



LESSON PLAN TEMPLATE: INDIRECT METHOD



Grade: 5

Learning Area: English

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Grade: 5 (Term 1, Week 3&4)

Learning Area: English

Topic: COVID 19 – Information Texts with visuals/charts

SILENT SITTING:

Please sit on a comfortable chair and close your eyes. Imagine that you are packing your clothes and necessities and you are going on a long trip. You say a silent prayer that you and your family will be safe on your trip. Always request for God's blessing. You are happy that you are going away and will be seeing many sights along the way. As you travel, you see the various colours of the sky, the grass, the mountains, buildings and vehicles on the way. It is very picturesque. The countryside is beautiful and travelling through nature you feel calm, comfortable and relaxed. You are safe with your dad driving and the family chats about the places you see. Dad shares a bit of information about the different areas and it is very interesting to learn about these places and see new towns and villages. Everyone is singing and enjoying the wonderful scenery and the pleasant ride. You stop along the way to have lunch. Mum has prepared tasty sandwiches and hot drinks for the family. After eating, you thank mum for the delicious meal. You have a bathroom break and continue to your destination. You arrive at the place where you are staying and once again give thanks to God that you are safe. Bring your awareness back into the classroom, feel yourself sitting on the chair, hear the sound of your breath, gently open your eyes when you are ready.

VALUE: Right Conduct

SUB VALUE: Responsibility



LESSON PLAN TEMPLATE: INDIRECT METHOD



CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Listening & Speaking	Reading & Viewing	Writing & Presenting	Language Structures
<p>Listens to and discusses information text</p> <p>E.g. Listening Comprehension with COVID 19 statistics/guidelines (STAYING SAFE FROM COVID 19 posters are attached to teach and test safety practices.)</p>	<p>Read an information text.</p> <p>E.g. Read a chart, statistics, diagram on topic with understanding.</p> <p>(STAYING SAFE FROM COVID 19 posters are attached to teach and test safety practices.)</p>	<p>Writes an information text. (3-4 paragraphs)</p> <p>E.g. Hygiene routines to follow at school/in class.</p> <p>(Use posters to teach layout, use of illustrations to communicate messages to educate.)</p>	<p>*Finite Verbs, Concord and Tenses.</p> <p>*Understand subject, tense and number.</p> <p>E.g. 1. Fill in the correct verb tense in sentences from/adapted from text.</p> <p>2. Correct errors of concord in simple sentences.</p>

B) INTEGRATION:

1. *Within Learning Areas*

The COVID-19 pandemic has taught us the importance of being responsible individuals. The COVID-19 pandemic has taught all of us the importance of practising social distancing and responsible behaviour, cleanliness and responsible behaviour. In our schools and in our classrooms, we should ensure that we maintain social distancing whether we are being policed or not. Masks and/or shields are compulsory. Washing our hands thoroughly must be a matter of routine. Just as we want to be protected against the virus, we need to ensure that our behaviour does not pose a threat to others, especially the sick and the elderly. Your teachers/support staff/friends may be vulnerable. Make sure that your behaviour does not put them at risk. Do not play games that result in close body contact. Follow the safety protocols at school and the classroom can continue to be a place of learning. Use the poster shown below to teach STAYING SAFE FROM COVID 19. It is our responsibility to keep ourselves and others safe from COVID-19.



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2. *Between Learning Areas:*

Life Skills and Social Science – Same as above. Extend responsible behaviour in school and in the home environment. Share stories of initiatives by individuals and groups that have made a positive impact on the lives of people. Show learners picture/programmes of 'before' and 'after', for e.g. ducks swimming in clean ponds. When nature is in balance, all of creation is able to thrive.

3. *Into The Universe/ Cosmos/ Creation*

Practise healthy living, cleanliness and responsibility in the world we are living in. Reduce pollution, respect nature and all other living organisms. They have the right to live on planet earth as much as you do. We have only one planet to live on. If we do not take care of it, we may leave nothing for the generations to come. Many species will become extinct if we do not take care of them. This applies to the plant kingdom, animal kingdom and all other living organisms. We have to become responsible to contribute to balance in nature.

c) **SELF REFLECTION:**

1. Do I act responsibly at home and at school?
2. Am I responsible for littering?
3. Do I follow the regulations and preventative measures of COVID-19?
4. I will make sure in future that I will act responsibly in these areas.

Staying Safe from COVID-19

Source • Centers for Disease Control and Prevention (cdc.gov)



Stay at home.

Limit all travel. Unless you're going out for food, medicines or other essentials.



Wash your hands.

Practice good hand hygiene by washing your hands with soap and water or using alcohol or hand sanitizer. Clean hands after touching doors and tables.



Avoid Touching.

Stop hand shakes and use non-contact greeting methods and avoid touching your face. Coughs or sneeze into your elbows.



Stay in a specific room.

If you're sick or suspect yourself to be sick, it's best to stay in a designated room or area away from others.



If possible, have a designated toilet and bathroom as well.

Watch for symptoms.

Aside from fever, Covid-19 symptoms include cough, difficulty breathing, and fatigue.



Call your doctor or hospital before visiting.

If you need to seek medical attention whether for viral symptoms or other medical care reasons, contact your doctor or hospital ahead of time so they can prepare and take precautions for your arrival. You can also call **0800 029 999** for details on testing centers and general advice on next steps.



Practice social distancing.

If you need to go out, maintain at least a 2 meter distance from others.



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info@call2care.org.za

Staying Safe from COVID-19

Source • Centers for Disease Control and Prevention (cdc.gov)



<p>Stay at home.</p> <p>Limit all travel. Unless you're going out for food, medicines or other essentials.</p> 	<p>Wash your hands.</p> <p>Practice good hand hygiene by washing your hands with soap and water or using alcohol or hand sanitizer. Clean hands after touching doors and tables.</p> 
<p>Avoid Touching.</p> <p>Stop hand shakes and use non-contact greeting methods and avoid touching your face. Coughs or sneeze into your elbows.</p> 	<p>Stay in a specific room.</p> <p>If you're sick or suspect yourself to be sick, it's best to stay in a designated room or area away from others.</p> <p>If possible, have a designated toilet and bathroom as well.</p> 
<p>Watch for symptoms.</p> <p>Aside from fever, Covid-19 symptoms include cough, difficulty breathing, and fatigue.</p> 	<p>Call your doctor or hospital before visiting.</p> <p>If you need to seek medical attention whether for viral symptoms or other medical care reasons, contact your doctor or hospital ahead of time so they can prepare and take precautions for your arrival. You can also call 0800 029 999 for details on testing centers and general advice on next steps.</p> 
<p>Practice social distancing.</p> <p>If you need to go out, maintain at least a 2 meter distance from others.</p> 	

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LESSON PLAN TEMPLATE: INDIRECT METHOD



Grade: 5 (Term 1, Week 5&6)

Learning Area: English

Topic: Newspaper

SILENT SITTING:

Please sit on a comfortable chair and close your eyes. Imagine that you are packing your clothes and necessities and you are going on a long trip. You say a silent prayer that you and your family will be safe on your trip. Always request for God's blessing. You are happy that you are going away and will be seeing many sights along the way. As you travel, you see the various colours of the sky, the grass, the mountains, buildings and vehicles on the way. It is very picturesque. The countryside is beautiful and travelling through nature you feel calm, comfortable and relaxed. You are safe with your dad driving and the family chats about the places you see. Dad shares a bit of information about the different areas and it is very interesting to learn about these places and see new towns and villages. Everyone is singing and enjoying the wonderful scenery and the pleasant ride. You stop along the way to have lunch. Mum has prepared tasty sandwiches and hot drinks for the family. After eating, you thank mum for the delicious meal. You have a bathroom break and continue to your destination. You arrive at the place where you are staying and once again give thanks to God that you are safe. Bring your awareness back into the classroom, feel yourself sitting on the chair, hear the sound of your breath, gently open your eyes when you are ready.

VALUE: Truth

SUB VALUE: Discrimination



LESSON PLAN TEMPLATE: INDIRECT METHOD



CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Listening & Speaking	Reading & Viewing	Writing & Presenting	Language Structures
Listens to a newspaper article. e.g. “Feel Good” article on a person/group making a difference to people in need. [Story: The Keeper of the Spring]	Read a newspaper article. e.g. Schools reopening after COVID 19 closure of schools.	Writes a newspaper article. e.g. Write a report on a current event (Clicks’ offensive hair advertising/ the sentencing of the policemen involved in the shooting of Eldorado schoolboy; a forest-fire causing extensive damage/a report on humanitarian efforts in the community to help with food/sanitation/education etc.)	*Prepositions, articles, determiners * Simple sentences * Spelling * Punctuation. (Find examples of these in text used or story attached)

B) INTEGRATION:

1. *Within Learning Area*

Discriminate between the truth and that which is false. Fight for justice to prevail. Be fearless in the pursuit of truth. Remember that the truth remains unchanged irrespective of the passing of time. It is the duty of the press to inform and educate the readers. Readers/Viewers must guard against being negatively influenced by newspaper articles that are written to arouse negative emotions and behaviours. Learners must be taught to discriminate between right and wrong; truth and lies; facts and opinions.

2. *Between Learning Areas:*

Life Skills – Seek the truth; discriminate between true and false. Be able to take a stand when an injustice is being done. Do not practise any form of discrimination, for e.g. age discrimination, gender discrimination, class discrimination, religious discrimination. Remember that keeping silent when you know something is wrong is incorrect. To speak a lie is wrong and to stay



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silent when you need to speak a truth, is also wrong. Let your conscience guide you. That little voice in your head is your conscience. It guides you in discriminating between right and wrong. If you are seeking peace of mind, you must practise unity, purity and harmony in your thoughts, words and deeds. Social Science – Re-visiting injustices of the past and working on redress; creating awareness of historical injustices and building a better future built on fairness and justice for all.

3. *Into the Universe/ Cosmos/ Creation*

The four seasons represent natural order. When this balance is threatened, it is up to man to restore balance. The media can be used extensively to educate the public, bring about awareness and take appropriate action to save Mother Earth. Global warming, deforestation, forest fires (natural disasters) are a sign that man is not taking care of Mother Earth. Education followed by appropriate action is required to save our planet and leave a legacy for generations to come. Our sense of discrimination will not only help to protect us from being swayed by falsehoods in the media but also help us to treat the Earth with love and respect by our good behaviour towards it.

c) **SELF REFLECTION:**

1. Do I discriminate between right and wrong before I have to speak?
2. Does my behaviour impact adversely on the environment because I don't discriminate between right and wrong action?
3. Do I believe everything I hear and read in the media without thinking about its veracity?
4. I will be more aware in future.

INSPIRING STORY: THE KEEPER OF THE SPRING

A quiet forest dweller lived high above an Austrian village, along the eastern slopes of the Alps.

This old gentleman had been hired many years earlier by a young town councilman to clear away the debris from the pools of water up in the mountain crevices that fed the lovely spring flowing through their town. With faithful, silent regularity, this keeper of the spring patrolled the hills, removed the leaves and branches and wiped away the silt that would otherwise have choked and contaminated the fresh flow of water. The village soon became a popular attraction for holidaymakers. Graceful swans floated along the crystal-clear spring. The mill wheels of various businesses located near the water turned day and night. Farmlands were naturally irrigated and the view from restaurants was picturesque beyond description.



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Years passed. One evening, the town council met for its semi-annual meeting. As they reviewed the budget, one man's eye caught the salary figure being paid to the unknown keeper of the spring. The councillors wondered, "Who's the old man? Why do we keep him year after year? No one ever sees him. He's not necessary any longer." And by unanimous vote, they fired the old man.

For several weeks, nothing changed.

By early autumn, the trees began to shed their leaves. Small branches snapped off and fell into the pools, blocking the flow of sparkling water. One afternoon, someone noticed a slight yellowish-brown tint in the spring. A few days later, the water was much darker.

Within another week, a slimy film covered sections of the water along the banks and a foul odour was soon detected. The mill wheels moved even more slowly. Some finally ground to a halt. Swans left, and so did the tourists. Disease and sickness reached deeply into the village.

The embarrassed council called a special meeting and realising their gross error in judgement, they re-hired the old keeper of the spring and within a few weeks, the river began to clear up. New life returned to the hamlet in the Alps.

- Vocabulary Extension: Look up the meanings of the underlined words. Say the words aloud. Identify the parts of speech.

Lessons to be learned

1. Never become discouraged by the seeming smallness of your job, duty or life.
2. Hold on to the words of Edward Everett Hale,
***"I'm only one but still I'm one.
I cannot do everything, but still I can do something.
And, because I cannot do everything, I will not refuse to do something I can do."***
3. Even if you work backstage, unseen; your sincere work will make a difference. The key to achieving is believing that what you do will make a difference.
4. The old man kept on doing his job even when no-one was checking on him. He knew his duty. What are some of the chores you have to carry out at home/school? Will you still do it if no one is checking on you?



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Grade: 5 (Term 1, Week 7&8)

Learning Area: English

Topic: FOLKLORE- Myths and Legends

SILENT SITTING:

Please sit on a comfortable chair and close your eyes. Imagine that you are packing your clothes and necessities and you are going on a long trip. You say a silent prayer that you and your family will be safe on your trip. Always request for God's blessing. You are happy that you are going away and will be seeing many sights along the way. As you travel, you see the various colours of the sky, the grass, the mountains, buildings and vehicles on the way. It is very picturesque. The countryside is beautiful and travelling through nature you feel calm, comfortable and relaxed. You are safe with your dad driving and the family chats about the places you see. Dad shares a bit of information about the different areas and it is very interesting to learn about these places and see new towns and villages. Everyone is singing and enjoying the wonderful scenery and the pleasant ride. You stop along the way to have lunch. Mum has prepared tasty sandwiches and hot drinks for the family. After eating, you thank mum for the delicious meal. You have a bathroom break and continue to your destination. You arrive at the place where you are staying and once again give thanks to God that you are safe. Bring your awareness back into the classroom, feel yourself sitting on the chair, hear the sound of your breath, gently open your eyes when you are ready.

VALUE: Right Conduct

SUB VALUE: Respect, Responsibility, Duty



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CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Listening & Speaking	Reading & Viewing	Writing & Presenting	Language Structures
Listens to and discusses a myth/legend – stories which have significance and a staying power. Story: The Ramayana (The heroic life of Lord Rama)	Reads a folklore Story: The Ramayana (The heroic life of Lord Rama)	Writes a folklore/legend/myth Write a descriptive narrative text.	*Nouns, Adjectives, Adverbs *Prefixes *Pronouns *Conjunctions, Concord *Dictionary Work

B) INTEGRATION:

1. *Within Learning Area*

The story of the Ramayana teaches us many valuable lessons. Among them are the need to demonstrate right conduct at all times; know our duties and responsibilities, show respect to our elders, keep our promises. Some examples in the story are:

1. The forces of good will always be victorious over the forces of evil.
2. Lord Rama was a respectful and dutiful son and king. He obeyed his father and went into exile to the forest for fourteen years.
3. Sita was a dutiful wife and stayed with her husband through good times and bad.
4. Lakshmana was a dutiful brother and brother-in-law. He protected Rama and Sita for fourteen years.
5. King Ravana was destroyed because it is wrong to desire another man's wife.



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2. *Between Learning Areas:*

We need to distinguish between good and bad; right and wrong; and acceptable and unacceptable behaviour. We need to be aware that all actions have consequences. Therefore, we need to act in a responsible and dutiful manner at all times. If you do wrong, you will be punished. Social Science: Leaders/Rulers need to set a good example to their subjects. They should live their lives in such a manner that people will be inspired to emulate them.

3. *Into the Universe/ Cosmos/ Creation*

Just as the sun, moon, oceans, rain all carry out their duties/responsibilities, we, too, must know our duties and carry them out to the best of our abilities. We need to be able to discriminate between right and wrong and strive to do good and be good at all times.

c) **SELF REFLECTION:**

1. Am I a responsible and dutiful learner, child and citizen?
2. Do I take my responsibility seriously?
3. Do I put off my responsibilities and fail to carry them out eventually?
4. I will try and improve my sense of responsibility in future?

The Story of the Ramayana – Legend/Historical Text

Value: Right Conduct

Sub-Values: Respect, Responsibility, Duty

A long time ago, in the kingdom of Ayodhya, there lived a king named Dasharatha. He had three wives – Kaushalya, Sumitra and Kaikeyi and he had four sons – Rama, Lakshman, Bharata and Shatrughna. The king was good and fair and everyone in the kingdom was happy. When the time was right, the king decided to coronate his eldest son Rama as the next king of Ayodhya. Everyone was overjoyed except for Queen Kaikeyi. She was jealous and wanted her son, Bharat, to be the next king of Ayodhya. She was influenced by her servant Manthara to devise a plan that would get rid of Rama, and make her son, Bharat the king of the land.

Years ago, Queen Kaikeyi had saved the king's life on the battlefield. He was pleased with her and granted her two boons. She had kept those boons until she desired something. Now she asked the king to banish Rama to the forest for fourteen years and to coronate her son, Bharata, as the King of Ayodhya. The King was shocked and heartbroken. Rama was a dutiful son and agreed to go to the forest immediately. He believed that if one makes a promise, one must keep the promise. Rama's wife, Sita, insisted on accompanying her husband. Rama's brother,



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Lakshmana, also insisted on joining them to protect his brother and sister-in-law, from the many dangers in the forest. King Dashratha died of a broken heart a few weeks later. He could not bear to be separated from his beloved son.

While in the forest, Rama, Sita and Lakshmana faced many hardships and they had to destroy many demons. One day, Ravana, the King of Lanka, kidnapped the beautiful Sita to make her his wife. This resulted in a long search for Sita, followed by a long battle between the forces of good and evil. Lord Rama was helped by Hanuman, the monkey-son of the Wind God and the monkey army led by King Sugriva. The battle between Lord Rama and King Ravana was long and fierce but in the end the forces of good were victorious.

Lord Rama, Lakshmana and Sita returned to Ayodhya. The people were overjoyed and lit lamps to welcome them. They burst fireworks, ate sweetmeats and danced in the streets. Hindus all over the world celebrate this day as Deepavali, meaning a row of lights. The lights symbolise the victory of good over evil. Hindus also believe that Lord Rama is the seventh incarnation of Lord Vishnu, the preserver of the universe, born to destroy the evil King Ravana and restore peace and justice in the world.



LESSON PLAN TEMPLATE: INDIRECT METHOD



Grade: 5 (Term 1, Week 9&10)

Learning Area: English

Topic: Fun with Poetry

SILENT SITTING:

Please sit on a comfortable chair and close your eyes. Imagine that you are packing your clothes and necessities and you are going on a long trip. You say a silent prayer that you and your family will be safe on your trip. Always request for God's blessing. You are happy that you are going away and will be seeing many sights along the way. As you travel, you see the various colours of the sky, the grass, the mountains, buildings and vehicles on the way. It is very picturesque. The countryside is beautiful and travelling through nature you feel calm, comfortable and relaxed. You are safe with your dad driving and the family chats about the places you see. Dad shares a bit of information about the different areas and it is very interesting to learn about these places and see new towns and villages. Everyone is singing and enjoying the wonderful scenery and the pleasant ride. You stop along the way to have lunch. Mum has prepared tasty sandwiches and hot drinks for the family. After eating, you thank mum for the delicious meal. You have a bathroom break and continue to your destination. You arrive at the place where you are staying and once again give thanks to God that you are safe. Bring your awareness back into the classroom, feel yourself sitting on the chair, hear the sound of your breath, gently open your eyes when you are ready.

VALUE: Non-Violence

SUB VALUE: Appreciation



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CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Listening & Speaking	Reading & Viewing	Writing & Presenting	Language Structures
*Listens to a poem *Recites a poem E.g. Children’s Rights/ Letter by a Grandmother to her Grandchildren	*Reads a poem *Practise reading the poem aloud; alone and through choral verse. *See figures of speech and poetic devices in action. *Check for understanding	*Writes a poem E.g. Write a 6-line poem using one or more of the figures of speech and techniques learned. Enrichment: Draw a picture/illustration for your poem.	*Conjunctions, Statements, Simple Sentences, Capital letters *Personification, alliteration, simile, onomatopoeia, rhyme, rhythm *Dictionary Usage

B) INTEGRATION:

1. *Within Learning Areas*

Appreciation of poetry as an art form; a thing of beauty to be experienced, created and shared. Experiment with figures of speech, rhyme, rhythm to convey a message through the literary art form of poetry.

2. *Between Learning Areas:*

Use poetry as a form of appreciation and expression in all subjects. Poetry is an art form – a thing of beauty, a unique form of expression and appreciation that can leave a lasting impression when done creatively. All the hymns we sing are also poetic compositions.

3. *Into The Universe/ Cosmos/ Creation*

Use poetry to appreciate all of God’s creations and gifts. Look around you. Capture in poetic form the beauty of our universe; the messages we wish to convey; the emotions we wish to share through poetry. If we can develop the



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heart that can feel; the eyes that can see; the ears that can hear; the tongue that can taste and the hands that can touch; and construct this into a poem form, the poem can live on, long after we are gone. Nature is beautiful and nature is nurturing. We must appreciate the gifts of God's Creation.

c) SELF REFLECTION:

1. Do I appreciate art and music?
2. Do I appreciate the beauty in nature?
3. Do I enjoy walks in the garden or parks?
4. I will do so in future.

POEM: CHILDREN'S RIGHTS - WE ARE THE FUTURE

We are the future,
Everyone must know.
We're green buds opening,
Please help us to grow.

Feed our young bodies,
Let our minds seek light.
Health and well-being,
Such is our right.

Give us our freedom,
Guard us all from wrong.
We need a name and nation,
Listen to our song.

We know that with freedom,
Comes RESPONSIBILITY.
To serve our society,
We've much ability.



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We are human beings,
We have much to give.
We want to share our treasures,
We want the right to live.

Letter by a Grandmother to her Grandchildren

Value: Right Conduct

Sub value: Humility

To my beautiful grandchildren.

Our world is changing so fast and there are many things I wish for you.

I'd really like for you to know about hand-me-down clothes and homemade ice cream and leftover loaf sandwiches. I really would.

I hope you learn humility by being humiliated, and that you learn honesty by being cheated.

I hope you learn to make your own bed and mow the lawn and wash the car.

And I really hope nobody gives you a brand-new car when you are sixteen.

I hope you get a black eye fighting for something you believe in.

I hope you have to share a bedroom with your younger brother or sister.

And it's alright if you have to draw a line down the middle of the room, but when they want to crawl under the covers with you because they're scared, I hope you let them.

When you want to see a movie and your little brother or sister wants to tag along, I hope you'll let them.

I hope you have to walk uphill to school with your friends and that you live in a town where you can do it safely.

If you want a slingshot, I hope your Dad teaches you how to make one instead of buying one.

I hope you learn to dig in the dirt and read books.

When you learn to use computers, I hope you also learn to add and subtract in your head.

May you skin your knee climbing a mountain, burn your hand on a stove and stick your tongue on a frozen flagpole.

I don't care if you try a beer once, but I hope you don't like it.



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And if a friend offers you a cigarette, I hope you realize he is not your friend.

I sure hope you make time to sit on a porch with your grandparents and go fishing with your uncle.

These are just some of the things that I wish for you – tough times and disappointment, hard work and happiness. To me, it's the only way to appreciate life.

Learning: Write down, in your own words, any five points that grandma wished to teach her grandchildren.



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Grade: 5 (Term 1, Week 1&2)

Learning Area: English

Topic: New Beginnings

SILENT SITTING:

Please sit on a comfortable chair and close your eyes. Imagine that you are packing your clothes and necessities and you are going on a long trip. You say a silent prayer that you and your family will be safe on your trip. Always request for God's blessing. You are happy that you are going away and will be seeing many sights along the way. As you travel, you see the various colours of the sky, the grass, the mountains, buildings and vehicles on the way. It is very picturesque. The countryside is beautiful and travelling through nature you feel calm, comfortable and relaxed. You are safe with your dad driving and the family chats about the places you see. Dad shares a bit of information about the different areas and it is very interesting to learn about these places and see new towns and villages. Everyone is singing and enjoying the wonderful scenery and the pleasant ride. You stop along the way to have lunch. Mum has prepared tasty sandwiches and hot drinks for the family. After eating, you thank mum for the delicious meal. You have a bathroom break and continue to your destination. You arrive at the place where you are staying and once again give thanks to God that you are safe. Bring your awareness back into the classroom, feel yourself sitting on the chair, hear the sound of your breath, gently open your eyes when you are ready.

VALUE: Right Conduct

SUB VALUE: Respect



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CONTENT:

A) AS PER CURRICULUM (*May use your required template as per National protocol or this part*)

Listening & Speaking	Reading & Viewing	Writing & Presenting	Language Structures
Listens to and discusses a story. (from textbook/Reader) E.g. Depends on text the teacher is using. The inspiring story "A Visit from Jesus" (see below) may be used here.	Reads a story (from textbook/Reader). E.g. Depends on text the teacher is using. The inspiring story "A Visit from Jesus" may be used here.	Writes a story: Narrative/Descriptive E.g. Topic: My First Day at School.	*Common & Proper Nouns *Prefixes & suffixes E.g. 1. Learners identify common and proper nouns from a line/paragraph in the story. 2. Learners identify prefixes and suffixes in a line/paragraph.

B) INTEGRATION:

1. *Within Learning Area*

Demonstrate respect, compassion, empathy and patience in interactions with classmates and teachers. Show respect to all when speaking. At the beginning of the year, there may be some new students in your class. There may even be learners who are repeating the grade. Treat all class learners equally with respect. Understand that some of them may be feeling nervous if they are new to the class and/or school. Make an effort to get to know them and make them feel welcome. During class interactions, try not to alienate anyone by making fun of their responses. Listen with respect, irrespective of the background they come from; the race they belong to or the religion they belong to. School is a place of learning for all. In the inspiring story, Ruth demonstrated compassion and generosity to the old couple less fortunate than herself.

2. *Between Learning Areas:*

Life Skills – Listen with patience and respect and understanding to all. Show respect to all. Remember that our constitution guarantees freedom of religious beliefs, equality of the races and freedom of association. South Africa is known as the rainbow nation. We must strive for unity of all the people and see the beauty in our cultural diversity. We must extend the hand of friendship to all. At school, there are children from many different backgrounds. Accept them all and use every opportunity to learn and appreciate the diversity of our nation.



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3. *Into The Universe/ Cosmos/ Creation*

We need to live in harmony with people from different backgrounds. See unity in our diversity. We should not exclude or ignore those who are in need. Just as the sun shines upon all, the moon cools all on earth equally and the rain falls without discrimination, we too, should extend the hand of friendship and accept people from all walks of life. The earth nurtures us. We must show respect by taking care of it by planting trees, keeping the environment clean and avoiding pollution.

c) **SELF REFLECTION:**

1. Am I respectful to my teachers, parents, classmates, neighbours?
2. Do I show respect to nature by avoiding pollution and taking care of plants and trees?
3. I will make an extra effort to do so in future.

AN INSPIRING STORY: A VISIT FROM JESUS

Ruth went to her postbox and there was only one letter. She picked it up and looked at it before opening, but then she looked at the envelope again.

There was no stamp, no postmark, only her name and address. She read the letter:

Dear Ruth

I'm going to be in your neighbourhood Saturday afternoon and I'd like to stop by for a visit.

Love always

Jesus

Her hands were shaking as she placed the letter on the table. "Why would the Lord want to visit me? I'm nobody special. I don't have anything to offer."

With that thought, Ruth remembered her empty kitchen cupboards. "Oh, my goodness, I really don't have anything to offer. I'll have to run down to the shop and buy something for dinner."

She reached her purse and counted her money. Five dollars and forty cents. "Well, I can get some bread and some cold meat, at least."

She threw on her coat and hurried out of the door.

A loaf of French bread, a half-pound of sliced turkey, a litre of milk...leaving Ruth with a grand total of twelve cents to last her until Monday. Nevertheless, she felt good as she headed home, her small offerings tucked under her arm.

"Hey lady, can you help us, lady?"

Ruth had been so **absorbed** in her dinner plans; she hadn't even noticed two figures **huddled** in the **alleyway**. A man and a woman, both dressed in little more than rags.



LESSON PLAN TEMPLATE: INDIRECT METHOD



“Look lady, can you help us lady?”

“Look lady, I ain’t got a job, ya know, and my wife and I have been living on the street, and, well,

we’d really appreciate it.”

Ruth looked at them both. They were dirty, they smelled bad and **frankly**, she was certain that they could get some kind of work if they really wanted to.

‘Sir, I’d like to help you, but I’m a poor woman myself. All I have is a few cold cuts and some bread, and I’m having an important guest for dinner tonight and I was planning on serving that to Him.”

“Yeah, well, okay lady, I understand. Thanks anyway.”

The man put his arms around the woman’s shoulders, turned and headed back into the alley. As she watched them leave, Ruth felt a familiar **twinge** in her heart.

“Sir, wait!” The couple stopped and turned as she ran down the alley after them.

“Look, why don’t you take this food. I’ll figure out something else to serve my guest.”

She handed the man her grocery bag.

“Thank you, lady. Thank you very much!”

“Yes, thank you!” It was the man’s wife, and Ruth could see now that she was shivering. “You know, I’ve got another coat at home. Here, why don’t you take this one.” Ruth unbuttoned her jacket and slipped it over the woman’s shoulders. Then smiling, she turned and walked back to the street...without her coat and with nothing to serve her guest.

“Thank you, lady! Thank you very much!”

Ruth was **chilled** by the time she reached her front door, and worried too. The Lord was coming to visit and she did not have anything to offer Him.”

She **fumbled** through her purse for the door key. But as she did, she noticed another letter in her postbox.

“That’s odd. The mailman doesn’t usually come twice in one day.” She took the envelope out of the box and opened it.

Dear Ruth

It was so good to see you again. Thank you for the lovely meal. And thank you, too, for the beautiful coat.

Love Always

Jesus

The air was still cold, but even without her coat, Ruth no longer notice

----- **The end** -----



LESSON PLAN TEMPLATE: INDIRECT METHOD



ACTIVITIES

1. Discuss how Ruth demonstrated love and right conduct in the story.
2. How did this story make you feel? Discuss.
3. Use the story to identify language structures of common nouns, proper nouns, prefixes and suffixes. See language in action.

Stopping at nothing, and doing what's in your heart, what you know is right, ...
Means **DETERMINATION**

Doing more than is expected, to make another's life a little more bearable, without uttering a single complaint, Means **COMPASSION**

Giving more than you have, and expecting nothing in return, simply nothing in return, ...
Means **SELFLESSNESS.**