

Name of lesson: Stories about wild animals		Time: Two weeks (12 hours)
Grade 5: Term 1: Week 1 & 2		Subject: English Home Language
Curriculum Standards: (CAPS) Grade 5 English Home Language Term 21 Weeks 1 & 2		
Summary of the unit		
<p>In this unit, we will be looking at stories about wild animals. In South Africa we are fortunate to have the world-famous Kruger National Park right here. Visitors come from across the globe to visit this park, famous for all the wild animals that it provides a home to. It is not surprising that we find many African stories about wild animals in circulation. In this unit we'll be reading and discussing some of these stories. As we read the story, try to notice the story elements. A story has five basic but important elements. These five elements are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow. We'll introduce three short stories. (A short story is a story that can be read in a single sitting.) One will be a listening skill, while the other two make up reading activities. In the writing activity, the learners will read and write a book review about an animal; they will write a summary of a story about a wild animals and they will create a story about a wild animal. In language activities, the learners will explore nouns, synonyms, simple present tense, suffixes, prefixes and punctuation.</p>		
Skill	CAPS requirements	Activities
<p>Listening & Speaking (2 hours)</p>	<p>Listens to a story Introductory activities: prediction; Identifies main ideas and specific details; relates to own life; discusses and gives opinion; participates in group discussion e.g. on issues related to the story; asks relevant questions; gives feedback; maintains discussion; responds to others' ideas with empathy and respect; takes turns to speak.</p>	<p>Listening and Speaking: Stories about wild animals.</p> <p>Listening and speaking: Why the hippo has no hair.</p>
<p>Reading & Viewing (5 hours) includes integrated time with Language.</p>	<p>Reads a story Pre-reading: predicting from title and pictures; uses reading strategies, e.g. makes predictions, uses phonic and contextual clues; discusses new vocabulary from the text; discusses the central idea, plot, characters and setting; expresses feelings and opinions; discusses cause and effect in the story; uses a dictionary for vocabulary development; reflects on texts read independently; re-tells story or main ideas; expresses emotional response to texts read; relates to own life; compares books/ texts read.</p>	<p>Reading: Hungry jackal and the sour grapes.</p> <p>Reading: Mulongo and the hyenas.</p>

<p>Writing (4 hours) includes integrated time with Language.</p>	<p>Writes a story Pre-writing: reads a book review and discusses the structure, language use, purpose and audience; selects content appropriate for the purpose; uses appropriate language and text structure; uses the correct format.</p> <p>Writes a topic sentence and includes relevant information to develop a coherent paragraph.</p> <p>Writes a short summary Uses quotations; makes recommendations; uses appropriate grammar, spelling and punctuation; uses a dictionary for spelling and vocabulary development; uses complex tenses.</p> <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps; • Produces first draft ; • Revises; • Proofreads; • Writes final draft; • Presents neat, legible final draft. 	<p>Writing: Read and write a book review, write a summary and write a story.</p>
<p>Language Structure & Conventions (1 hour plus integrated time with other skills).</p>	<p>Word level work: common and proper nouns, noun prefixes, suffixes.</p> <p>Sentence level work: simple present tense, complex tense.</p> <p>Word meaning: synonyms.</p> <p>Spelling and punctuation: full stop, comma, quotation marks, question marks, dictionary use.</p>	<p>Language structures: All about nouns and synonyms.</p> <p>Language: The simple present tense, prefixes and suffixes.</p> <p>Language structures: It's time for revision.</p>
<p>Educator preparation for the whole unit before starting</p>		
<ol style="list-style-type: none"> 1. Read through the activities in this unit and familiarise yourself with them and what resources they require so that you can be totally prepared before the unit begins. 2. Identify some of the necessary vocabulary for this unit and write the words onto wordlists. Constantly revise the vocabulary and ensure that the learners' understanding of the terminology is consolidated. Try to include two spelling tests over the two week period. 3. Note that this unit does not include any reading activities based on the Graded Readers used by the class or the Grade 5 Home Language Reader used by the class. 4. Note who might need remediation and extension and plan accordingly by finding relevant activities for learners who come to your notice. 5. Try to include other interesting language games that the learners will enjoy over this two week period. 		

Resources

Learners will need the activity worksheets for this unit and their classwork books.

Noun games

- a. **Noun Explorer**
http://www.harcourtschool.com/activity/nounexplorer/index_pre.html
- b. **Noun Dunk**
http://www.harcourtschool.com/activity/basketball/index_pre.html
- c. **Noun Explorer**
<http://www.sheppardsoftware.com/grammar/nouns.htm>
- d. **Proper nouns**
<http://www.ricecookerstudios.com/assets/animation/anim00A.swf>

Write a summary

<https://www.youtube.com/watch?v=SYLxludVQnA>
<http://www.studyzone.org/testprep/ela4/o/summaryl.cfm>

Topic sentences

<https://www.youtube.com/watch?v=i8xUNSN6rww>
<http://www.studyzone.org/testprep/ela4/g/topicmainl.cfm>

Assessment

Assessment in Unit 1 is Informal Baseline Assessment. For the majority of the activities, the educator keeps a record of the learners' general progress in acquiring the prescribed listening and speaking, reading, writing and language convention skills. Choose your own form of informal assessment. Note the marking memo guide for the activities under the relevant activities for each skill. The rating scale below, in the Formal Assessment section could also be used.

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

Listening and Speaking: Stories about wild animals

In this unit, we will be working with stories about wild animals. Place the learners in groups so that they can easily discuss the questions posed about the unit content:

- Have you ever visited the Kruger National Park or another wild animal park? If so, tell your group about it.
- What are your favourite stories about wild animals?

Ensure that the group members have roles such as Organiser (keeps the group together), Time keeper (keeps the group on time, a Recorder (writes down any necessary information brought to light by the group) and a Reporter (reports back to the rest of the class.) Other roles can also be encouraged such as an Encourager who makes everyone feel that their contribution is worthwhile. Learners take turns when discussing questions. Let the groups report back their findings to the rest of the class.

Informal assessment

Walk around as the learners are discussing the questions and make general notes about each learner's oral communication progress.

Listening and speaking: Why the hippo has no hair

Read the story to the learners twice before they complete the activities related to the listening skill.

Suggested answers:

1. Who are the main characters in this story and what are their names? (3)
The main characters are a hippo, a rabbit and fire. Their names are Hippo, Rabbit and Fire.
2. Which word tells you that hippo didn't mean to stand on Rabbit's foot? (1)
The word is accidentally.
3. Summarise this story using the sentence starters below. Make sure all the events are in the correct sequence. (5)
The story is about...
First...
Then...
Next...
After that...
Finally...
Learner's own answers
4. Why did Fire listen to Rabbit? (2)
Fire listened because Rabbit was his friend.
5. Do you think a person should do something mean just because a friend tells them to? Explain your answer. (2)
Learner's own answer such as: No, you shouldn't do things that are wrong because a friend tells you to because you could end up getting into big trouble.
6. Why was Hippo so sad? (2)
Hippo was sad because all his beautiful hair was burned.
7. Why does a hippo never venture far from the water? (2)
A hippo never ventures far from the water in case a fire burns him.
8. Relate in not more than four sentences how Rabbit got his revenge. (4)
Learner's own answer
9. Do you think Rabbit was justified in getting revenge? Explain your answer. (2)
Learner's own answer.
10. What would you have done if you were rabbit? (2)
Learner's own answer.
11. Compare Rabbit's character with Hippo's character in the following ways, but look up the meanings of these words first: (3)
 - a) Politeness
Answer such as Hippo was polite and apologised, but Rabbit was rude and shouted mean things at Hippo.
 - b) Revenge
Answer such as Hippo stood on Rabbit accidentally and not out of revenge. Rabbit wanted to get revenge and hurt Hippo.
 - c) Empathy
Answer such as Hippo showed empathy by apologising to Rabbit, but Rabbit was only interested in revenge.
12. Do you think this is a true story? Explain your answer. (2)
Learner's own answer.

(Total = 30)

Assessment (Informal Baseline Assessment)

These questions are to reinforce the learners' understanding of language. They can be marked orally and can be self-assessed or you can take in their books and mark them.

Language structures: All about nouns and synonyms

A. Common and Proper nouns

Suggested answers

Common nouns	Proper nouns
day, riverside, foot, friend, someday	Rabbit, Hippo

(7 marks)

B. Synonyms

Suggested answers

Choose the most suitable synonym for each underlined word below by circling your choice.

Suggested answers

1. Asked – **requested**
2. Changed - **turned or ruptured**
3. Cry – **sob or wail**

(3 marks)

(Total = 10 marks)

Assessment (Informal assessment)

These exercises are to reinforce concepts and they can be marked orally, or by the learners exchanging books. Make a note of their general progress in language activities.

Reading: Hungry Jackal and the sour grapes

Suggested answers

Answer these questions in your workbook on your own.

1. What was the jackal looking for? (2)
He was looking for food.
2. What did the jackal spot high up in a tree? (2)
He spotted a bunch of grapes.
3. Describe what you think the grapes looked like. Use adjectives. (3)
Learner's own answer.
4. Was there only one tree with grapes? Explain your answer. (2)
No there was not only one tree with grapes because he came upon a big orchard of fresh ripe grapes.
5. Why couldn't Jackal get the grapes? (2)
They were too high up and out of his reached when he tried to jump.
6. What happened to Jackal every time he jumped up to get the grapes? (2)
He fell on his back.
7. Why did jackal give up trying to get the grapes? (2)
His back got very sore from all the times he fell on it.
8. Why did Jackal say the grapes were probably sour? (2)
He was trying to make himself feel better.
9. Do you think the grapes were sour? Give a reason for your answer. (2)
Learner's own answer.

10. What do you think happened after this? Give your own ending to the story. (3)
Learner's own answer.
11. What is the meaning of these words: Use a dictionary to write their meanings: orchard, deliberated, tender (3)
orchard: a piece of enclosed land planted with fruit trees.
deliberated: engaged in long and careful consideration.
tender: sensitive to pain.

(Total = 25 marks)

Assessment (Informal Baseline Assessment)

These questions are to reinforce the learners' understanding of language. They can be marked orally and can be self-assessed or you can take in their books and mark them.

Reading: Mulongo and the hyenas

After reading the learners work with a friend and discuss the following questions

- Retell the story to one another remembering to keep the events in the right order.
Learners' own answers
- Discuss how the story made you feel.
Learners' own answers
- What was the main idea of the story?
Learners' own answers
- Where was the setting of the story and who were the characters?
Learners' own answers

Answer these questions in your workbook on your own.

Suggested answers

1. Where were the friends going and what were they planning to do? (2)
The friends were going to the forest to get firewood.
2. What were the friend's names? (1)
Answer such as 'The text doesn't tell us the friends' names.'
3. How do you know the friends didn't want to wait for Mulongo? (2)
The text says that they didn't want to wait.
4. How do you know that Mulongo was an obedient daughter? (2)
The text says she went to fetch the water and she took it to her mother just as her mother had asked.
5. Why do you think Mulongo got lost? (2)
On the other side of the stream were many paths and she didn't know which one to follow.
6. What would you have done when you saw all the paths on the other side of the stream in the forest? (2)
Learner's own answer.
7. Why did Mulongo fall asleep in a dangerous place like a forest? (2)
Answer such as 'She was very tired after carrying the water to her mother.'
8. What were the yellow eyes that Mulongo saw when she woke up? (2)
They were the eyes of hyenas shining in the dark.
9. What did the hyenas plan to do to Mulongo? (2)
They wanted to cook her and eat her.
10. What was the rule of the hyena village when eating? (2)
They had to invite the whole family to join in.
11. Why did the hyena who was protecting Mulongo doze off? (2)

He was sitting in front of the warm fire and it made him sleepy.

12. Why do you think the hyenas couldn't catch Mulongo when she ran away? (2)
Learner's own answer.
13. What did Mulongo's parents think had happened to Mulongo and why did they think this? (3)
They thought she had died probably because the other children returned without her.
14. What do you think should have happened at the beginning of the story so that Mulongo needn't have gone through such a traumatic experience (2)
Answer such as 'The children should have waited for her before going into the forest.'
15. What lesson did the children learn from this experience? (2)
They never went into the forest again alone.

(Total marks = 30 marks)

Language structures: The simple present tenses, suffixes and prefixes

A. Simple present tense

Add the correct word to these sentences to make them present tense sentences.

1. Sihle sits down and _____ in his workbook. (wrote, write, **writes**)
2. The bird _____ a shrill whistle as it flies. (**gives**, gave, give)
3. The boy's _____ to play on the playground in the sunshine. (longed, **long**, longs)
4. On the way to the water-hole Mulongo _____ her friends. (met, meet, **meets**)
5. The friend's _____ and listen to Mulongo. (stops, stopped, **stop**)

(5 marks)

B. Prefixes

Add prefixes - choose from dis- un- re-

Suggested answers:

- a. please - **displease**
- b. happy - **unhappy**
- c. tell - **re-tell**
- d. equal - **unequal**
- e. write - **re-write**

(5 marks)

C. Suffixes

Add suffixes to these words:

Suggested answers although the learners may use alternatives

- a. victor - **victory**
- b. care - **careful, careless**
- c. fear - **careless, careful**
- d. kind - **kindness**
- e. quick - **quickly**

(5 marks)

(Total = 15 marks)

Writing: Read and write a book review, write a summary and write a story

Read a book review and then write your own review

The learners read a book review on *Animals and Me* by Marie Greenwood. They then answer questions before creating their own book reviews.

Answer these questions

1. Did this review on *Animals and Me* mention the title of the book and the author, as well as the reviewer's name?
Yes
Animals and Me by Marie Greenwood
Published by D.K. Publishing
A review by Mary Smith
2. Did it name the characters?
It mentions frogs, horses, dogs, jellyfish and other animals
3. Does it describe what Mary thinks of the book?
Yes, it says 'This is a fun book to read.'
4. Was there a summary of the story?
Yes, there was a summary of the story.
5. Did Mary write this review for adults or for children? How do you know?
She says children will enjoy reading the book.
6. Does Mary give this book a rating?
She gives it five stars.

Write a book review

Write a book review of the story 'Why the hippo has no hair'. Keep to the structure of a book review mentioned above.

Evaluation rubric

1. Mention the title of the book and the author, as well as the reviewer's name	3 marks
2. Name the characters?	2 marks
3. Describe what the book review writer thinks of the book?	2 mark
4. Add a summary of the story?	5 marks
5. Is the review clear on whether it is written for adults or for children?	2 mark
6. Give this book a rating?	1 mark
TOTAL	15 marks

B. Write a summary

The learner's plan the summary

Evaluation rubric:

Setting: (2 marks)

Main character or characters: (3 marks)

Problem: (2 marks)

Events: (10 marks)

- 1.
- 2.
- 3.

Solution (3 marks)

Learner's own answers for these

(Total = 20 marks)

The learners write out their short summary of the story entitled 'Hungry Jackal and sour grapes' in their own words own words.

C. Extention:

Learners write a story about an animal

(20)

Language Conventions: It's time for revision

A. Punctuation

Add full stops, commas, question marks and capital letters to the paragraph below.

Suggested answers

The big hyena sat in the doorway of the hut and the others went off in different directions. They took a long time and the big hyena began to doze in front of the warm fire. Soon he was snoring. This was Mulongo's chance. But how was she going to get past the hyena? He was so big he filled the whole doorway. There was only one way. She took a flying leap right over the hyena's back and ran as fast as her legs could carry her. Just then the other hyenas returned and saw what had happened, but it was too late.

(20 marks)

B. Proper nouns and common nouns

Answers

Proper nouns	Common nouns
Mulongo	hyena, doorway, but, others, directions, time, fire, chance, leap, back, legs, hyenas

(13 marks)

C. Synonyms

Give your own synonyms for the following words:

Suggested answers or learner's own answers

- a. doorway - **entrance** d. soon - **shortly** g. way - **method**
b. long - **lengthy** e. big - **large**
c. doze - **sleep** f. leap - **jump**

(7 marks)

D. Simple present tense

Add the correct word to these sentences to make them simple present tense sentences.

1. The jackal _____ around the bushveld looking for food. (walked, walk, **walks**)
2. He _____ a bunch of grapes hanging from a high branch. (spotted, spot, **spots**)
3. He _____ to look at the grapes. (stopped, **stops**, stop)
4. He _____ a few steps back so that he can jump and reach the grapes. (take, **takes**, took)The teacher _____ a story to the class. (read, **reads**)

(5 marks)

E. Prefixes

Add prefixes to these words:

Suggested answers:

- a. agree - **disagree** c. friendly - **unfriendly** e. ground - **underground**
b. sense - **nonsense** d. possible - **impossible**

(5 marks)

(Total marks = 40 marks)