




Directorate: Curriculum GET			LESSON PLAN
Subject	English Home Language	Term	1
Grade	5	Week	1
Recommendations	<ul style="list-style-type: none"> ➤ Perform informal, standardized baseline assessment and orientation during the first 3 days of the term in Week 1 (Days 1 to 3). ➤ The data can then be used to identify learning gaps. ➤ This information can then be used to inform subsequent teaching and learning activities. 		
Link to Teaching and Assessment Plan	<ul style="list-style-type: none"> • Text type: Story • Writing activity: Writing a summary of the story • Learners will read, listen and respond to a story. 		
Introduction	Theme: New Beginnings <ul style="list-style-type: none"> • To discuss and give opinions, predict what the story is about, listen for specific details and identifies the central idea, plot, characters and setting in the story. • Learners will describe or explain his/her emotional response to the story. 		
Consolidation	<ul style="list-style-type: none"> • Next lesson: Learners will speak about and reflect on a story read independently. • Read for 30 minutes daily. • Revise new vocabulary 		
Paper based resources: DBE Workbook 1 Pg. 2 Flashcards Textbook Dictionary		Digital resources: https://wcedportal.co.za/curriculum-support https://wcedportal.co.za/partners/#103031 https://www.youtube.com/watch?v=wAmSl67CyU8	
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support)	Teaching Methodologies/ (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Listening & Speaking:	<ul style="list-style-type: none"> • Ask learners to look at the photo. • Learners need to say what they see, think and wonder about the photo. • Allow learners the opportunity to orally answer the given questions. • Read the story aloud with expression so that learners have the opportunity to listen carefully to the story. • Explain what the main idea. • Create another opportunity for learners to listen for the main idea. • Ask learners to identify the main idea. 	<ul style="list-style-type: none"> • Photograph given. • Worksheets are provided – text given.

		<ul style="list-style-type: none"> The teacher models how this story relates to his/her own life. Learners relate it to their own life. 	
	Reading & Viewing:	<ul style="list-style-type: none"> Allow learners predict what the story is about by reading the title and looking at the pictures. Learners skim and scan the story and discusses new vocabulary. Ensure that learners are developing their vocabulary with the use of their dictionaries. Ask learners to explain the cause and effect of various situations. Create opportunity for learners to make connections with the story and for them to provide an emotional response. Learners discuss the central idea of the story. Learners are given the chance to express their feelings and opinions. 	<ul style="list-style-type: none"> Dictionaries Worksheets provided
	Writing & Presenting:	<ul style="list-style-type: none"> Model how to summarise a story. Show them how to identify the main idea and the important points of the story. Remind the learners that they need to use their own words to complete their summaries. Provide the learners with the 5 W's strategy and examples of summaries. Provide a writing frame for learners to organise the content. 	<ul style="list-style-type: none"> How to write a summary about non-fiction: https://www.youtube.com/watch?v=EiGPTL5xY_A The Simple Summary: https://www.youtube.com/watch?v=V-ki6TP4EYs&t=7s
	Language Structures & Conventions:	<ul style="list-style-type: none"> Explain what common and proper nouns are. Give a practical representation with your explanation. 	<ul style="list-style-type: none"> Common and proper nouns: https://www.youtube.com/watch?v=KH4POQ7NVhw

		<ul style="list-style-type: none"> Model how you would identify the various parts of speech in the paragraphs. Allow learners to identify the common and proper nouns in a story. Provide the learners with visual aids to assist in the learners in their understanding. 	
 <p>PARENT'S ACTIVITIES</p>	<p>Guide and support your child with regards to the following skills:</p> <ul style="list-style-type: none"> Listening and speaking Reading and viewing Writing and presenting Language structures and conventions 	<ul style="list-style-type: none"> Read a story to your child. Have a conversation about the story: e.g. Did you enjoy the story? Which part did you enjoy most? How did you feel about the main character? What is this story mainly about? Share your thoughts / feelings and encourage your child to share an emotional response. Show that you are also making connections to the text i.e. relate the text to your own life experiences. Play a game – find as many proper nouns as possible in magazines/newspapers Offer support and guidance 	<p>Access to websites: such as Vodacom e-school Magazines Newspapers Dictionary DBE Workbook 1</p>
 <p>LEARNER'S ACTIVITIES</p>	<p>Learner activities:</p> <p>Listening and speaking</p> <ol style="list-style-type: none"> Look at the picture carefully. Prepare by putting your thoughts in order and answer the questions orally. Listen to the story attentively to find out the answers to the 5'Ws'. Place your answers in the frame. <p>Reading</p> <ol style="list-style-type: none"> Read the story on your own. Skim for words about the text and underline them. Scan for words that you don't know and circle them. In Part 1, use two of the words to complete the blocks. Use your dictionary. Part 2 of Activity 2 - Search the text for specific details to answer the questions. <p>Writing</p> <ol style="list-style-type: none"> Write a summary in a paragraph of 50 – 60 words by focusing on the 5 'Ws'. Use the frame in Activity 1 to guide you. <p>Language</p> <ol style="list-style-type: none"> Complete the activity on common and proper nouns. 		

ACTIVITY 1: LISTENING AND SPEAKING

Part 1:



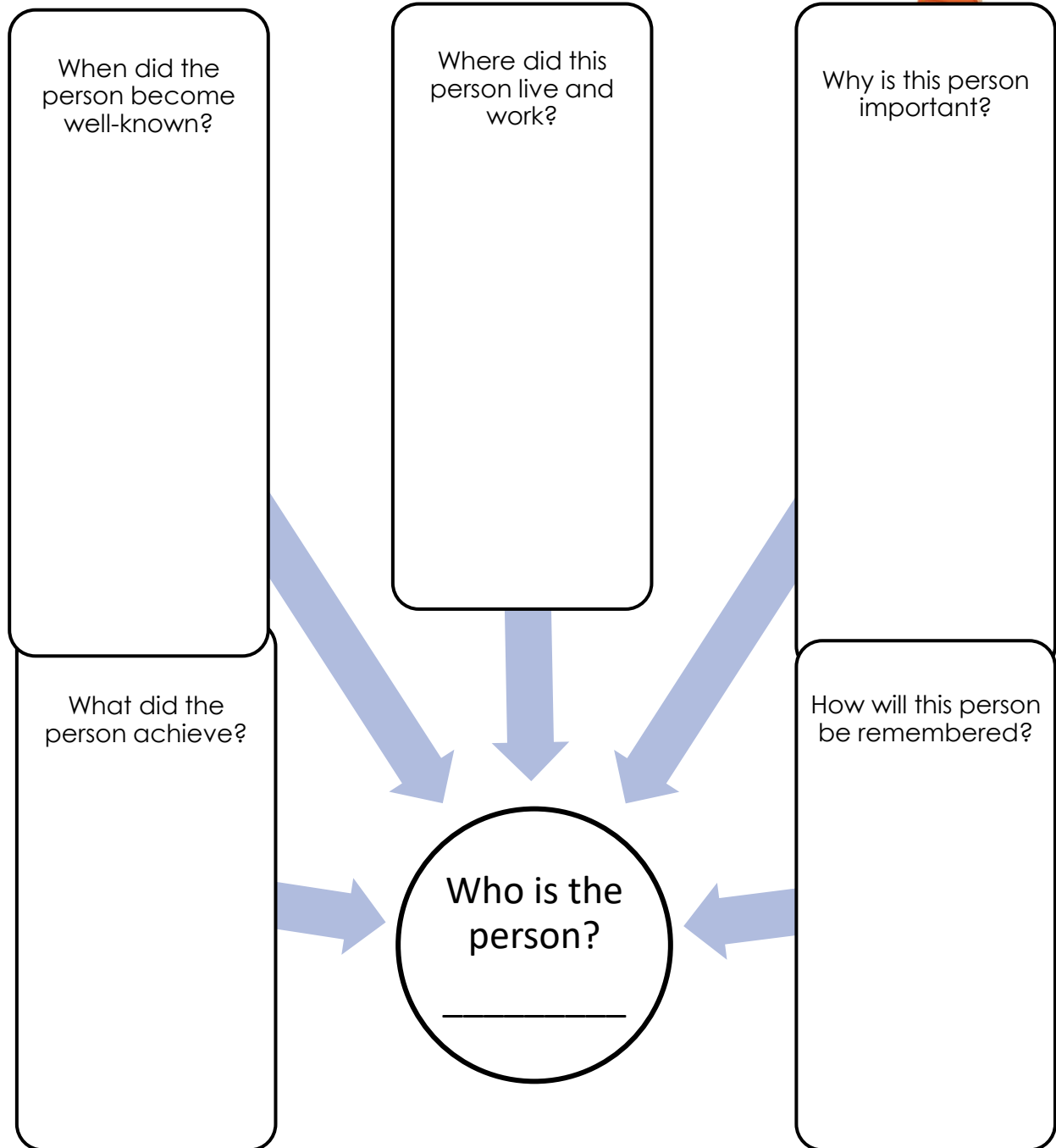
Look carefully at the photograph and answer the questions orally thereafter.



1. Name the sport shown in the photograph above.
2. In what setting did this event take place? Why do you think so?
3. What do you think the player on the right is thinking?
4. Who is the person on the left, a player on the opposing team or the referee? Why do you think so?
5. The player in the center of the photograph is famous. In your opinion, why is he famous?
6. Imagine this photograph on a billboard, what would the slogan be?

Part 2:

Your teacher will read an extract from a story, at least three times.
Listen carefully each time and complete the frame below.



(Source: Adapted from Literacy in Focus)

Text to be used for listening activity (Activity 1) and reading comprehension (Activity 2):

Pele – Crazy about Soccer



Let's talk

Talk about the picture

Soccer is one of the most popular games in the world. Do you like it? Who is your favourite soccer star? What makes him or her your favourite? Do you look up to him or her? Why?



Let's read

"When I hear the Brazilian National Anthem, I feel I am in a dream. I try to **concentrate** on how I will play but I keep on thinking: how is it possible that I am here, in the Brazilian team, in Sweden, about to play football for my country? It has to be a dream!"

This is Pele at 17, playing his first game in the 1962 World Cup soccer finals. Who is this boy? How did he get to the World Cup? How does he feel about football, the game that made him **famous**?

Pele lived in a small town in Brazil. His family was very poor. Pele was the kind of boy who was playing football when he was supposed to be at school. He was lucky because his father was also a football player and taught him that smoking and drinking weren't good for him.

Pele says, "Brazilians are crazy about soccer. They learn to kick as soon as they stand. Walking comes later."

He started his first soccer club, The Shoeless Ones, at the age of 10. He was very good. At 14 he played for a local soccer club.

At that time he was doing very badly at school. He was too **interested** in playing soccer. He had failed one year. He left school at 14 and started working in a shoe factory. When he was much older he felt very bad about leaving school. He went back to school and then went to university after he got married and had a child.

At 15, he went to play soccer for a famous team called Santos. Two years later he played for Brazil at the 1958 World Cup in Sweden. He scored ten goals at the **championship**, which Brazil won.

After that, he played in many matches and scored more than 1 300 goals.

Why was Pele so **successful**? There were many reasons. Firstly, he loved soccer. Secondly, he was very clever about the way he played the game, and, lastly, he didn't play only for himself, he played for the team.

Pele was not only a great soccer player. He also worked hard for the rights of soccer players. He made sure that when they were sick or hurt they still got paid.



Ouviram do Ipiranga às margens placidas,

Before you read

- Look at the pictures and heading/s and try to predict what the text will be about.
- Skim the page to see what you will read about.

(Source: DBE Workbook 1 Page 2)

ACTIVITY 2: READING AND VIEWING

You listened to a story, **Pele – Crazy about soccer**. Read it again on your own and complete Part 1 and Part 2.

Part 1: Choose **TWO words** from the story which you do not know and complete the blocks below. Use a **dictionary** for the definitions.

Word One:

Picture	Used in a sentence
<div style="border: 2px solid black; border-radius: 50%; width: 150px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Word </div>	
Synonym <div style="border-top: 1px dashed black; height: 10px; width: 100%;"></div> Antonym	Definition

Word Two:

Picture	Used in a sentence
<div style="border: 2px solid black; border-radius: 50%; width: 150px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Word </div>	
Synonym <div style="border-top: 1px dashed black; height: 10px; width: 100%;"></div> Antonym	Definition

(Source: Mary's Many Makings)



Part 2:

2.1 Look at the title of the story and the pictures and answer these questions:

2.1.1 What do you think this story will be about?

2.1.2 Is this story fiction or nonfiction? How do you know?

2.2. Who is the character in the story?

2.3 What is the main idea of the story?

2.4 How do you think Pele was feeling when he played his first match for his country?

2.5 Complete the table by filling in the cause in a full sentence.

CAUSE – What happened?	EFFECT – Why did it happen?
Pele left school at the age of 14.	

2.6 Why do you think Pele did so badly at school?

2.7 How would you feel if you were given the opportunity to compete in a sport and represent your country?

ACTIVITY 4: LANGUAGE STRUCTURES AND CONVENTIONS IN CONTEXT

COMMON NOUNS and PROPER NOUNS:

Common Nouns:

- A common noun is a type of noun or **naming word**.
- It refers to **general objects, places, people and animals** where they don't have specific names.
- Examples:

chocolate



town



boy



cat



Proper Nouns:

- **People's names** are proper nouns, as are the names of **specific places, days of the week, and the names of certain companies and products**.
- Proper nouns are always **capitalised**, and it's not dependent on where they are in the sentence.
- Examples:

Cadbury's Chocolate

Cape Town

Kevin

Siamese Cat

Let's hunt for common nouns and proper nouns in the story, Pele – crazy for soccer.

4.1 **Underline** all the common nouns and **circle** all the proper nouns in the text below.

Pele lived in a small town in Brazil. His family was very poor. Pele was the kind of boy who was playing football when he was supposed to be at school. He was lucky because his father was also a football player and taught him that smoking and drinking weren't good for him.

Pele says, "Brazilians are crazy about soccer. They learn to kick as soon as they stand. Walking comes later."

He started his first soccer club, The Shoeless Ones, at the age of 10. He was very good. At 14 he played for a local soccer club.

4.2 Find other common nouns and proper nouns in the story, Pele – crazy for soccer.

Common Nouns	Proper Nouns

4.3 Write your own sentence which has a common noun and a proper noun.
