |

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|  | **TERM 4: Weeks 5 – 6, Chapter 17** | **TERM 4: Weeks 7 – 8, Chapter 18** |
| **Theme** | Getting on with each other | Places |
| **Resources** | Learner’s Book (pp. 151–158), Teacher’s Guide(pp. 154 – 159), Reader (pp. 116 – 119), class dictionaries, personal dictionaries, books for independent and paired reading | Learner’s Book (pp. 159-166), Teacher’s Guide(pp. 160 – 165), Reader (pp. 120 - 123), class dictionaries, personal dictionaries, books for independent and paired reading, children's books about fossils and prehistoric humans, photographs of well-known heritage sites, old magazines for cutting and stationery for posters |
| **Text types** | LB: stories, poem, book reviewRD: poem, story | LB: posters, information texts, photosRD: information text, opinions |
| **Listening & Speaking** | Listen to a story (LB pp. 151, 174–175)Express and opinion (LB p. 154) | Have a conversation (LB pp. 159, 175) |
| **Reading** | Story: *It's no joke*: answer questions about the story (LB pp. 152–154)Poem: *Nobody likes me*: talk about the poem(LB p. 157) | Answer questions about the posters(LB pp. 160–161)Read photographs and captions (LB p. 163)Information text: read and answer questions(LB pp. 164–165) |
| **Independent Reading:**Read a poem: *Poem for my father* (RD p. 116)Read a story: *Getting on together* (RD pp. 117–119) | **Independent Reading:**Read information: *Big City, New York*(RD pp. 120–121)Read opinions: *What we think*: read information, reflect on reading (RD pp. 122–123) |
| **Writing** | Write a personal recount (LB p. 155)Write a book review (LB p. 158) | Write factual information (LB p. 165)Write a poster (LB p. 166) |
| **Language** | Practise can and may; adverbs (LB p. 154)Practise using prepositions (LB p. 156) | Practise using connecting words (LB p. 162)Practise writing cause and effect (LB p. 163) |
| **Assessment** | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 154 – 159)**Formal assessment:**Reading: read a poem (RD p. 116) | **Informal assessment:**Informal assessment takes place on a daily basis. See the Lesson Plans section for guidance(TG pp. 160 – 165) |
| **Inclusivity** | **Week 5:** The chapter topic has a lot to do with families. Be aware that some learners do not come from a home with a mother and father. Include them by talking about all different kinds of families.**Week 6:** Be aware that some learners may be victims of bullying but afraid to say so. Be available as a caring adult and encourage people to turn to you. | **Week 7:** Be aware that some learners may struggle to partake in group conversations because of hearing difficulties. Be sure that groups sit in a circle so that everyone can see and hear clearly.**Week 8:** Be aware that some learners may struggle to hold a conversation on an unfamiliar topic. Allow them to code switch when necessary. |

In Term 4, weeks 9 and 10, learners will be writing examinations. Revision exercises are provided in the Learner’s Book to help them prepare.