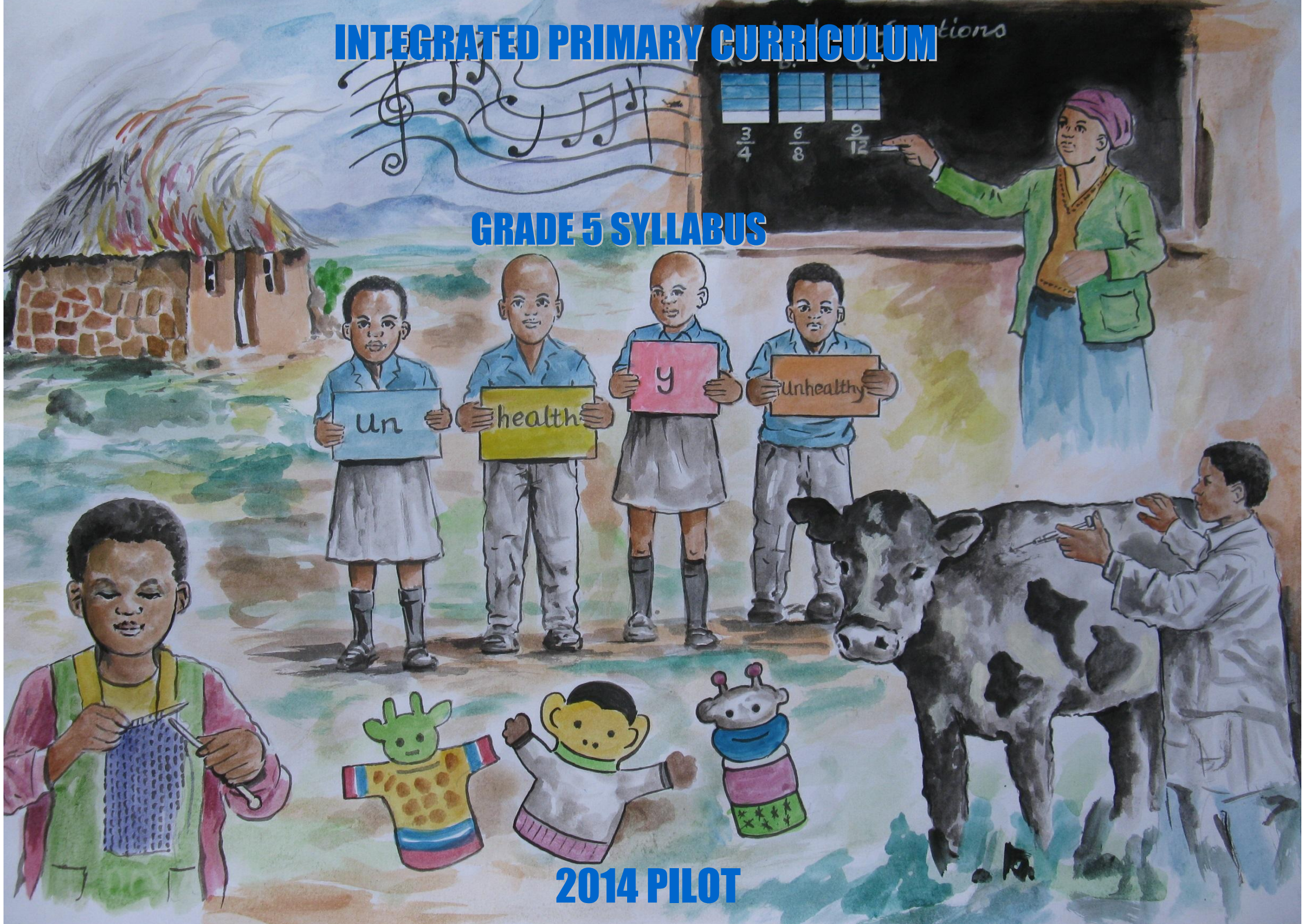


# INTEGRATED PRIMARY CURRICULUM

## GRADE 5 SYLLABUS



2014 PILOT



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## Introduction to the Revised Syllabus for Grade 5

This syllabus for Grade 5 is part of the new primary school integrated curriculum which is designed to respond to the changing needs of education in Lesotho and to deliver *Education for Individual and Social Development*, as laid out in the 2009 *Curriculum and Assessment Policy*. It aims to equip both Basotho citizens and the nation as a whole to meet the challenges of the increasingly globalised world in which we live, whilst maintaining the core values and identity of Basotho culture and society. The syllabus and Teacher's Guide for Grade 5 of the new curriculum have been developed by curriculum designers from the National Curriculum Development Centre (NCDC), in partnership with other stakeholders. These materials will be trialled in 70 primary schools throughout Lesotho in 2014.

The Grade 5 curriculum builds on the integrated curriculum now being taught in Grades 1-4. The integrated curriculum for Grades 1-4 draws together knowledge, skills, attitudes and values from different subject areas to develop a more powerful understanding of key ideas which can be connected and related in meaningful ways by both learners and teachers. The Grade 5 curriculum continues to promote this strong understanding and the connections between concepts and between the subject contents. Like Grades 1-4, it is based on five **Curriculum Aspects**, which highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of a society. These are: *Effective Communication; Awareness of Self and Others; Environmental Adaptation and Sustainable Development; Health and Healthy Living; and Production and Work-related Competencies*.

Building on the earlier 4 Grades, the Grade 5 curriculum promotes the ongoing development of **Core Competencies**, whereby learners can apply the appropriate knowledge, skills, values and attitudes to address both current and new situations. These **Core Competencies** are: *Effective and functional communication, Problem-solving, Scientific, technological and creative skills, Critical thinking, Collaboration and cooperation, Functional numeracy and Learning to learn*.

However, the Grade 5 curriculum is structured differently from the previous Grades. To help learners make the transition from the integrated curriculum they have studied in Grades 1-4 and the subject based curriculum they will use in secondary school, the curriculum for Grade 5 is organised by **Learning Areas** into which the traditional subjects have been grouped. The five **Learning Areas** are: *Linguistic and Literary; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial*.

The ambitious and innovative interaction between **Curriculum Aspects** and **Learning Areas** in order to produce **Core Competencies** outlined above concern the whole of Basic Education in Lesotho. In Grades 1, 2 and 3 the foundations have been laid for the rest of Basic Education. The syllabus for Grade 4 enables young learners to take their first steps on a pathway of active and independent learning. The syllabus for Grade 5 continues in the same direction, building on and reinforcing these skills and attitudes. As

in the previous grades, at Grade 5, Learning Outcomes and the activities designed to achieve them are age appropriate, designed to nurture young children's early development as learners and to foster positive, enthusiastic attitudes towards school and education, thus preparing them to become progressively more autonomous learners in the future. The emphasis is on practical activities which develop the young learners holistically, stimulating their curiosity and fostering an active approach to learning. Teachers are encouraged to use a wide variety of teaching techniques, including group work, practical exercises and activities involving the wider community. The role of the teacher is to facilitate active learning, rather than a teacher-centred didactic approach.

Whereas the Grade 1- 4 syllabi are each made up of four units structured around thematic principles, Grade 5 is not divided into units but is presented according to the 5 **Learning Areas**: *Linguistic and Literary; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial*. Consequently, learners who from Grades 1 -4 were used to a school teaching year structured around four units, and containing literacy and numeracy "windows", will be introduced to something which looks more like a traditional school time table, but organised by **Learning Area** rather than subjects, as part of the gradual transition towards subject-based teaching in secondary school. Teachers of Grade 5, who have previously taught according to a subject based timetable, should not find the transition to a timetable constructed according to **Learning Area** too different from what they are used to. However they should be prepared to adopt the more practical, learner-centred approach to teaching, which allows pupils to actively learn, rather than passively "receive" teaching; this is the approach the learners moving into Grade 5 have experienced in the previous four grades. Wherever possible, teachers are encouraged to make connections between the different Learning Areas and teach complimentary concepts together, rather than as independent entities. This helps learners to make connection in real life situations and see learning as a unified whole. The learning areas are briefly presented below.

### Linguistic and Literary Learning Area

The Linguistic and Literary Learning Area is made up of elements from several traditional "subjects," including Sesotho, English, Drama and Music.

Material from this learning area is mainly about the teaching, learning and use of language. Language permeates every aspect of life and the ability to use language effectively and efficiently gives learners access to knowledge, enables them to play an active part in society and contributes to their personal growth, opening avenues for further study and career opportunities. Effective communication in all its forms is an intrinsic part of learning and assessment. Language is also a vehicle of culture, identity and belonging. It is through language that individuals realise their beliefs, norms and culture and transmit these from one generation to another. The learning area is divided into Sesotho and English, the two official languages of Lesotho.

Language acquisition begins at a very early stage of children's development and language becomes the medium through which much of that development takes place. At home, children learn from their parents, siblings, relatives and the community. They also learn from their peers: the environment plays an important role in language acquisition. Teachers are encouraged to take full advantage of this by allowing learners to talk as much as possible, within the structured framework of classroom activities. Participatory methods of language teaching and learning are encouraged since they allow learners to be active agents of their learning. Such methods include the use of games, storytelling, role-play, debates, dramatisation, pair work, group discussions/work, problem solving, word puzzles, question and answer and self discovery. These methods also help learners to acquire social life-skills. For instance, through group discussions/work learners learn to share, to respect other people's opinions, to listen without interrupting and to take turns in talking; through role-plays and dramatisation learners develop self-confidence.

Because English is the language of instruction from Grade 4 onwards, the Grade 5 Linguistic and Literary Learning Area syllabus, builds on the Grade 4 syllabus in focussing on consolidating strong study skills in this language. There is a strong emphasis on different types of reading (reading for information, reading for pleasure, using phonics to decode difficult words when reading, reading aloud to an audience); using the table of contents to see what is in a book; writing different types of texts appropriately using correct language and punctuation, with a particular focus on spelling; speaking clearly and confidently, using appropriate language and vocabulary in a given situation; and listening for specific information. There is a strong focus on literacy in English throughout the other Learning Areas, recognising that using oral and written language effectively are necessary for learning.

In Grade 5, the syllabus is divided into four parts for Sesotho and three for English. These are: study skills, language use, language structure and, for Sesotho, social skills related to the Basotho culture. The ordering of these parts in the curriculum does not indicate their importance or the order in which they should be taught. Teachers are advised to look through the whole languages syllabus and decide how to handle individual learning outcomes as part of the whole. It is important that learners work on the different parts of the syllabus together, rather than sequentially. Most of the learning outcomes are generic and should be taught throughout the year.

Where there are overlaps between the Sesotho and English languages, teachers are advised to teach the concepts first in Sesotho, then in English. We believe that this will help learners to understand the concepts better in English once they are grounded in their home language.

## Numerical and Mathematical Learning Area

The Numerical and Mathematical Learning Area includes content from number, measurement, shape, data handling and financial mathematics, with emphasis on application.

The general aim of teaching and learning numerical and mathematical concepts, knowledge and skills is to enable learners to develop clear and logical thought and acquire a working knowledge of both numeracy and Mathematics as tools for learning and for use in everyday life. The knowledge, skills, values and attitudes acquired enable learners to respond appropriately in addressing day-to-day challenges. Numerical and mathematical skills help learners to make sense of the world in terms of order, beauty and consistency by noticing size, shape and position. They help to make connections, to see order and logic. Seeing patterns, making predictions, estimating, determining rates of change, demonstrating, solving and creating are all necessary in real-life situations. Learners should learn Mathematics in ways that allow them to discover relationships, develop understanding and the growth of thinking. Mathematics is a tool in other fields: it is a service subject, and therefore should be taught as a tool in the context of its application in real-life. The curriculum promotes:

- the acquisition of numerical and mathematical skills for effective participation in scientific, technological and socio-economic development.
- application of numerical and mathematical skills in solving everyday problems and promoting socio-economic development.
- appreciation of the contribution of numerical and mathematical skills in scientific, technological and socio-economic development.
- development of positive attitudes towards Mathematics as a foundation for further learning and career development.

In Grade 5, the learning outcomes are arranged in such a way that concepts are addressed throughout the year. This arrangement allow for the progressive development of content complexity. However, teachers are not obliged to follow this pattern. When planning lessons, teachers are expected to weave related learning outcomes from different Learning Areas together with relevant numerical and mathematical learning outcomes. This creates an overall learning opportunity that integrates and balances concept development, skill acquisition and application. Teachers are also advised to use the Mathematics kit and other concrete materials from the immediate environment to enhance learners' understanding of the concepts.

## Scientific and Technological Learning Area

The Scientific and Technological Learning Area contains elements from several traditional “subjects,” including Science, Technical subjects, ICT, Agriculture, Physical Geography, Home Economics, Life Skills Education, as well as Health and Physical Education.

This Learning Area seeks to promote understanding of scientific and environmental phenomena. It considers the environment as a multi-dimensional concept consisting of biophysical, social, scientific, technological, political, economic, personal and contextual dimensions. It therefore concerns the understanding of scientific and environmental phenomena in terms of physical, economic, social, political and technological development and seeks to promote knowledge, skills and values pertinent to science and technology.

Learners need to develop skills such as problem-solving; critical thinking; effective and functional communication, in addition to scientific, technological and creative skills, whilst gaining:

- an acquisition and understanding of scientific and technological concepts, principles and processes for socio-economic development;
- an understanding of environmental phenomena, including the physical, socio-economic and technological dimensions of environmental issues;
- the ability to apply scientific and technological skills in solving everyday life challenges;
- positive attitudes and values towards the use of science and technology in everyday life.

In Grade 5, the Scientific and Technological learning area aims to develop the following skills: experimentation, observation, recording, report writing, interpretation, evaluation and drawing conclusions. Other more general skills, like problem solving, innovation and critical thinking are also crucial to the Scientific and Technological learning area and need to be developed, through this learning area and the others. It is suggested that teachers should complement the suggested activities with other activities to encourage the development of these skills. Most of the activities are designed to use a learner-centred approach. However, teachers can also adopt other approaches to facilitate effective and efficient teaching and learning. Teachers should ensure that activities given to learners develop the above-mentioned scientific competencies.

## Personal, Spiritual and Social Learning Area

The Personal, Spiritual and Social Learning Area includes material from History, Human Geography, Religious Education, Social Studies, Life Skills Education, Health and Physical Education.

Material from this Learning Area focuses on the learner as an individual, a spiritual and social being. It is intended to equip learners with the knowledge, skills, attitudes and values to enable them to function as well-rounded individuals and play an active useful role as members of the community. It seeks to:

- develop knowledge and understanding of self;
- develop appropriate skills and attitudes towards development and nurturing of positive relationships with others, regardless of cultural, social, religious or political differences and special needs;
- cultivate desirable attitudes, ethical and moral values for personal and social development.

Learners need to understand the importance of their contribution to the socio-economic development of their country. They should know how their society interacts with its own environment and the world at large in order to survive. Specifically, they should understand how human beings look at and express themselves; how they shape the world and interact with the environment; how they interact with others and survive in space and time; and how they look beyond their immediate environment and connect to the Supreme Being.

In Grade 5, the Personal, Spiritual and Social Learning Area builds on and consolidates knowledge and skills acquired in previous grades, whilst introducing some new concepts and content appropriate to the age of Grade 5 learners. The syllabus addresses issues relating to Lesotho and other countries, African and non-African groups in Lesotho, local governance, religion, health and safety, migration, human trafficking, human rights, roles and responsibilities. It also contains elements of Health and Physical Education and Life Skills Education which aim at developing the learner as an individual and a social being, able to make confident decisions. Skills addressed in this grade include interpersonal skills, peer-pressure resistance, analysis, critical thinking and interpretation. The learning area addresses values and attitudes such as self confidence, respect, sympathy, trustworthiness, honesty, loyalty, patriotism and cooperation.

## Creativity and Entrepreneurial Learning Area

The Creativity and Entrepreneurial Learning Area draws its content from Business Education, ICT, Home Economics, Agriculture, Art, Crafts, Music and Drama.

Material from this learning area seeks to develop the creative and entrepreneurial talents and abilities of learners. Teaching and learning should help nurture and unfold the creative abilities which all learners possess. Creativity involves the generation of ideas, concepts and solutions to problems and can be found in different contexts, such as business, art and crafts, music, domestic science, language, technology and science, both at home and within the broader community. Entrepreneurship is not only the act of establishing new organisations or businesses or revitalising mature ones (which is regarded as a strategy central to the solution of problems of unemployment, crime,



corruption and so on); it is a general attitude involving vision, ambition, self-belief, drive and energy, that can be usefully applied in daily life and in all working activities. Creativity and entrepreneurship therefore function together to stimulate the activity and innovation necessary to create a better community, a better nation, and a better world.

Learners need to be creative and entrepreneurial in their current and future lives. We need learners who are action oriented and perseverant, promoting control and autonomy alongside originality and creativity. Combining content drawn from art and crafts; drama and theatre; music and dance; and technical subjects, this Learning Area fosters understanding and application of creative and entrepreneurial concepts, principles, skills, attitudes and values in addressing everyday needs by promoting:

- individual expression, personal and aesthetic development, through the practice and appreciation of the creative arts;
- understanding of the physical, socio-economic and technological environment as a prerequisite for learning and living;
- acquisition and application of creative and entrepreneurial skills in solving everyday life challenges;
- appropriate attitudes and values for a successful, creative and entrepreneurial culture.

In grade 5, the Creativity and Entrepreneurial Learning Area builds on and consolidates knowledge and skills acquired in previous grades, whilst introducing some new concepts and content appropriate to the age of grade 5 learners. The syllabus has a particular focus on the development of entrepreneurial skills, creative and thinking skills. Teachers are encouraged to use practical, learner-centred methods, such as dramatisation, role play and mini-projects.

## Layout and presentation of the syllabus and definitions of terminology used

The syllabus is presented by **Learning Area**, each one divided into a number of **learning outcomes** (the terms “learning objectives” or “learning intentions” are often used in other contexts; **learning outcome** has been retained here since teachers are familiar with this usage from the previous syllabus).

**Learning outcome:** a statement in measurable terms of what a learner should know, understand or be able to do by the end of a given segment of the syllabus.

For each targeted **learning outcome**, details are given of:

- the key **concepts, skills, values and attitudes** which underpin its successful attainment.
  - **concept:** a general idea which emerges from a specific situation; once understood it can be applied to different contexts to promote understanding. For example, the concept of the family emerges from awareness of the familiar unit in which people live; it can be applied to groups of animals, plants or words which naturally belong together.
  - **skills:** abilities which every learner is expected to acquire to help them learn and live well in society; they can be mental, physical or social.
  - **values:** qualities which are considered to be important, worth preserving and transmitting to the younger generation. For example, Basotho consider honesty and respect to be essential values.
  - **attitudes:** positions or opinions, what is appreciated or disliked by an individual or a group.
- a list of **suggested learning experiences:** teaching and learning activities designed to enable learners to achieve a given learning outcome. This is not exhaustive and the teacher is free to use other complementary activities.
- **What to assess:** in this column, the **learning outcome** is broken down into several specific, measurable and observable points, against which the teacher can check the learners' progress. These focus on the process and characteristics of learning rather than the final outcome.

- a list of **suggested resources** a list of possible items, materials, persons etc. which may be used to help achieve a given learning outcome. This is designed to help all teachers, however many or few resources may be available in their schools and communities.

## Principles of assessment

Assessment and curriculum are closely integrated and mutually supportive. The 2009 *Curriculum and Assessment Policy* introduces continuous assessment (CASS) as a key strategy to reform education. Continuous assessment is an on-going system of monitoring and assessing learners' progress which is closely integrated with the teaching and learning process and actually supports learning. It is formative assessment, done in the school environment through daily teaching. It can also be achieved through projects, quizzes, tests, interviews and observations.

In the context of Lesotho, it has been decided to merge formative assessment and assessment for learning, moving away from the traditional ways of testing, which have been found to be severely limiting. Testing through examinations and tests provides learners with marks or grades, for example 7/10 or 12/20. However, it does not give any indication of what the learner is actually able to do. Instead of marks or grades, the new methods of assessment will generate statements about each learner's progress and ability. These will help learners, their teachers and future teachers, their parents and guardians, as well as education policy makers, to know exactly what a learner has learned and is capable of doing, also indicating areas where remedial work is needed. A further disadvantage of conventional testing is that teachers feel under pressure to "teach for the exam" and ignore aspects of the curriculum which will not be examined. This results in teaching focusing on an excessively narrow body of knowledge, which does not deliver a well-rounded education or prepare learners for the demands of the real world. The continual assessment which will be used to assess learners' progress in the new integrated curriculum will allow the teacher to teach and assess the whole curriculum.

The syllabus is presented in such a way that, along with each learning outcome, assessment criteria guide the teacher in what to assess to determine whether the learning outcome has been successfully achieved, partially achieved or not yet achieved. The question of how to assess these learning outcomes is not explicitly addressed in the syllabus. Rather it is presented in two other documents which are available to teachers: *a Guide to Continuous Assessment: implementing the curriculum and assessment policy and improving learning and achievement in Lesotho (ECOL January 2012)* and *Assessment Packages in Numeracy and Literacy for Grade 5*. Further advice on how to assess learning is contained in the Teacher's Guide. Teachers will be trained to understand and use these techniques and supported through the initial stages of their introduction.

Teachers will share learning outcomes and success criteria with learners, so that learners know what they are learning and the standards they are aiming for. They will provide feedback (which may be oral or written) that helps learners to identify improvement; both the teacher and the learner will reflect on learners' performance and learners will learn **self-assessment techniques** to discover areas for improvement. This promotes a more active approach to learning and recognises both that motivation and self-esteem are crucial for effective learning and progress, and that these can be increased through effective assessment techniques. In addition to self-assessment, peer assessment is a useful tool which will be used as appropriate.

Just as there are many partners in promoting successful teaching and learning (the learners, their class teacher, other teachers in the school, the school principal, parents and guardians and the wider community), successful assessment includes people other than the learner and their teacher. In particular, parents and guardians are encouraged to take the time to understand the new process, to discuss it with their children and their teachers, follow their children's progress and support both learners and teachers in the new modes of assessment.

## Teacher's Guide

Teachers are encouraged to use the **Teacher's Guide** to the Grade 5 syllabus, which provides pedagogic advice and background information designed to assist with preparation and teaching.

## Linguistic and Literary Learning Area - Sesotho

### Overview

**Sepheo: qetellong ea sehlopha sa bohloko, bana ba be ba ka:**

#### **Mekhoa ea ho ithuta**

1. bua ka boitšepo ka taba eo ba sa itokisetsang eona.
2. sebelisa buka ka nepo ho ipatlela litaba.
3. bala lipale tse fanang ka tsebo.
4. bala buka ea pale ka kutloisiso.
5. ngola papatso.
6. qhaqholla thothokiso ka kutloisiso.
7. phehisana ka taba.
8. itokisetse liphoso moo ba ngotseng

#### **Phelisano le bochaba**

9. lumelisa batho ho latela tlhahlamano ea bona ha ba etsa puo.
10. bontša tlhomphe lipuong le liketsong.
11. thella ka botlalo.
12. lokolisa bohloko ba baamani.
13. lothana ka lilothe tseo likarabo tsa tsona e leng limela.
14. pheta tšomo e khotlaetsang tšebeliso 'moho.
15. bapala lipapali le lipina tsa bochaba.
16. hlalosa lijo tsa Sesotho.
17. sebelisa mekala ho hlalosa liphoofole.
18. hlalosa liphoofole ka matšoa a tsona.
19. bontša kutloisiso ea liketso tse supang ho ba le boikarabelo.

#### **Tšebeliso ea puo**

20. sebelisa mantsoe a hananang lipolelong ka nepo.
21. sebelisa mantsoe a tšoanang ka moelelo.



22. sebelisa mantsoe a nang le meelelo e fapaneng.

23. sebelisa maelana lipolelong. TG

24. hlalosa maemo a fapaneng a leholimo/ a mocheso. TG

25. ngola lengolo la setsoalle ka sepheo sa ho kholisa. TG

26. ngola moqoqo. TG

**Sebopeho sa puo**

27. qolla sere se bontšang molumo, monko le 'mala.

28. sebelisa lereho e le moetsi kapa moetsuo polelong.

29. sebelisa mareho-'moka ka nepo lipolelong.

30. sebelisa seemeli-tu le tumela ka nepo lipolelong.

31. bopa mantsoe ba sebelisa melumo/ litlhaku tsa Sesotho ka nepo.

32. sebelisa sehokelo lipolelong.

33. bopa lipolelo tse bontšang bonako.

34. sebelisa sehlakisi sa 'mala le sa palo. TG

35. sebelisa lipoleoana tse bontšang nako. TG

36. sebelisa leeketsi la sebaka

## Linguistic and Literary Learning Area – Sesotho

### Activity Plan

#### Mekhoa ea ho ithuta

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
1. bua ka boitšepo ka tabane eo ba sa itokisetsang eona.	<p><b>Moko-tabane</b> Moqoqo oa tsome ka sehlooho se fanoeng</p> <p><b>Litsebo-ketso</b> Ho mamela Ho bua Ho hlophisa Boinahano bo potlakileng</p> <p><b>Makhabane</b> Boitšepo Bokheleke</p>	<ul style="list-style-type: none"> <li>Tichere le bana ba buisane ka lintlha tse ka kenngoang ha ho hlalosoa tabane.</li> <li>Tichere e fe bana lihlooho ba bue ka tsona ba sa ithlopha.</li> <li>Ka lihlotšoana, bana ba ikhethela mantsoe/lihlooho, ba ngole lintlha tsohle tse ka a/li hlalolang.</li> <li>Lihlotšoana li fanane mantsoe/lihlooho, se seng se bue ka lentsoe/sehlooho, se seng se se fe lintlha.</li> <li>Bana ba fane ka lihlooho lisele, tichere e li kenye fuluoeng, bana ba nke ka lotho sehlooho 'me ba bue ka sona.</li> </ul>	<p>lokolisa lintlha tse ka kenngoang ha ho hlalosoa tabane.</p> <p>lokolisa lintlha ka tatellano.</p> <p>phahamisa lentsoe ha a bua.</p> <p>inahana kapele.</p>	“Teacher’s Guide”

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
2. sebelisa buka ka nepo ho ipatlela litaba.	<p><b>Moko-tabana</b> Tšebeliso ea buka: lebitso la buka sengoli lenaneo la litaba linyenyeletso lithaloso tsa mantsoe lakaretso ea buka</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, akaretsa, fuputsa</p>	<ul style="list-style-type: none"> <li>Tichere e fe bana mosebetsi oo ba lokelang ho o fumana/ fuputsa ka bukeng.</li> </ul> <p>Bana ba:</p> <ul style="list-style-type: none"> <li>ipatelele libuka tse nang le litaba tseo ba li hlokang.</li> <li>lepe litaba tsa buka.</li> <li>sebelise lenaneo la litaba ho fumana tseo ba li hlokang bukeng.</li> <li>sebelise linyenyeletso ho qolla lintlha tsa bohlokoa.</li> <li>bale karoloana ea buka ho fumana litaba tseo ba li hlokang.</li> <li>bale lithaloso tsa mantsoe tse fumanoang qetellong ea leqephe kapa ea buka.</li> <li>qolle lintlha tsa bohlokoa tse hlahang ka bukeng.</li> <li>tlalehe tseo ba li fumaneng libukeng.</li> <li>ngole mantsoe a macha, ba batle tlhaloso ea 'ona.</li> <li>botsane lipotso ka tseo ba li balileng ba be ba lumellane ka likarabo tse nepahetseng.</li> </ul>	<p>lepa litaba tsa buka.</p> <p>iphumanela taba ka ho sebelisa lenaneo la litaba.</p> <p>qolla lintlha tsa bohlokoa ka tšebeliso ea linyenyeletso.</p> <p>hlalosa mantsoe a macha.</p> <p>sebelisa mantsoe a macha lipolelong.</p> <p>iketsetsa kakaretso ea litaba.</p> <p>botsa lipotso tse amanang le seo a se balileng.</p> <p>tlaleha mosebetsi a sebelisa tlotlotsoe e nepahetseng.</p>	Libuka
3. bala lipale tse fanang ka tsebo.	<p><b>Moko-tabana</b> Lipale Sesosa le litholoana tsa lietsahala</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, akaretsa, fana ka sesosa, fana ka litholoana, hloaea lintlha tsa bohlokoa</p> <p><b>Makhabane</b> Kelo-hloko</p>	<ul style="list-style-type: none"> <li>Tichere e balle bana pale kapa e ba mamelise pale se-ea-le-moeeng 'me ba ngole lintlha tsa bohlokoa.</li> <li>Ka lihlotšoana, bana ba lumellane ka lintlha tsa bohlokoa tseo ba li utloileng, ba be ba tlalehe litaba tsa bona.</li> <li>Bana ba bapise sesosa le litholoana tsa taba.</li> <li>Bana ba hlalose taba ka botlalo ho latela kamoo ba e utloileng kateng.</li> <li>Tichere e ngolle bana lethathamo la mantsoe a fumanoang paleng, ka bomong, bana ba khethe lentsoe 'me ba bope polelo.</li> <li>Bana ba bale pale, ba qolle sesosa le litholoana.</li> <li>Bana ba akaretse litaba tsa pale ka mantsoe a bona.</li> </ul>	<p>qolla lintlha tsa bohlokoa litabeng tseo a li mametseng/balileng</p> <p>hlalosa sesosa sa taba le litholoana tsa eona.</p> <p>hlalosa taba kamoo a e utloileng.</p> <p>bopa lipolelo, a ela hloko mopeleto, matšoao le sebopeho se nepahetseng sa polelo.</p> <p>bala pale a qolla sesosa le litholoana tsa lietsahala.</p> <p>akaretsa litaba tsa pale ka mantsoe a hae.</p>	

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahloang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
<p>4. bala buka ea pale ka kutloisiso.</p>	<p><b>Moko-tabana</b> Baphetoa ba: sehlooho tlatsetso</p> <p>Sebopeho sa baphetoa</p> <p>Tikoloho: kae? neng?</p> <p><b>Litsebo-ketso</b> Ho: bala, araba, botsa, akaretsa, pheta ka mantsoe a bona, hloaea litaba tsa bohlokoa</p>	<ul style="list-style-type: none"> <li>Bana ba lepe litaba tsa buka ba ipapisitse le sehlooho sa buka kapa sa khaolo ea eona.</li> <li>Tichere e buisane le bana ka mefuta ea baphetoa.</li> <li>Bana ba bale buka ba be ba hlalose mantsoe ho latela tšebeliso ea 'ona.</li> <li>Bana ba akaretse lintlha tsa bohlokoa.</li> <li>Bana ba bolele maikutlo a sengoli le a bona.</li> <li>Ka lihlotšoana bana ba hlalose sebopeho sa baphetoa ba ipapisitse le liketso le lipuo tsa bona.</li> <li>Bana ba hlalose hore na litaba tsa buka li etsahala hokae, neng.</li> <li>Bana ba toroee sebaka sa boikhethelo ba bona se hlahang kahar'a buka, ba be ba ngole ka bokhutšoanyane, liketsahalo tsa sebaka seo.</li> <li>Bana ba toroee ketsahalo ea boikhethelo ba bona, ba be ba e hlalose ka bokhutšoanyane.</li> </ul>	<p>lepa litaba tsa buka ba ipapisitse le bokantle, sehlooho le lihlooho tsa likhaolo tsa eona.</p> <p>hlalosa mantsoe a hlahang bukeng ho latela tšebeliso ea 'ona.</p> <p>hlalohanya baphetoa ho latela liketso tsa bona.</p> <p>hlalosa maikutlo a sengoli le a hae.</p> <p>hlalosa sebopeho sa baphetoa ho latela liketso, lipuo le metsamao ea bona.</p> <p>nyalanya sebaka le liketsahalo .</p>	
<p>5. ngola papatso.</p>	<p><b>Moko-tabana</b> Papatso</p> <p><b>Litsebo-ketso</b> Ho: bua, mamela, bala, ngola, tšoantšisa, toroea, hlalosa, qapa</p>	<ul style="list-style-type: none"> <li>Bana ba tlelehe lipapatso tseo ba li boneng kapa ba li utloileng libakeng tsa papatso.</li> <li>Bana ba hlalose hore na lipapatso tsa bona li bolela'ng, li rekisa'ng.</li> <li>Tichere le bana ba buisane ka melemo le bobbe ba papatso.</li> <li>Bana ba tšoantšise lipapatso tsa bona, ba shebeletseng ba bolele hore na ho bapatsa eng.</li> <li>Bana ba iqapele lipapatso tsa bona ba be ba li tšoantšise.</li> <li>Bana ba toroee lipapatso tsa boiqapelo ba bona, ba be ba li hlalose ka mongolo.</li> </ul>	<p>hlalosa papatso.</p> <p>tšoantšisa papatso.</p> <p>bolela botle le bobbe ba papatso.</p> <p>qapa papatso a sebelisa mantsoe a hohelang batho ho reka.</p> <p>toroea le ho hlalosa papatso ka mongolo.</p>	<p>"Teacher's Guide"</p>



Sepheo: qetellong ea sehlopha sa bohloko bana ba be ba ka:	Moko-tabana, litsebo-keeto le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
6. qhaqholla thothokiso ka kutloisiso.	<p><b>Moko-tabana</b> Mekhabo-puo: papiso thehello pheta-pheto Tlhaloso ea mantsoe Thuto Kakaretso</p> <p><b>Litsebo-keeto</b> Ho: mamela, bua, bala, ngola, akaretsa, lepa, qapa, qolla ho nepahetseng, fana ka maikutlo</p> <p><b>Makhabane</b> Boitšepo Lerato la puo Kelo-hloko</p>	<ul style="list-style-type: none"> <li>Bana ba buisane ka sehlooho sa thothokiso, ba be ba lepe litaba tsa eona.</li> <li>Tichere e buisane le bana ka mantsoe a ba thatafallang.</li> <li>Tichere e buisane le bana ka mantsoe a bontšang papiso.</li> <li>Tichere e buisane le bana ka thehello le pheta-pheto.</li> <li>Ka lihlotšoana, bana ba ntše lipoleloana tse nang le papiso, pheta-pheto le thehello, ba be ba sehelle mekhabo-puo eo.</li> <li>Bana ba bale thothokiso ba ela hloko morethetho le matšoao.</li> <li>Bana ba akaretse litaba tsa thothokiso ka mantsoe a bona.</li> <li>Bana ba bolele thuto e fumanoang thothokisong.</li> <li>Bana ba fane ka maikutlo a sengoli/bona.</li> <li>Bana ba qape thothokiso ba sebelisa papiso, thehello le pheta-pheto.</li> </ul>	<p>lepa litaba tsa thothokiso.</p> <p>hlahlosa mantsoe.</p> <p>qolla papiso, thehello le pheta-pheto thothokisong.</p> <p>bala thothokiso a ela hloko matšoao le morethetho.</p> <p>bolela maikutlo a sengoli.</p> <p>akaretsa thothokiso.</p> <p>bolela thuto e fumanoang thothokisong.</p> <p>qapa thothokiso a sebelisa papiso, thehello le pheta-pheto.</p>	<p>Buka ea thothokiso</p> <p>“Teacher’s Guide”</p>
7. phehisana ka taba.	<p><b>Moko-tabana</b> Phehisano</p> <p><b>Litsebo-keeto</b> Ho: bua, bala, ngola, inahana ka botebo</p> <p><b>Makhabane</b> Boitšepo Kananelo Tšebeliso- 'moho</p>	<ul style="list-style-type: none"> <li>Tichere e fe bana sehlooho e be ba buisana ka lintlha tse amanang le sehlooho seo.</li> <li>Bana ba hlophise lintlha ho latela tse hananang le tse lumellanang le sehlooho se fanoeng.</li> <li>Tichere e ngole lintlha tse lumellanang le taba, bana ba ngole tse hananang le eona.</li> <li>Bana ba sebelise tlotlo-ntsoe e nepahetseng (empa, ka lehlakoreng le leng, leha ho le joalo, ka masoabi) ho bontša taba e hananang.</li> <li>Ka lihlotšoana bana ba buisane ka taba lehlakore le leng le tšehetsa le leng le hanyetsa.</li> </ul>	<p>hlophisa lintlha ho latela tse hananang le tse lumellanang le sehlooho.</p> <p>emela lehlakore le itseng la litaba.</p> <p>sebelisa tlotlo-ntsoe e nepahetseng ho bontša taba e hananang.</p>	<p>“Teacher’s Guide”</p>

Sepheo: qetellong ea sehlopha sa bohloko bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
8. itokisetsa liphoso moo ba ngotseng.	<p><b>Moko-taba</b> Lipolelo Liratsoana Mats'oa Mopeleto</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola</p>	<ul style="list-style-type: none"> <li>• Tichere e fane ka polelo e fosahetseng bana ba e lokise.</li> <li>• Tichere le bana ba buisane ka bohloko ba ho peleta mantsoe ka nepo le ho sebelisa mats'oa a nepahetseng.</li> <li>• Banaba kopitse seratsoana, ba ela hloko mopeleto oa mantsoe le mats'oa.</li> <li>• Bana ba chenchane ka mosebetsi oa bona ho netefatsa hore seratsoana se kopilitsoe hantle.</li> <li>• Tichere efe bana lipolelo tse peli tse ngotsoeng ka mantsoe a tsoanang feela a kopantsoeng /arotsoeng ka ho fapana joale a fana ka meelelo e fapaneng.</li> <li>• Bana ba bolele polelo e ngotsoeng ka ho nepahala ho tseo.</li> <li>• Banaba ngole lipolelo kapa lirats'oa, ba chenchane ka libuka ba tsoaeane, 'me ba tsoaeane'</li> <li>• Bana ba hlalose litsoantso ka mantsoe, ba hlahlobe hore mosebetsi oa bona ha o na liphoso tsa mongolo le tsa mats'oa.</li> </ul>	<p>arola mantsoe a aroloang.</p> <p>kopanya mantsoe a kopanngoang.</p> <p>peleta mantsoe ka nepo.</p> <p>sebelisa mats'oa ka nepo.</p> <p>ntša liphoso seratsoaneng se fanoeng.</p> <p>itokisetsa liphoso moo a ngotseng.</p>	

## Phelisano le bochaba

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
9. lumelisa batho ho latela tlhahlamano ea bona ha ba etsa puo.	<p><b>Moko-tabana</b> Tlhahlamano ea maemo: morena mok'hanselara boto ea sekolo mosuo-hlooho motlatsi oa mosuo-hlooho matichere bo-'mè le bo-ntate bana ba sekolo</p>	<ul style="list-style-type: none"> <li>Bana ba fuputse maemo le mesebetsi ea batho ba fapaneng motseng le sekolong.</li> <li>Tichere e buisane le bana ka phuputso ea bona 'me e ba eelloise hore maemo a batho a fapana ka mesebetsi.</li> <li>Bana ba ithaopele ho ba batho ba maemo a fapaneng 'me ba buisane ka mesebetsi ea bona.</li> <li>Bana ba ithaopele ho lumelisa batho ba maemo a fapaneng.</li> <li>Bana ba tsoantšise ho etsa puo 'me ba lumelise batho.</li> <li>Bana ba ikhethela boemo bo itseng 'me ba ngole meqoqo moo ba bontšang bohlokoa ba boemo boo.</li> </ul>	<p>fuputsa maemo le mesebetsi ea batho ba fapaneng motseng le sekolong.</p> <p>hlalosa mesebetsi e fapaneng.</p> <p>tsoantšisa ho lumelisa batho ba maemo a fapaneng.</p> <p>ngola moqoqo ka bohlokoa ba maemo(mesebetsi) a fapaneng.</p>	"Teacher's Guide"
10. bontša tlhompho lipuong le liketsong.	<p><b>Moko-tabana</b> Tlhompho liketsong:</p> <p>Tlhompho lipuong: Ho: kopa, leboha, kopa tsoarelo, ipolela ha motho a entse phoso, botsa potso ka tlhompho Puo e hloekileng</p> <p><b>Litsebo-ketso</b> Ho:mamela, bua, bala, ngola,ho tsoantšisa</p> <p><b>Makhabane</b> Ho hlompha Tšebeliso- 'moho Lerato Kutloelo-bohloko Mamellano</p>	<ul style="list-style-type: none"> <li>Bana ba bolele maemo ao ba lokelang ho bontša tlhompho ho 'ona.</li> <li>Bana ba bolele lintho tseo ba lumelang hore ha li bontše tlhompho ba be ba tšehetse litaba tsa bona ka mabaka.</li> <li>Ka lihlotšoana bana ba tsoantšise maemo a sa bontšeng tlhompho.</li> <li>Ka lihlotšoana, bana ba tsoantšise maemo a bontšang tlhompho.</li> <li>Bana ba ngole, ba be ba manehe leboteng, maemo a bontšang tlhompho ba be ba lumellane ka likotlo moo litaba tseo li sa phethahatsoang.</li> </ul>	<p>bolela maemo ao a lokelang ho bontša tlhompho ho 'ona.</p> <p>bolela lintho tseo a lumelang hore ha li bontše tlhompho le ho fana ka mabaka a tšehetsang litaba tsa hae.</p> <p>tsoantšisa maemo a bontšang tlhompho.</p> <p>tsoantšisa maemo a sa bontšeng tlhompho.</p>	<p>Chate</p> <p>"Marker"</p> <p>"Teacher's Guide"</p> <p>Likhatiso tsa mantsoe le tsa litsoantšo</p>

Sepheo: qetellong ea sehlopha sa bohloko bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa- thuto
11. thella ka botlalo.	<p><b>Moko-taba</b> Liboko Lithoko tsa liboko Mabitso a fumanoang libokong</p> <p><b>Litsebo-ketso</b> Ho: bua, bala, ngola, roka, fuputsa, qolla, toroea</p> <p><b>Makhabane</b> Boitsebo Boitšepo Lerato Kananelo</p>	<ul style="list-style-type: none"> <li>• Bana ba bolele lintho tseo ba anang ka tsona le makhabane a tsona.</li> <li>• Bana ba fuputse liboko tsa bona ka botlalo.</li> <li>• Bana ba bolele metse e reheletsoeng ka liboko.</li> <li>• Bana ba qolle mabitso a hlahang libokong tsa bona.</li> <li>• Bana ba roke liboko tsa bona.</li> <li>• Tichere e buisane le bana ka bohlokoa ba liboko.</li> <li>• Bana ba toroe lintho tseo ba anang ka tsona, ba be ba li hlahloseka sebopeho, mekhoha, lijo, bolulo, mesebetsi.</li> </ul>	<p>bolela ntho eo a anang ka eona.</p> <p>bolela makhabane a ntho eo a anang ka eona.</p> <p>fuputsa seboko sa hae ka botlalo.</p> <p>bolela metse e reheletsoeng ka liboko.</p> <p>qolla mabitso a hlahang sebokong sa hae.</p> <p>thella ka botlalo.</p> <p>hlalosa bohlokoa ba liboko.</p> <p>toroea ntho eo a anang ka eona a be a e hlahlose ka sebopeho, mekhoha, lijo, bolulo le mesebetsi.</p>	<p>Litšoantšo</p> <p>Batho ba litsebo</p> <p>“Teacher’s Guide”</p>
12. Ikolisa bohlokoa ba baamani.	<p><b>Moko-taba</b> Baamani: malome nkhono ntate-moholo motsoala khaitseli mochana</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, hlalohanya</p> <p><b>Makhabane</b> Lerato Kopano Kananelo Boitsebo</p>	<ul style="list-style-type: none"> <li>• Bana ba fuputse baamani le litlhaloso tsa bona ba be ba tlahehe.</li> <li>• Ka lihlotšoana, bana ba bolele bohlokoa ba baamani.</li> <li>• Tichere e ngole bohlokoa baamani ebe bana ba tlatsa baamani ba e phethang.</li> <li>• Bana ba bapise baamani le bohlokoa ba bona.</li> </ul>	<p>hlalosa baamani.</p> <p>hlalosa bohlokoa ba baamani.</p> <p>amahanya baamani le bohlokoa ba bona.</p>	<p>“Teacher’s Guide”</p>



Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
13. lothana ka lilothe tseo likarabo tsa tsona e leng limela.	<p><b>Moko-taba</b> Lilothe tseo likarabo tsa tsona e leng limela:</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola</p>	<ul style="list-style-type: none"> <li>• Ka lihlotšoana, bana ba hopotsane moetlo oa ho lothana.</li> <li>• Tichere e buisane le bana ka lilothe tseo likarabo tsa tsona e leng limela.</li> <li>• Tichere e fe bana litšoantšo, bona ba fane ka lilothe tse amanang le litšoantšo tseo.</li> <li>• Ka lihlotšoana, bana ba lothane 'me sehlopha se hlohang se fuee lintlha.</li> <li>• Tichere e ngole likarabo tsa lilothe likareteng, bana ba bolele selothe se nepahetseng.</li> <li>• Bana ba fane ka lilothe tseo likarabo tsa tsona li fetang bonngoe kapa lilothe tse nang le karabo e tšoanang.</li> </ul>	<p>lokolisa moetlo oa ho lothana.</p> <p>bolela lilothe ba ipapisitse le litšoantšo.</p> <p>bolela likarabo tse nepahetseng tsa lilothe.</p> <p>bolela lilothe tseo likarabo tsa tsona li fetang bonngoe.</p> <p>bolela likarabo tse nang le lilothe tse fapaneng. lotha ba bang a ela hloko moetlo oa ho lothana.</p>	"Teacher's Guide"
14. pheta tšomo e khothaletsang tšebeliso 'moho.	<p><b>Moko-taba</b> Tšomo: Phokojoe o hana ho fata seliba.</p> <p>Tlotlo-ntsoe Thuto</p> <p><b>Litsebo-ketso</b> Ho: mamela, pheta, bala, ngola, tšoantšisa, toroea</p> <p><b>Makhabane</b> Kananelo ea bochaba Boitelo Botšepahi Sebete</p>	<ul style="list-style-type: none"> <li>• Bana ba phete litšomo tseo ba li tsebang, ba latela moetlo oa ho pheta tšomo.</li> <li>• Tichere e phetele bana tšomo ea <i>Phokojoe o hana ho fata seliba</i> e e phelise ka ho tšoantšisa liketso tse etsahalang ho eona.</li> <li>• Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong.</li> <li>• Tichere e botse lipotso tse batlang kutloisiso ea bana ea tšomo.</li> <li>• Tichere e buisane le bana ka thuto e fumanoang tšomong.</li> <li>• Bana ba tšoantšise litaba tsa tšomo.</li> <li>• Ka lihlotšoana bana ba phetelane tšomo ea <i>Phokojoe o hana ho fata seliba</i>.</li> <li>• Tichere e bitsetse bana seratsoana se tsoang tšomong.</li> <li>• Bana ba toroea karoloana eo ba e ratang ea tšomo, ba be ba e hlahlose ka bokhutšoanyane.</li> </ul>	<p>pheta tšomo a latela meetlo ea ho e pheta.</p> <p>sebelisa mantsoe a macha lipolelong.</p> <p>araba lipotso.</p> <p>bolela thuto e fumanoang tšomong.</p> <p>tšoantšisa litaba tsa tšomo. ngola seratsoana sa pitsetso a ela hloko mopeleto le matšoao.</p> <p>toroea le ho hlahosa setšoantšo sa hae ka mongolo a ela hloko mopeleto le matšoao.</p>	<p>Buka ea litšomo</p> <p>Batho ba litsebo</p> <p>"Teacher's Guide"</p>

Sepheo: qetellong ea sehlopha sa bohloko bana ba be ba ka:	Moko-taba, litsebo- ketso le makhabane	Tse ka etsoang	Tse hlahloang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
15. bapala lipapali le lipina tsa bochaba.	<p><b>Moko-taba</b> Lipapali le lipina: <b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, inahana ka botebo <b>Makhabane</b> Tšebeliso-’moho Mamellano Kamohelo ea tholo</p>	<ul style="list-style-type: none"> <li>• Tichere e buisane le bana ka lipapali le lipina tse fapaneng.</li> <li>• Ka tataiso ea tichere, bana ba bapale lipapali le lipina tseo ba li tsebang.</li> <li>• Bana ba fuputse melemo ea lipapali le lipina.</li> <li>• Tichere le bana ba hlahlose mantsoe a macha a hlang lipapaling le lipineng.</li> <li>• Bana ba bope lipolelo ka mantsoe a macha.</li> <li>• Bana ba bapale lipapali ba be ba bine lipina ka nepo.</li> <li>• Bana ba bapale morabaraba oa mantsoe o bopiloeng ka lipapali le lipina.</li> </ul>	<p>bapala lipapali tsa Sesotho.</p> <p>sebelisa tlotlo-ntsoe e sebelisoang lipapaling le lipineng ka nepo.</p>	<p>Motho/Batho ba litsebo</p> <p>Buka ea lipapali le lipina tsa Sesotho</p> <p>“Teacher’s Guide”</p>
16. hlalosa lijo tsa Sesotho.	<p><b>Moko-taba</b> Lijo tsa Sesotho: <b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, pheha.  <b>Makhabane</b> Kananelo ea bochaba.</p>	<ul style="list-style-type: none"> <li>• Bana ba fuputse tlhaloso le mokhoa oa ho etsa lijo tsa Sesotho, ba fane ka tlaleho ka sehlopheng.</li> <li>• Bana ba nyalanye lijo le tlhaloso e nepahetseng ea tsona.</li> <li>• Bana ba bale/latele ka kutloisiso lisebelisoa le mokhoa oa ho pheha lijo.</li> <li>• Bana ba tle le lisebelisoa tsa lijo tse fapaneng, ba li phehe tlas’a tataiso ea tichere.</li> <li>• Tichere e buisane le bana ka melemo ea lijo ’meleng.</li> <li>• Bana ba qape thothokiso ka sejo sa boikhethelo ba bona.</li> </ul>	<p>tlaleha phuputso ea hae.</p> <p>nyalanya lijo le tlhaloso ea tsona.</p> <p>bolela lisebelisoa tse nepahetseng ho latela sejo ka seng.</p> <p>etsa lintho ho latela lisebelisoa le mokhoa oa ho etsa o fanoeng.</p> <p>lokolisa melemo ea lijo tse fapaneng. qapa thothokiso a sebelisa papiso, thehello le pheta-pheto.</p>	<p>Batho ba litsebo</p> <p>Libuka</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
17. sebelisa mebala ho hlalosa liphoofole.	<p><b>Moko-tabana</b> Mebala ea liphoofole: tšumu - tšoinyana tseka-tsekana koebu-kotsoana thokoa-thokoana hlabana-hlabana tala-talana putsoa-pulutsoana tololi-tolotsana</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, qolla, fuputsa, tlaleha, hlalohanya</p> <p><b>Makhabane</b> Kelo-hloko</p>	<ul style="list-style-type: none"> <li>Bana ba fuputse ka mebala ea liphoofole ho latela botona le botšehali ba tsona, ba tlalehe liphuputso tsa bona.</li> <li>Tichere e tle le litšoantšo tsa liphoofole, bana ba bolele mebala ea tsona.</li> <li>Bana ba bapise mebala le litlhaloso.</li> <li>Bana ba toroe liphoofole ka mebala ea tsona.</li> <li>Bana ba bapise mantsoe a likareteng le mebala e nepahetseng.</li> <li>Tichere e arole bana ka lihlotšoana, sehlotšoana se seng se fane ka 'mala, se seng se bolele botšehali ba 'mala oo.</li> <li>Bana ba sebelise mebala lipolelong.</li> <li>Tichere e fane ka seratsoana se nang le mebala ea liphoofole bana e sehelle.</li> <li>Bana ba qape meqoqo/thothokiso ka phoofole e 'mala oo ba o ratang.</li> </ul>	<p>fuputsa le ho tlaleha ka mebala ea liphoofole.</p> <p>hlalohanya mebala ho latela botona le botšehali ba phoofole.</p> <p>bapisa litšoantšo le mebala e nepahetseng.</p> <p>hlalosa mebala.</p> <p>sebelisa mebala lipolelong leha a ngola moqoqo.</p> <p>qolla mebala liratsaneng.</p>	<p>Litšoantšo</p> <p>Batho ba litsebo</p> <p>“Teacher’s Guide”</p> <p>Limakasini</p>
18. hlalosa liphoofole ka matšoao a tsona.	<p><b>Moko-tabana</b> Matšoao a liphoofole: -halofomunu -leripa -lekeletsana -bentlelaka -tabola -kuena</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, hlalosa, bapisa, toroea</p> <p><b>Makhabane</b> Kelo-hloko</p>	<ul style="list-style-type: none"> <li>Bana ba fuputse matšoao a liphoofole.</li> <li>Ka lihlotšoana, bana ba tlalehe liphuputso tsa bona.</li> <li>Bana ba bapise matšoao le tlhaloso/litšoantšo.</li> <li>Tichere le bana ba buisane ka matšoao a liphoofole.</li> <li>Bana ba toroe matšoao a liphoofole.</li> <li>Tichere le bana ba buisane ka molemo oa ho tšoea liphoofole.</li> <li>Bana ba chakele libaka tsa moo ho nkoang babeisi / masakeng ho ithuta matšoao le molemo oa babeisi.</li> <li>Bana ba hlalose liphoofole ka mebala le matšoao.</li> </ul>	<p>hlalosa matšoao a liphoofole.</p> <p>toroea matšoao.</p> <p>bapisa matšoao le tlhaloso ea 'ona kapa le litšoantšo.</p> <p>bolela melemo ea matšoao.</p> <p>hlalosa phoofole ka matšoao le mebala.</p> <p>hlalosa molemo oa babeisi.</p>	<p>Litšoantšo</p> <p>Batho ba litsebo</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahloang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
19. bontša kutloisiso ea liketso tse supang ho ba le boikarabello.	<p><b>Moko-tabana</b> Ho ba le boikarabello</p> <p><b>Litsebo-ketso</b> Boinahano bo tebileng Tharollo ea matha</p> <p><b>Makhabane</b> Boikarabello Tlhompho Tšebeliso-'moho</p>	<ul style="list-style-type: none"> <li>• Bana ba bolele lintho tseo ba lumelang hore ha li bontše motho ea nang le boikarabello.</li> <li>• Bana ba bolele mathata a ka hlahisoang ke liketso tseo tse se nang boikarabello.</li> <li>• Bana ba bolele liketso tse bontšang ngoana ea nang le boikarabello.</li> <li>• Bana ba bolele lintle tse etsoang ke liketso tse bontšang boikarabello.</li> <li>• Bana ba tšoantšise liketso tse bontšang boikarabello le litholoana tsa tsona tse monate.</li> <li>• Bana ba tšoantšise liketso tse sa bontšang boikarabello le litholoana tsa tsona tse bosula.</li> </ul>	<ul style="list-style-type: none"> <li>• bolela lintho tseo a lumelang hore ha li bontše motho ea nang le boikarabello.</li> <li>• bolela mathata a ka hlahisoang ke liketso tseo tse se nang boikarabello.</li> <li>• bolela liketso tse bontšang ngoana ea nang le boikarabello.</li> <li>• bolela lintle tse etsoang ke liketso tse bontšang boikarabello.</li> <li>• tšoantšisa liketso tse bontšang boikarabello le litholoana tsa tsona tse monate.</li> <li>• tšoantšisa liketso tse sa bontšeng boikarabello le litholoana tsa tsona tse bosula.</li> </ul>	Lipale "Teacher's Guide"

## Tšebeliso ea puo

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
20. sebelisa mantsoe a hananang lipolelong ka nepo.	<p><b>Moko-tabana</b> Mantsoe a hananang</p> <p><b>Litsebo-ketso</b> Ho: bala, ngola, peleta mantsoe ka nepo, bitsa mantsoe ka nepo</p>	<ul style="list-style-type: none"> <li>Bana ba fane ka mantsoe a hananang le a sheletsoeng lipolelong/ liratoaneng.</li> <li>Tichere e arole bana ka lihlotšoana, sehlotšoana se seng se fane ka mantsoe, se seng se bolele a hananang le 'ona.</li> <li>Tichere e fe bana likarete tsa mantsoe, ba a bapise le a hananang le 'ona</li> <li>Bana ba bope lipolelo ba sebelisa mantsoe a hananang.</li> </ul>	<p>bolela mantsoe a hananang.</p> <p>bapisa mantsoe a hananang.</p> <p>bopa lipolelo ka tšebeliso ea mantsoe a hananang.</p>	<p>Likarete tsa mantsoe</p> <p>“Teacher’s Guide”</p>
21. sebelisa mantsoe a tšoanang ka moelelo.	<p><b>Moko-tabana</b> Mantsoe a tšoanang ka moelelo:</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, bapisa, qolla</p>	<ul style="list-style-type: none"> <li>Tichere e buisane le bana ka mantsoe a tšoanang ka moelelo.</li> <li>Bana ba tšoantšise moelelo oa mantsoe a fanoeng moo ho lumellehang.</li> <li>Bana ba etse lipolelo ka mantsoe a moelelo o tšoanang.</li> <li>Tichere e fe bana lethathamo la mantsoe, bona ba fane ka a tšoanang le 'ona ka moelelo.</li> <li>Tichere e ngolle bana lipolelo, e sehelle mantsoe ao bana ba lokelang ho fana ka a tšoanang le 'ona ka moelelo.</li> <li>Tichere e fe bana likarete tsa mantsoe, ba a bapise le a tšoanang le 'ona ka moelelo.</li> <li>Bana ba iketsetse lipolelo tsa bona</li> <li>Tichere e fe bana litšoantšo, bona ba bolele mantsoe a mabeli a li hlalolang.</li> </ul>	<p>tšoantšisa meelelo ea mantsoe a fanoeng moo ho lumellehang.</p> <p>etsa lipolelo ka mantsoe a moelelo o tšoanang.</p> <p>fana ka mantsoe a tšoanang ka moelelo le a fanoeng.</p> <p>hlalosa litšoantšo ka mantsoe a tšoanang ka moelelo.</p> <p>bopa lipolelo ka mantsoe a tšoanang ka moelelo.</p> <p>hlalosa litšoantšo ka mantsoe a fetang bonngoe.</p>	<p>Likarete tsa mantsoe</p> <p>Litšoantšo</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
22. sebelisa mantsoe a nang le meelelo e fapaneng.	<p><b>Moko-tabana</b> Mantsoe a meelelo e mengata: nama, noka, loma, topa, seboko, sekele, rona, mona</p> <p><b>Litsebo-ketso</b> Ho:bua, ngola, bala</p>	<ul style="list-style-type: none"> <li>Tichere e fe bana mantsoe, ba bope lipolelo tse peli kapa ho feta, tse fapaneng ka meelelo.</li> <li>Tichere e fe bana mantsoe ba tle ba fupulitse meelelo e fapaneng ea mantsoe ao, ba be ba tlalehe liphuputso tsa bona.</li> <li>Tichere e buisane le bana ka mantsoe a nang le meelelo e fetang bongoe.</li> </ul>	<p>sebelisa lentsoe le nang le meelelo e fapaneng.</p> <p>tlaleha liphuputso tsa bona.</p> <p>hlalosa meelelo e fapaneng ea mantsoe.</p>	
23. sebelisa maelana lipolelong.	<p><b>Moko-tabana</b> Maelana ka litho tsa 'mele:</p> <p><b>Litsebo-ketso</b> Ho: ngola, bala, hlalosa, bapisa, tšoantšisa, bopa lipolelo, qapa</p>	<ul style="list-style-type: none"> <li>Tichere e fe bana maelana ba fuputse litlhaloso tsa 'ona 'me ba li tlalehe.</li> </ul> <p><b>Bana ba:</b></p> <ul style="list-style-type: none"> <li>sebelise maelana lipolelong.</li> <li>tšoantšise maelana moo ho lumellehang.</li> <li>qolle maelana seratsoaneng.</li> <li>bapise maelana le litlhaloso tsa 'ona.</li> <li>qape thothokiso/moqoqo a sebelisa maelana ao a ithutileng 'ona.</li> </ul>	<p>hlalosa maelana.</p> <p>sebelisa maelana ka nepo lipolelong.</p> <p>bapisa maelana le litlhaloso tsa 'ona.</p> <p>tšoantšisa maelana moo ho lumellehang.</p> <p>qolla maelana liratsaneng.</p> <p>sebelisa maelana thothokisong le moqoqong.</p>	<p>Batho ba litsebo</p> <p>“Teacher’s Guide”</p>
24. hlalosa maemo a fapaneng a leholimo/ a mocheso.	<p><b>Moko-tabana</b> Maemo a leholimo/a mocheso</p> <p><b>Litsebo-ketso</b> Ho:mamela bua, bala, ngola</p>	<ul style="list-style-type: none"> <li>Tichere e fe bana lipoleloana tse bontšang maemo a fapaneng a leholimo.</li> <li>Bana ba etse lipatlisiso tsa maemo ao a leholimo 'me ba tlalehele sehlopha.</li> <li>Bana ba fuputse kotsi le melemo e tlišoang ke maemo ao a leholimo ba be ba tlalehele sehlopha.</li> <li>Tichere le bana ba bue ka mekhoha ea ho qoba likotsi tse ka tlišoang ka maemo ao a leholimo.</li> <li>Tichere e nke leeto la boithuto le bana ho sheba maemo ana a leholimo kapa a ba bontše litšoantšo.</li> </ul>	<ul style="list-style-type: none"> <li>etsa lipatlisiso tsa maemo ao a leholimo le ho tlalehela sehlopha.</li> <li>fuputsa kotsi le melemo e tlišoang ke maemo ao a leholimo le ho tlalehela sehlopha.</li> <li>bolela mekhoha ea ho qoba likotsi tse ka tlišoang ke maemo ao a leholimo.</li> </ul>	<p>“Teacher’s Guide”</p> <p>Likhatiso tsa litšoantšo.</p>

Sepheo: qetellong ea sehlopha sa bohloko bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahloang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
25. ngola lengolo la setsoalle ka sepheo sa ho kholisa.	<p><b>Moko-tabana</b> Lengolo la setsoalle Litšobotsi tsa lengolo la setsoalle: -aterese le letsatsi -tumeliso -liratsoana -qetello -lebitso</p> <p><b>Litsebo-ketso</b> Ho: fuputsa, bala, ngola, hlophisa lintlha, kholisa</p> <p><b>Makhabane</b> Tihompho Bokheleke</p>	<ul style="list-style-type: none"> <li>• Bana ba fuputse litšobotsi tsa lengolo, ba be ba tlalehe phuputso ea bona.</li> <li>• Tichere le bana ba etse khetho ea mantsoe a ka sebelisoang ho kholisa.</li> <li>• Tichere le bana ba etse lihlooho le ho buisana ka maemo ao ba lokelang ho netefaletsa/kholisa motho taba.</li> <li>• Bana ba ngole lintlha tse amanang le sehlooho, ba li hlophe ka liratsiana, ka tatellano.</li> <li>• Tichere e fe bana sehlooho ba ngole ka sona ba kholisa eo ba mo ngolang.</li> <li>• Sehlopha se seng se qale lengolo, se fetisetse ho se seng ho tsoela pele, ho fihlela lengolo le fela.</li> <li>• Sehlopha ka seng se bale lengolo le matsohong a sona.</li> </ul>	<p>lokalisa litšobotsi tsa lengolo.</p> <p>hloaea mantsoe a ka sebelisoang ho kholisa.</p> <p>bolela maemo a ka hlokang lengolo le kholisang/ susumetsang motho ho nka khato.</p> <p>hlophisa lintlha ka tatellano le ho etsa liratsiana.</p> <p>ngola lengolo le kholisang.</p> <p>ntšetsa pele taba e sa qaloang ke eena.</p> <p>bala lengolo.</p>	"Teacher's Guide"
26. ngola moqoqo.	<p><b>Moko-tabana</b> Moqoqo Matšoao: khutlo (.) feeloane (,) mabofe ("") tlhaku e kholo</p> <p>Liratsoana: selelekela bohare qetello tlotlo-ntsoe</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola</p>	<ul style="list-style-type: none"> <li>• Tichere e buisane le bana ka bohloko ba sehlooho.</li> <li>• Tichere e buisane le bana ka likaroloana tsa moqoqo (selelekela, bohare, qetello).</li> <li>• Ka lihlotšoana, bana ba buisane ka mantsoe/lintlha tse ka arabang sehlooho.</li> <li>• Ka lihlotšoana, bana ba arole lintlha ka liratsiana.</li> <li>• Ka lihlotšoana, bana ba bokelle puo, e manoni e hloekileng eo ba ka e sebelisang moqoqong.</li> <li>• Tichere e fe bana seratsiana, bona ba se fe sehlooho.</li> </ul>	<p>hlalosa likaroloana tsa moqoqo.</p> <p>sebelisa maele, maelana le mekhabo-puo ha a ngola moqoqo.</p> <p>totobatsa nako le sebaka tsa liketsahalo moqoqong oa hae.</p> <p>bopa sehlooho ba ipapisitse le litaba tsa pale.</p>	"Teacher's Guide"



## Sebopeho sa puo

Sepheo: qetellong ea sehlopha sa bohlanano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
27. qollasere se bontšang molumo, monko le 'mala.	<p><b>Moko-tabana</b> Melumo: bjatia! tšere! qomu! bjara!</p> <p>'Mala: toa! bja! tlere! tšo! pululu! tala!</p> <p>Monko: phu!</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, qolla, hlalosa, hlalohanya</p>	<ul style="list-style-type: none"> <li>Tichere e fe bana lipolelo tse nang le mantsoe a bontšang mokhoa oo taba e etsahetseng ka oona, bana ba ngole a bontšang melumo, monko le 'mala bakeng sa 'ona.</li> <li>Tichere e ngolle bana lisebelisoa ba bolele melumo e etsoang ke tsona.</li> <li>Tichere e fe bana lipolelo tse nang le lire, ba bolele hore na li hlalosa'ng.</li> <li>Tichere e ngole lipolelo tse nang le likheo bana ba li tlitse ka lire tse nepahetseng.</li> <li>Bana ba sebelise lire lipolelong le liratsaneng.</li> <li>Bana ba qolle lire liratsaneng.</li> </ul>	<p>hlalosa melumo ea lintho tse fapaneng.</p> <p>hlalosa monko.</p> <p>hlalosa botebo ba 'mala.</p> <p>hlalohanya melumo e fapaneng.</p> <p>qolla lire lipolelong le liratsaneng.</p> <p>sebelisa sere ka nepo lipolelong.</p>	
28. sebelisa lereho e le moetsi kapa moetsua polelong.	<p><b>Moko-tabana</b> Lereho: tlhaloso bonngoe bongata</p> <p>Tšebeliso: moetsi moetsua</p> <p><b>Litsebo-ketso</b> Ho: bala, ngola, hlalosa, qolla</p>	<ul style="list-style-type: none"> <li>Bana ba etse lipolelo tse bontšang hore na ketso e etsoa ke mang kapa eng.</li> <li>Bana ba etse lipolelo tse bontšang hore na ketso e etsoa ho mang kapa eng.</li> <li>Tichere le bana ba buisane ka lereho e le moetsi, hape e le moetsua polelong.</li> <li>Tichere e fe bana litšoantšo, ba bolele se etsahalang ho tsona.</li> <li>Ka lihlotšoana, bana ba ntše mareho ao e leng moetsi, le ao e leng moetsua lipolelong.</li> <li>Bana ba fetolele mareho a hlahang lipolelong tsa bona bonngoe kapa bongateng.</li> </ul>	<p>qolla moetsi le moetsua polelong.</p> <p>bopa lipolelo tse nang le moetsi le moetsua.</p> <p>hlalosa setšoantšo ka mantsoe.</p> <p>fetolele mareho bonngoe kapa bongateng.</p>	Litšoantšo

Sepheo: qetellong ea sehlopha sa bohloko bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
29. sebelisa mareho-'moka ka nepo lipolelong.	<p><b>Moko-tabana</b> Mareho 'moka: sehlopha qubu, ngata, mohlape, lefupu, letsoele, moru, lebotho, seqhanyane, hlaba, thoto.</p> <p><b>Litsebo-ketso</b> Ho: fuputsa, tleha, hlahosa, bapisa, hlophisa</p>	<ul style="list-style-type: none"> <li>Bana ba fuputse mareho-'moka a hlahosang lintho kapa batho.</li> <li>Tichere e fe bana litšoantšo tsa lintho tse beiloeng ka lihlopha ba li hlahose ba sebelisa mareho-'moka.</li> <li>Bana ba bapise lentsoe le tlhaloso kapa setšoantšo sa lona.</li> <li>Bana ba sebelise mareho-'moka a bontšang sehlopha lipolelong.</li> <li>Bana ba tlatse likheo ka mreho-'moka a nepahetseng a bontšang.</li> <li>Bana ba arole mareho-'moka ho latela batho le lintho.</li> <li>Banaba bolele lintho tse ka hlahosoang ka mantsoe a tšoanang.</li> </ul>	<p>fuputsa mareho –'moka a hlahosang batho kapa lintho.</p> <p>hlahosa lintho ho latela lihlopha tsa tsona.</p> <p>bapisa lentsoe le tlhaloso ea lona.</p> <p>tlatse likheo ka mareho-'moka.</p> <p>sebelisa mareho –'moka lipolelong.</p> <p>hlophisamareho-'moka ho latela batho le lintho.</p> <p>bolela lintho tse ka hlahosoang ka mantsoe atšoanang.</p>	Litšoantšo
30. sebelisasemeli-tu le tumelaka nepo lipolelong.	<p><b>Moko-tabana</b> Semeli-tu: 'na-rona eena-bona, oona-eona, lona-'ona, sona-tsona, eona-tsona, bona-'ona hona</p> <p>Litumela ke-re o-ba o-e le-a se-li e-li bo-a ho</p> <p><b>Litsebo-ketso</b> Ho: bua, mamela, bala, ngola, inahana ka botebo</p>	<ul style="list-style-type: none"> <li>Bana ba sebelise seemeli-tu lipolelong.</li> <li>Bana ba sebelise seemeli-tu bakeng sa mareho a hlahang lipolelong.</li> <li>Bana ba sebelise litumela lipolelong tse se nang lereho.</li> <li>Tichere e fe bana lipolelo tse nang le mareho a se nang litumela, ba kenye litumela tse nepahetseng.</li> <li>Tichere e fe bana lipolelo tse nang le litumela, bana ba kenye mareho.</li> </ul>	<p>sebelisa seemeli-tu lipolelong.</p> <p>sebelisa litumela lipolelong tse se nang mareho.</p> <p>sebelisa litumela tse nepahetseng.</p>	

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
<p>31. bopa mantsoe ba sebelisa melumo/ litlhaku tsa Sesotho ka nepo.</p>	<p><b>Moko-tabana</b> Melumo: <b>ptj, psh, bj, mpsh</b></p> <p>Melumo e ferekanyang: <b>q/qh, p/ph, hl/tl/tlh, ntl/ntlh</b></p> <p>Melumo e thathafalitsong: <b>ip, ith, it, ich, itlh, mp, nt</b></p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola</p>	<ul style="list-style-type: none"> <li>• Tichere e ngolle bana lipolelo tse nang le <b>ptj, psh, bj, mpsh</b>, ba li bale.</li> <li>• Bana ba fane ka mantsoe a bona a nang le melumo e mecha.</li> <li>• Bana ba bope lipolelo ka mantsoe a nang le melumo e mecha ba be ba li bale.</li> <li>• Tichere e fane ka melumo e ferekanyang bana ba fane ka mantsoe a nang le melumo eo.</li> <li>• Tichere e bitsetse bana lipolelo tse nang le melumo e ferekanyang.</li> <li>• Tichere e ngole mantsoe a bontšang liketso, bana ba iketse liketso tseo, ba hlalosa seo ba se etsang.</li> <li>• Tichere e fane ka setšoantšo se nang le motho ea iketsang ho hong, bana ba hlalose setšoantšo seo.</li> <li>• Bana ba ntše mantsoe a nang le molumo <b>/i-/</b> o bontšang hore motho o iketsa ho hong.</li> <li>• Tichere e buisane le bana ka phetoho ea molumo e bakoang ke tšebeliso ea <b>/i-/</b>.</li> </ul>	<p>hlalohanya melumo.</p> <p>ngola mantsoe a nang le melumo e fanoeng ka nepo.</p> <p>hlalohanya melumo e ferekanyang ha a bala leha a ngola.</p> <p>ngola mantsoe a bontšang hore ba iketsa ketso.</p> <p>ngola mantsoe a bontšang hore o etsoa ketso.</p> <p>ngola liphetho tsa melumo tse bakoang ke tšebeliso ea <b>/i-/</b> mantsoeng.</p>	<p>Litšoantšo</p> <p>Chate ea melumo</p>
<p>32. sebelisa sehokelo lipolelong.</p>	<p><b>Moko-tabana</b> Lihokelo: le, leha, kapa, empa, hobane, joaloka, hore</p> <p><b>Litsebo-ketso</b> Ho: bua, mamela, bala, ngola, bopa polelo</p>	<ul style="list-style-type: none"> <li>• Bana ba fane ka lipolelo tse peli, ba be ba li kopanye ho bopa polelo e le 'ngoe.</li> <li>• Bana ba ntše mantsoe a kopantseng lipolelo tsa bona.</li> <li>• Tichere e fe bana lihokelo, ba etse lipolelo ka tsona.</li> <li>• Tichere e fe bana lipolelo le lihokelo, ba kopanye lipolelo tseo ka lihokelo ho bopa lipolelo tse ncha.</li> <li>• Tichere e fe bana lipolelo tse nang le lihokelo, ba li sehelle.</li> <li>• Bana ba ntše lihokelo liratsaneng ba be ba bontše hore na li kopantse mantsoe afe kapa lipolelo life.</li> <li>• Tichere le bana ba buisane ka sehokelo le mosebetsi oa sona.</li> </ul>	<p>kopanya mantsoe a mabeli polelong.</p> <p>kopanya lipolelo tse peli ho bopa polelo e le 'ngoe.</p> <p>qolla mantsoe a kopantseng a mang kapa lipolelo.</p> <p>hlalosa mosebetsi oa sehokelo.</p>	

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
33. bopa lipolelo tse bontšang bonako.	<b>Moko-taba</b> Bonako: bojoale bokhale (ile) bomoso (tla)	<ul style="list-style-type: none"> <li>Tichere e tataise bana ho etsa liketso tse fapaneng, e mong a li ngole letlapeng ha li etsahala.</li> <li>Bana ba fetolele lipolelo tse ngotsoeng letlapeng nakong ea bokhale ba sebelisa /ile/.</li> <li>Bana ba fetolele lipolelo tse ngotsoeng letlapeng nakong ea bomoso ba sebelisa /tla/.</li> <li>Tichere le bana ba buisane ka bojoale, bomoso le bokhale ba ipapititse le liphetohe tse bang teng polelong ka 'ngoe.</li> <li>Bana ba fane ka lipolelo, ba bang ba bolele hore na li bonakong bofe.</li> <li>Bana ba qolle lipolelo tse bontšang bonako bo fapaneng seratsoaneng, ba be ba li hlalose.</li> </ul>	bala lipolelo.  fetolela lipolelo bokhaleng le bomosong.  fetolela polelo e bokhaleng le bomosong bojoaleng.  hlalosa bonako ba polelo.  qolla lipolelo tse bontšang bonako liratoaneng, a be a bolele hore na li bonakong bofe.	
34. sebelisa sehlakisi sa 'mala le sa palo.	<b>Moko taba</b> Sehlakisi sa: 'mala -fubelu -sehla -tšo -soeu -tala -sootho palo -beli -raro/tharo -'ne -hlano  <b>Litsebo-ketso</b> Ho: bala, ngola, bopa sehlakisi, qolla  <b>Makhabane</b> Tšebeliso-'moho	<ul style="list-style-type: none"> <li>Tichere e fe bana mantsoe /-beli/, /-raro/, /-ne/ le /-hlano/ ba bope lipolelo ka 'ona.</li> <li>Tichere e fe bana seratsoana se nang le sehlakisi sa palo, ba se qolle.</li> <li>Tichere e fe bana mantsoe a supang mebala, ba a sebelise lipolelong.</li> <li>Tichere le bana ba buisane ka popeho ea sehlakisi.</li> <li>Bana ba ngole lipolelo tse nang le sehlakisi.</li> <li>Bana ba bale seratsoana, ba qolle lipolelo tse nang le sehlakisi</li> <li>Bana ba hlalose litšoantšo ho latela palo le 'mala.</li> <li>Bana ba bapale papali ea lebenkele ba hlalose tseo ba li hlokang ka 'mala le palo.</li> <li>Ka lihlotšoana, bana ba iketsetse morabaraba oa mantsoe, ba o fe ba bang ba ntše mantsoe a supang 'mala le palo.</li> </ul>	bopa lipolelo a sebelisa /-beli/, /-raro/, /-ne/ le /-hlano/.  qolla sehlakisi sa palo lipolelong le liratoaneng.  ngola lipolelo tse nang le sehlakisi sa 'mala.  hlalosa litšoantšo ka palo le ka 'mala.  hlalosa lintho ka 'mala le ka palo.  iketsetsa morabaraba oa mantsoe.  sebetsa 'moho le ba bang.	Litšoantšo  Linthoana tsa ho bapala  "Teacher's Guide"

Sepheo: qetellong ea sehlopha sa bohloano bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa thuto
35. sebelisa lipoleoana tse bontšang nako.	<p><b>Moko-tabana</b> Nako ea hoseng</p> <p>Nako ea mantsiboea</p> <p>Nako ea motšehare omoholo</p> <p>Linako tse ling</p>	<ul style="list-style-type: none"> <li>Tichere e fe bana mantsoe a supang nako, ba fuputse litlhaloso tsa 'ona ba be ba li tlahehe.</li> <li>Ka lihlotšoana, bana ba ngole lethathamo la mantsoe a supang nako, sehlopha ka seng se tlahehe tšebetso ea sona.</li> <li>Bana ba sebelise mantsoe a bontšang nako lipolelong le meqoqong ea bona.</li> <li>Bana ba qolle mantsoe a bontšang nako seratsoaneng.</li> <li>Tichere e fe bana litšoantšo tse bontšang linako tse fapaneng tsa letsatsi ba li hlalose.</li> <li>Ka tšebeliso ea mechini (<i>laptops, fono</i>) tichere e bontše bana litšoantšo tse bontšang linako tse fapaneng tsa letsatsi ba li hlalose.</li> </ul>	<p>hlalosa linako tse fapaneng tsa letsatsi.</p> <p>selisa mantsoe a bontšang nako lipolelong.</p> <p>qolla mantsoe a bontšang nako lipolelong le meqoqong.</p> <p>nyalanya litšoantšo le nako.</p>	<p>Tikoloho</p> <p>Litšoantšo</p> <p>Mechini</p> <p>“Teacher’s Guide”</p>
36. sebelisa leeketsi la sebaka.	<p><b>Moko-tabana</b> Mantsoe a supang sebaka</p> <p><b>Litsebo-ketso</b> Ho: mamela, bua, bala, ngola, qolla, inahana ka botebo</p>	<ul style="list-style-type: none"> <li>Bana ba ngole mantsoe ao ba ka arabang potso “kae?”.</li> <li>Tichere e ngole lipolelo tse nang le liketso e be bana ba hlalosa hore na ketso e entsoe kae.</li> <li>Bana ba tlatse likheo lipolelong ka mantsoe a bontšang sebaka.</li> <li>Bana ba tlatse morabaraba oa mantsoe.</li> <li>Bana ba ntše mantsoe a arabang potso “kae?” seratsoaneng.</li> <li>Bana ba ngole meqoqo e nang le mantsoe a arabang “kae?”.</li> </ul>	<p>ngola mantsoe a ka arabang potso “kae?”</p> <p>hlalosa hore na liketso li etsahetse kae.</p> <p>tlatse likheo ka mantsoe a nepahetseng, a arabang potso “kae?”.</p> <p>bapala morabaraba oa mantsoe a nang le mantsoe a arabang “kae?”.</p> <p>qolla mantsoe a arabang “kae?” seratsoaneng.</p> <p>sebelisa mantsoe a arabang “kae?” meqoqong.</p>	<p>“Teacher’s Guide”</p>

### Overview

**Learning Outcomes: at the end of this unit learners should be able to:**

#### **Study skills**

1. listen for information and respond appropriately. TG
2. use the author, title and table of contents to describe a book.
3. read for specific information. TG
4. read for enjoyment.
5. edit their own piece of writing.
6. use a dictionary effectively.
7. make a speech within a limited time without preparation. TG
8. defend their point of view in a debate.

#### **Language structure**

9. construct sentences using proper and common nouns.
10. construct sentences using compound nouns. TG
11. construct sentences using singular and plural forms of nouns. TG
12. use past, present and future tenses correctly in sentences.
13. use comparative and superlative forms to describe things they see, smell, taste or touch.
14. use punctuation marks and place capital letters appropriately in sentences.
15. use *a*, *an* and *the* correctly in sentences.
16. use pronouns appropriately in sentences. TG
17. read and use words with silent letters properly. TG
18. spell and pronounce selected words correctly. TG
19. use prepositions of place correctly in sentences.
20. use relative and demonstrative pronouns correctly in sentences.
21. use adverbs of time, manner and place in sentences.
22. combine simple sentences using conjunctions (connecting words).
23. form nouns from verbs using suffixes.

**Language use**

24. describe people according to their nationality and language.
25. construct sentences using similes correctly. TG
26. use male and female words in sentences.
27. write a composition of two to three paragraphs.
28. use synonyms (words with similar meanings) and antonyms (words with opposite meanings) in sentences.
29. write an unguided friendly letter.
30. recite poems.
31. draw and write about pictures.
32. give and follow instructions on how to perform a task.
33. use homographs ( words spelled the same way but having different meanings and functions) in sentences.



## Linguistic and Literary Learning Area - English

### Activity Plan

#### Study Skills

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
1. listen for information and respond appropriately.	<p><b>Concepts</b> Oral text Descriptions Instructions Directions</p> <p><b>Skills</b> Listening Speaking Reading Writing Interpretation</p> <p><b>Values and Attitudes</b> Care Respect Attention</p>	<ul style="list-style-type: none"> <li>• Teacher tells learners that they will listen to a passage with a certain title/about a certain theme.</li> <li>• In pairs, learners predict what they will hear.</li> <li>• In pairs, learners list things they would like to know about the subject.</li> <li>• In pairs, learners formulate questions about the text they will hear.</li> <li>• Learners listen to the text and listen attentively for the information.</li> <li>• If necessary/possible, learners listen for a second time.</li> <li>• In the same pairs, learners discuss which predictions were correct, which of the things they wanted to know were in fact included, which questions were answered and what the answers were.</li> <li>• In a whole class discussion, learners compare their predictions and discuss what they learned.</li> <li>• Learners summarise what they learned from the oral text.</li> <li>• Learners discuss an additional piece of information they did not expect.</li> <li>• Learners give each other instructions and directions to follow.</li> </ul>	<p>formulate predictions about a story or oral text.</p> <p>formulate questions about a story or oral text.</p> <p>listen to a story or oral text and identify whether their questions are answered.</p> <p>answer those questions correctly using the information from the oral text.</p> <p>summarise what they learned from the oral text.</p> <p>discuss an additional piece of information they did not expect.</p> <p>give clear instructions.</p> <p>follow instructions accurately.</p>	<p>Stories/oral texts</p> <p>Radio</p> <p>CD/Cassette player</p> <p>Other audio device (computer or smart phone)</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
2. use the author, title and table of contents to describe a book.	<p><b>Concepts</b> Author Title Table of contents</p> <p><b>Skills</b> Speaking Listening Paraphrasing Reading Writing Skimming Scanning</p>	<ul style="list-style-type: none"> <li>Teacher guides learners to use the appropriate terminology to analyse a book.</li> <li>Learners explore the outer cover of the book and list what they see.</li> <li>Teacher and learners discuss the importance of the title and author of a book.</li> <li>Teacher and learners discuss how to describe a book by the author and title.</li> <li>Learners find a section from the book without using the table of contents.</li> <li>In pairs, learners discuss what is found under the table of contents.</li> <li>Learners find a specific section of the book using the table of contents.</li> <li>Learners predict the gist of a story or of the contents by looking at the title of the book.</li> <li>Learners read passages of the book in order to determine whether they were correct.</li> <li>In pairs, learners paraphrase what they have read.</li> <li>Learners write two paragraphs about what they have read, using correct spelling and punctuation.</li> </ul>	<p>list what is on the cover page.</p> <p>explain the importance of the title and author of a book.</p> <p>describe a book by author and title.</p> <p>state what is found under the table of contents.</p> <p>use the table of contents to find a section from a book.</p> <p>predict the gist of a story or of the contents by looking at the title of the book.</p> <p>paraphrase what they have read.</p> <p>write two paragraphs about what they have read, using correct spelling and punctuation.</p>	Prescribed books.
3. read for specific information.	<p><b>Concepts</b> Short stories Factual texts</p> <p><b>Skills</b> Writing Listening Speaking Reading Analysis</p> <p><b>Values and attitudes</b> Precision Awareness Creativity</p>	<ul style="list-style-type: none"> <li>Teacher tells learners the title of the text or short story they will read and guides them to make a list of questions they will be able to answer after reading it.</li> <li>Learners read the short story or text in pairs and identify whether the answers can be found and where.</li> <li>Learners ask one another questions and answer them using information from the text.</li> <li>Teacher asks learners wh- questions about the text.</li> <li>Learners reread the text individually to check and clarify meaning.</li> </ul>	<p>make a list of questions they will be able to answer after reading the text.</p> <p>identify where information can be found in a text.</p> <p>ask and answer questions after reading a text.</p> <p>identify the pieces of information required after reading the text.</p>	<p>Prescribed books/texts</p> <p>Newspapers</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. read for enjoyment.	<p><b>Concepts</b> Short story Character Characterization Theme Setting</p> <p><b>Skills</b> Listening Speaking Reading Writing Prediction Reporting Analysis Fluency</p> <p><b>Values and attitudes</b> Appreciation Awareness</p>	<ul style="list-style-type: none"> <li>• In groups, learners predict what the story is about basing themselves on the title and pictures.</li> <li>• Learners read the first part of the story aloud, in turns.</li> <li>• Learners predict how the story will end, basing themselves on what they have read.</li> <li>• Learners read the second part of the story at home, and then report on how it ended.</li> <li>• Learners collectively reconstruct the story orally.</li> <li>• Teacher and learner discuss the terms character, setting and theme.</li> <li>• Teacher guides learners with questions to help them identify the characters, setting and theme of the story.</li> <li>• Teacher guides learners to analyse the characters.</li> <li>• In groups, learners analyse given stories to identify characters, setting and theme.</li> <li>• Learners write a two-paragraph summary of the characters, setting and theme of the story they read, paying attention to spelling and punctuation.</li> </ul>	<p>predict the contents of the story.</p> <p>report on how the story actually ended.</p> <p>read texts.</p> <p>identify characters from the story.</p> <p>analyse the characters.</p> <p>identify the setting from the story.</p> <p>identify the theme from the story.</p> <p>write a two-paragraph summary of the characters, setting and theme of the story they read, paying attention to spelling and punctuation.</p>	<p>Prescribed books/texts</p> <p>Newspapers</p> <p>Charts</p>
5. edit their own piece of writing.	<p><b>Concepts</b> Spelling Punctuation Coherence</p> <p><b>Skills</b> Reading self-editing</p>	<ul style="list-style-type: none"> <li>• Teacher gives learners sentences which have either spelling or punctuation errors.</li> <li>• In groups, learners correct the sentences and read them aloud to the whole class.</li> <li>• Teacher gives learners a paragraph for them to copy.</li> <li>• Learners exchange their work and ensure that the paragraph has been copied correctly.</li> <li>• Teacher and learners discuss the difference in meaning where spelling or punctuation has been used wrongly.</li> <li>• Learners write a short passage describing a picture or elaborating on a heading.</li> <li>• Learners reread their work to ensure that they have no spelling and punctuation errors.</li> </ul>	<p>correct spelling and punctuation mistakes in given sentences.</p> <p>correctly copy a paragraph.</p> <p>state how punctuation and spelling distort meaning.</p> <p>proof-read their own writing.</p>	<p>Textbooks</p> <p>Storybooks</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. use a dictionary effectively.	<p><b>Concepts</b>            Alphabetical order            Spelling            Pronunciation            Meaning            Usage</p> <p><b>Skills</b>            Dictionary            Skimming            Scanning            Writing            Speaking</p> <p><b>Values and attitudes</b>            Awareness            Appreciation</p>	<ul style="list-style-type: none"> <li>• Teacher instructs learners to mention letters of the alphabet randomly.</li> <li>• Teacher asks learners to arrange given letters alphabetically.</li> <li>• Learners read a text and identify difficult words.</li> <li>• Teacher asks learners to arrange the listed words alphabetically.</li> <li>• Teacher and learners discuss how words are arranged in the dictionary, paying attention to the order of letters of the alphabet within a word.</li> <li>• Learners use dictionaries to check the meaning of words.</li> <li>• Learners use dictionaries to check the spelling of words.</li> <li>• Learners use dictionaries to check the pronunciation of words.</li> <li>• Teacher asks learners to use the words in sentences.</li> </ul>	<p>arrange letters of the alphabet in the correct order.</p> <p>arrange words alphabetically.</p> <p>state how words are presented in a dictionary.</p> <p>use dictionaries to check the meaning of words.</p> <p>use dictionaries to check the spelling of words.</p> <p>use dictionaries to check the pronunciation of words.</p> <p>use the words in sentences.</p>	<p>Dictionaries</p> <p>Texts</p>
7. make a speech within a limited time without preparation.	<p><b>Concepts</b>            Sounds            Descriptions            Instructions            Directions</p> <p><b>Skills</b>            Speaking            Listening            Creativity</p> <p><b>Values and attitudes</b>            Self-esteem            Confidence            Respect            Cooperation</p>	<ul style="list-style-type: none"> <li>• Teacher writes different topics on cards for learners to talk about spontaneously within a given time.</li> <li>• Learners pick cards randomly and make speeches without preparation.</li> <li>• Learners give each other words/topics to make speeches without preparation.</li> </ul>	<p>make unprepared speeches.</p> <p>elaborate on a given topic and respond to it accordingly.</p> <p>use appropriate language when elaborating on a topic.</p>	<p>Word cards</p> <p>Charts</p> <p>Home items</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. defend their point of view in a debate.	<p><b>Concepts</b> Debates Motion Logic Coherence Pronunciation Appropriate register</p> <p><b>Skills</b> Self-esteem Speaking Critical thinking</p>	<ul style="list-style-type: none"> <li>• Teacher explains debates and motions.</li> <li>• Teacher gives a topic for debate, expressed as a motion.</li> <li>• Learners discuss points which could be included in debating the topic.</li> <li>• Learners classify the points as for or against the motion.</li> <li>• Teacher selects a topic and writes points for the motion.</li> <li>• Learners write points against the motion.</li> <li>• Teacher selects a topic and writes points against the motion.</li> <li>• Learners write points for the motion.</li> <li>• In groups, learners decide on appropriate language and terminology to use in debating a given topic.</li> <li>• Teacher divides learners into two groups and they present the different points of view in a debate.</li> </ul>	<p>identify points to include when debating a topic.</p> <p>classify given points into those which are for and against the motion.</p> <p>write points for the motion.</p> <p>write points against the motion.</p> <p>determine appropriate language to use in debating a topic.</p> <p>defend their point of view in a debate.</p>	

## Language structure

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9. construct sentences using proper and common nouns.	<p>Concepts Sentence Proper nouns Common nouns: abstract concrete countable uncountable</p> <p>Skills Writing Speaking Listening Reading Effective Communication</p>	<p>Learners give a list of nouns and teacher writes them on the board.</p> <p>Teacher and learners differentiate between names of things that can and cannot be touched and classifying them as concrete or abstract.</p> <p>Teacher and learners discuss the difference between abstract and concrete nouns.</p> <p>Teacher guides learners through questions to discover the rule that abstract nouns are names of things that cannot be touched and seen.</p> <p>Learners write sentences using abstract and concrete nouns.</p> <p>Teacher and learners discuss the difference between countable and uncountable nouns.</p> <p>Teacher guides learners through questions to discover the rule that countable nouns have singular and plural forms while uncountable nouns don't have a plural form.</p> <p>Learners use countable and uncountable nouns in sentences.</p> <p>Learners write sentences, putting countable nouns into their plural form.</p>	<p>differentiate between names of things that can and cannot be touched and seen.</p> <p>state the difference between abstract and concrete nouns. classify nouns as concrete or abstract. write sentences using abstract and concrete nouns.</p> <p>state the difference between countable and uncountable nouns.</p> <p>use countable and uncountable nouns in sentences.</p> <p>put countable nouns into their plural form.</p>	<p>Text books</p> <p>Charts</p> <p>Classroom items</p>
10. construct sentences using compound nouns.	<p><b>Concepts</b> Sentences Compound nouns</p>	<ul style="list-style-type: none"> <li>• Teacher gives examples of compound nouns, making a list on the board.</li> <li>• Learners give examples of compound nouns to add to the list.</li> <li>• Learners form compound nouns from simple nouns.</li> <li>• In pairs, learners play a game, drawing pictures of compound nouns and guessing what they represent.</li> <li>• Learners ask and answer questions using compound nouns.</li> <li>• Learners write sentences using compound nouns.</li> <li>• Learners write a short composition including a given number of compound nouns.</li> </ul>	<p>give examples of compound nouns.</p> <p>form compound nouns from simple nouns.</p> <p>ask and answer questions using compound nouns.</p> <p>write sentences using compound nouns.</p> <p>write a short composition including a given number of compound nouns.</p>	<p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. construct sentences using singular and plural forms of nouns.	<p><b>Concepts</b> Sentence Singular form Plural forms -s -es -ies -ves Irregular forms</p>	<ul style="list-style-type: none"> <li>Teacher helps learners to identify the rules of how regular plurals are formed.</li> <li>Learners identify and underline nouns from given sentences.</li> <li>Learners change the nouns in those sentences into plural form using the-s and -es forms.</li> <li>Teacher gives learners sentences with nouns in a -ies and-ves forms.</li> <li>Learners identify those nouns and change them into the singular form.</li> <li>Learners change singular nouns into irregular plural forms.</li> <li>Learners construct sentences, changing regular singular nouns into plural and modifying the verb forms where necessary.</li> <li>Learners construct sentences changing irregular singular nouns into plural forms, modifying the verb forms where necessary.</li> </ul>	<p>underline nouns from given sentences.</p> <p>differentiate between singular and plural forms of nouns.</p> <p>change regular nouns from singular to plural.</p> <p>change irregular nouns from singular to plural.</p> <p>construct sentences using regular nouns in singular and plural forms, using the correct verb forms.</p> <p>construct sentences using irregular nouns in singular and plural forms, using the correct verb forms.</p>	<p>Pictures</p> <p>Objects</p> <p>Charts</p> <p>Word cards</p> <p>Teacher's Guide.</p>
12. use past, present and future tenses correctly in sentences.	<p><b>Concepts</b> Sentence construction</p> <p>Tense: -simple present -simple past -present continuous -past continuous -future Perfect</p> <p><b>Skills</b> Speaking writing Listening Reading</p>	<ul style="list-style-type: none"> <li>Teacher provides a series of pictures showing different activities and asks learners to construct sentences based on those activities, using the past, present or future tense.</li> <li>Learners discuss the sentences to agree on when each activity will take place/takes place/took place (future, present or past)</li> <li>Teacher provides learners with a simple topic.</li> <li>Learners work in groups to construct sentences in given tenses.</li> <li>The sentences are given to other groups, who are asked to change them to other tenses.</li> <li>Learners write compositions about the past, present or future, using the tenses correctly.</li> </ul>	<p>construct sentences using the correct tense.</p> <p>identify when an activity will take place/takes place/took place (future, present or past).</p> <p>change one tense to another correctly.</p> <p>write compositions about the past, present or future, using the tenses correctly.</p>	<p>Pictures</p> <p>Charts</p> <p>Word cards</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
13. use comparative and superlative forms to describe things they see, smell, taste or touch.	<p><b>Concepts</b> Comparative and superlative forms of adjectives</p> <p><b>Skills</b> Speaking Listening Writing Reading Observation</p> <p><b>Values and attitudes</b> Awareness Precision Responsibility</p>	<ul style="list-style-type: none"> <li>Teacher provides learners with foods and learners describe what they can taste, smell, see and touch.</li> <li>Teacher guides learners to compare the foods, using -er/-ier.</li> <li>Teacher introduces the concept of superlatives using -est/iest. Learners give examples of superlatives.</li> <li>In groups, learners classify foods according to how they taste, smell, look and feel, using comparative and superlative forms.</li> <li>Learners explore the environment and describe what they see using comparative and superlative forms to talk about size and shape</li> <li>Teacher dictates words which describe the taste, smell, touch, sound and look of objects, including comparative and superlative forms.</li> <li>Learners use the dictated words to form sentences.</li> </ul>	<ul style="list-style-type: none"> <li>describe how different food/fruits/vegetables taste, smell, look or feel.</li> <li>use comparative -er/-ier and superlative est/-iest forms correctly.</li> <li>classify foods according to how they taste, smell, look and feel, using comparative and superlative forms.</li> <li>describe what they see using comparative and superlative forms to talk about size and shape.</li> <li>write dictated words correctly.</li> <li>use the dictated words to form sentences.</li> </ul>	<p>Environment</p> <p>Classroom items</p> <p>Charts</p> <p>Word cards</p>
14. use punctuation marks and place capital letters appropriately in sentences.	<p><b>Concepts</b> Full stop (.) Question mark(?) Comma (,) Apostrophe (') Exclamation (!) Capital letter</p> <p><b>Skills</b> Listening Speaking Reading Writing Differentiation</p>	<ul style="list-style-type: none"> <li>Teacher asks learners to write on the board examples of sentences in which each of the punctuation marks is used.</li> <li>Teacher writes a sentence on the board for learners to reconstruct in order to give different meanings, using different punctuation marks.</li> <li>Learners are given unpunctuated sentences without capital letters to punctuate, placing capital letters correctly.</li> <li>Learners punctuate given sentences to give them different meaning.</li> <li>Teacher creates different situations in which learners use apostrophe, exclamation and other punctuation marks appropriately in sentences.</li> <li>Learners write a paragraph which includes each of the punctuation marks and at least 8 capital letters.</li> </ul>	<p>write sentences in which each of the punctuation marks is used correctly.</p> <p>punctuate sentences, placing capital letters correctly.</p> <p>punctuate given sentences to give them different meaning.</p> <p>write a paragraph which includes each of the punctuation marks and at least 8 capital letters.</p>	<p>Objects</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15. use <i>a, an</i> and <i>the</i> correctly in sentences.	<p><b>Concepts</b> Articles: <i>a, an</i> and <i>the</i></p> <p><b>Skills</b></p> <p>Listening Writing Creativity Sorting Cooperation Speaking Reading</p>	<ul style="list-style-type: none"> <li>Teacher provides learners with a short story in which articles have been used.</li> <li>Learners identify nouns which come after articles <i>a, an</i> and <i>the</i>.</li> <li>Teacher helps learners revise the rules for using <i>a, an</i> and <i>the</i>.</li> <li>Learners construct their own sentences underlining the articles.</li> <li>Learners write compositions, using the article correctly.</li> </ul>	<p>use articles appropriately in a sentence.</p> <p>state the rules for using <i>a, an</i> and <i>the</i>.</p> <p>write compositions, using the article correctly.</p>	<p>Objects</p> <p>Word cards</p> <p>Pictures</p>
16. use pronouns appropriately in sentences.	<p><b>Concepts</b> Pronouns: personal possessive reflexive</p> <p><b>Skills</b> listening speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>Learners read a dialogue containing personal, possessive and reflexive pronouns aloud.</li> <li>Teacher asks learners questions about the dialogue, to elicit responses using personal, possessive and reflexive pronouns.</li> <li>Teacher highlights the forms of personal, possessive and reflexive pronouns.</li> <li>In pairs, learners underline personal, possessive and reflexive pronouns in a text and label them as such.</li> <li>In pairs, learners ask and answer questions using personal, possessive and reflexive pronouns.</li> <li>Learners write answers containing personal, possessive and reflexive pronouns in answer to questions provided by the teacher.</li> <li>In pairs, learners write a dialogue using personal, possessive and reflexive pronouns.</li> </ul>	<p>identify personal pronouns in a text.</p> <p>identify possessive pronouns in a text.</p> <p>identify reflexive pronouns in a text.</p> <p>use personal, possessive and reflexive pronouns appropriately when speaking.</p> <p>use personal, possessive and reflexive pronouns appropriately when writing.</p>	<p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
17. read and use words with silent letters properly.	<p><b>Concepts</b> Silent letters h, gh, g,p,b, k, w</p> <p><b>Skills</b> Speaking Listening Readiness Writing Cooperation Accuracy</p> <p><b>Values and attitudes</b> Respect awareness</p>	<ul style="list-style-type: none"> <li>Teacher brainstorms words learners already know which contain silent letters.</li> <li>Teacher adds words with silent letters to make a list for learners to read.</li> <li>Learners identify silent letters in the given words, underlining them.</li> <li>Teacher dictates words for learners to write and read.</li> <li>Learners make up dialogues using the words studied.</li> <li>In pairs, learners practice the dialogues, making sure they pronounce the words studied correctly.</li> </ul>	<p>pronounce words containing silent letters properly.</p> <p>write words containing silent letters correctly.</p> <p>identify silent letters in the words, underlining them.</p> <p>make up a dialogue using the words studied.</p> <p>have a spoken dialogue, pronouncing the words studied correctly.</p>	<p>Pictures</p> <p>Word cards</p> <p>Charts</p> <p>Teacher's Guide</p>
18. spell and pronounce selected words correctly.	<p><b>Concepts</b> Spelling Pronunciation Relationship between letter and sound</p> <p><b>Skills</b> Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>Learners identify words from a word puzzle and read them aloud, using phonics where necessary.</li> <li>Teacher provides a list of words to be learned. Together with learners, they discuss the meaning of different words, paying attention to how they are spelt and pronounced.</li> <li>In pairs, learners take turns to pick words written on word cards and ask their partner to spell and pronounce them correctly.</li> <li>Learners construct sentences using their newly acquired vocabulary paying attention to meaning.</li> <li>Learners read their own sentences, paying attention to correct pronunciation.</li> <li>Learners write a short composition containing at least 8 of the new words.</li> </ul>	<p>identify selected words from a word puzzle.</p> <p>pronounce the selected words correctly.</p> <p>spell the selected words correctly.</p> <p>use selected words in a sentence, spelling them correctly.</p> <p>read their sentences, pronouncing the new words correctly.</p> <p>write a short composition containing at least 8 of the new words, spelling them correctly.</p>	<p>Word cards</p> <p>Word puzzles</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
19. use prepositions of place correctly in sentences.	<p><b>Concepts</b> Below Over Above Between</p> <p><b>Skills</b> Speaking Listening Writing Reading Identification Differentiation</p> <p><b>Values and attitudes</b> Awareness</p>	<ul style="list-style-type: none"> <li>• Teacher brainstorms the prepositions learners know.</li> <li>• Teacher uses the new prepositions of place in sentences.</li> <li>• Teacher assists learners in identifying the prepositions.</li> <li>• Teacher creates a situation in which learners use the prepositions of place in sentences.</li> <li>• Learners role-play situations in which they use the prepositions.</li> <li>• Learners fill in the gaps in written texts using the correct prepositions.</li> <li>• Learners construct their own sentences using appropriate prepositions.</li> </ul>	<p>identify prepositions in given sentences.</p> <p>use prepositions of place correctly in sentences.</p> <p>role-play situations in which they use the prepositions.</p> <p>fill in the gaps in written texts using the correct prepositions.</p> <p>construct their own sentences using appropriate prepositions.</p>	<p>Textbooks</p> <p>Readers</p> <p>Words card</p> <p>Pictures</p> <p>Charts</p>
20. use relative and demonstrative pronouns correctly in sentences.	<p><b>Concepts</b> Relative pronouns: <i>Who, Whom</i> <i>Whose, Which</i> <i>That</i></p> <p>Demonstrative pronouns: <i>This, That</i> <i>These, Those</i></p> <p><b>Skills</b> Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> <li>• Teacher elicits relative pronouns by getting learners to fill gaps in a sentence.</li> <li>• Teacher creates situations where learners use relative pronouns correctly in sentences.</li> <li>• Teacher provides learners with sentences containing nouns and learners change those nouns to demonstrative pronouns.</li> <li>• Teacher creates situations where learners use demonstrative pronouns correctly in sentences.</li> <li>• Teacher provides learners with texts and learners identify relative and demonstrative pronouns.</li> <li>• Learners use demonstrative and relative pronouns correctly in sentences.</li> </ul>	<p>use relative pronouns correctly in sentences.</p> <p>use demonstrative pronouns correctly in sentences.</p> <p>change nouns to demonstrative pronouns in a sentence.</p> <p>identify relative and demonstrative pronouns in texts.</p>	<p>Texts</p> <p>Word cards</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
21. use adverbs of time, manner and place in sentences.	<p><b>Concepts</b> Verb Adjective Adverb of time, manner and place</p> <p><b>Skills</b> Listening Speaking Reading Writing</p> <p><b>Values and attitudes</b> Confidence Respect</p>	<ul style="list-style-type: none"> <li>Teacher creates a situation in which learners perform actions which demonstrate adverbs of manner.</li> <li>Learners express the way things are done, using adverbs of manner.</li> <li>Learners express when actions are done, using adverbs of time.</li> <li>Learners express where actions are done, adverbs of place.</li> <li>In pairs, learners ask and answer questions using adverbs of time, manner and place.</li> <li>Learners write sentences using adverbs of manner, time and place.</li> </ul>	<p>perform actions which demonstrate adverbs of manner.</p> <p>express the way things are done, using adverbs of manner.</p> <p>express when actions are done, using adverbs of time.</p> <p>express where actions are done, using adverbs of place.</p> <p>ask and answer questions using adverbs of time, manner and place.</p> <p>use adverbs of manner, time and place appropriately when speaking.</p> <p>use adverbs of manner, time and place appropriately when writing.</p>	<p>Pictures</p> <p>Charts</p> <p>Drawings</p> <p>Objects</p> <p>Video</p>
22. combine simple sentences using conjunctions (connecting words).	<p><b>Concepts</b> Sentence construction Conjunctions (connecting words): <i>either/or, neither/nor, however after</i></p> <p><b>Skills</b> Speaking Listening Writing Reading Critical thinking</p>	<ul style="list-style-type: none"> <li>Teacher brings pictures representing different activities and asks learners to construct sentences.</li> <li>Learners identify connecting words from given sentences provided by the teacher.</li> <li>Learners join their own sentences using connecting words.</li> <li>Teacher and learners discuss the use of conjunctions to express addition, option, contrast and time.</li> <li>Learners perform gap filling exercises, using conjunctions to form compound sentences.</li> <li>Learners write sentences which express addition, option, contrast and time, using the conjunctions correctly.</li> </ul>	<p>identify connecting words from given sentences.</p> <p>construct simple sentences and join them correctly.</p> <p>perform gap filling exercises, using conjunctions to form compound sentences.</p> <p>write sentences which express addition, option, contrast and time, using the conjunctions correctly.</p>	<p>Pictures</p> <p>Charts</p> <p>Sentence cards</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
23. form nouns from verbs using suffixes.	<p><b>Concepts</b> Nouns Suffixes: -ment -tion -or -er</p> <p><b>Skills</b> Speaking Listening Writing Reading Critical thinking</p>	<ul style="list-style-type: none"> <li>Teacher gives examples of nouns formed from verbs and suffixes, using one suffix at a time.</li> <li>Learners use dictionaries to find nouns formed from given verbs and make lists.</li> <li>Learners find the meaning of the nouns with the help of the teacher.</li> <li>form nouns using <i>-ment</i>, <i>-tion</i>, <i>-or</i> and <i>-er</i>.</li> <li>Learners identify verbs and suffixes from given nouns.</li> <li>Learners use the nouns in sentences.</li> </ul>	<p>find words from the dictionary.</p> <p>identify verbs used to form nouns and the suffixes used.</p> <p>find the meaning of the nouns formed from verbs.</p> <p>form nouns using <i>-ment</i>, <i>-tion</i>, <i>-or</i> and <i>-er</i>.</p> <p>identify verbs and suffixes from given nouns.</p> <p>use the nouns in sentences.</p>	Dictionary

## Language use

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
24. describe people according to their nationality and language.	<p><b>Concepts</b> Country Nationality Language</p> <p><b>Skills</b> Speaking Listening Writing Reading Critical thinking</p> <p><b>Values and attitudes</b> Awareness Tolerance</p>	<ul style="list-style-type: none"> <li>Learners brainstorm the countries they know.</li> <li>Teacher chooses several of these countries and asks learners to point to them on a map or a globe.</li> <li>Teacher asks learners what a person who comes from that country is called, to build up two parallel lists of countries and nationalities on the board.</li> <li>Teacher asks learners the name for the language most commonly spoken by these nationalities, to add a third column.</li> <li>Learners role play introducing themselves as people from different nationalities.</li> <li>For homework, learners choose a country, and write a paragraph about an imaginary person from that country.</li> </ul>	<p>name people according to their nationality.</p> <p>name people according to their language.</p> <p>match countries, nationalities and languages.</p> <p>write about an imaginary person from one of the countries discussed.</p>	<p>Map or globe</p> <p>Pictures</p> <p>Posters</p> <p>Word cards</p> <p>Word lists</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
25. construct sentences using similes correctly.	<p><b>Concepts</b> Sentences Similes</p> <p><b>Skills</b> Listening Speaking Reading Writing Comparing</p> <p><b>Values and attitudes</b> Awareness of language</p>	<ul style="list-style-type: none"> <li>Teacher provides learners with a text in which a simile is used and draws their attention to it.</li> <li>In groups, learners discuss why the two objects have been compared, paying attention to their attributes (colour, size, shape, movement).</li> <li>Learners report their findings to the class.</li> <li>Teacher and learners discuss when and how similes are used and formulate a rule.</li> <li>Learners identify similes from a piece of writing and say what has been compared and why.</li> <li>Learners use similes in their own sentences.</li> <li>Learners create their own poems using similes.</li> <li>Learners present their poems and act them out.</li> </ul>	<p>state the similarity between compared objects using similes.</p> <p>explain when and how similes are used.</p> <p>identify similes from a given text.</p> <p>use similes in sentences.</p> <p>use similes in their poems.</p> <p>present their poems and act them out.</p>	Teachers' Guide
26. use male and female words in sentences.	<p><b>Concepts</b> Male and female words: <i>Uncle, Aunt</i> <i>Cousin</i> <i>Nephew, Niece</i> <i>His majesty, Her majesty</i></p> <p><b>Skills</b> Speaking Listening Reading Writing</p> <p><b>Values and Attitudes</b> Awareness Appreciation</p>	<ul style="list-style-type: none"> <li>Learners brainstorm male and female words they already know.</li> <li>Teacher introduces the new words and discusses when and how they are used.</li> <li>Teacher writes words that denote male and female, including the new words.</li> <li>Learners match the words correctly.</li> <li>Learners use the matched words in dialogues.</li> <li>Learners use the matched words in written sentences.</li> <li>Learners write a short composition using male and female words correctly.</li> </ul>	<p>match male and female words correctly.</p> <p>use the matched words in dialogues.</p> <p>use the matched words in written sentences.</p> <p>write a short composition using male and female words correctly.</p>	<p>Charts</p> <p>Word cards</p> <p>Pictures</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
27. write a composition of two to three paragraphs.	<p><b>Concepts</b> Guided descriptive composition Tense Punctuation marks</p> <p><b>Skills</b> Writing Logical thinking Reading Interpretation Creativity</p> <p><b>Values and attitudes</b> Neatness Accuracy</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise the proper use of punctuation and tense in writing a composition.</li> <li>Teacher guides learners on how to structure the composition and write relevant points.</li> <li>Teacher provides learners with clear guiding questions/points for composition writing.</li> <li>Teacher provides learners with pictures to guide the composition.</li> <li>Learners write compositions individually or in pairs.</li> <li>Learners exchange their composition with other learners and discuss what they have written, giving constructive advice for improving them.</li> <li>Learners improve their own compositions, individually or in pairs.</li> </ul>	<p>follow guidelines for composition writing.</p> <p>use pictures to write a composition.</p> <p>elaborate on given points in a logical manner.</p> <p>use correct punctuation and tense in composition writing.</p> <p>structure the composition and write relevant points.</p> <p>improve their compositions, following peer feedback.</p>	<p>Pictures</p> <p>Charts</p> <p>Word cards</p>
28. use synonyms (words with similar meanings) and antonyms (words with opposite meanings) in sentences.	<p><b>Concepts</b> Synonyms (words with similar meanings) Antonyms (words with opposite meanings) Similar and opposite Verbs (doing words) Adjectives (describing words)</p> <p><b>Skills</b> Listening Speaking Writing Interpretation Matching</p>	<ul style="list-style-type: none"> <li>Teacher and learners brainstorm words they know with similar meanings and words with opposite meanings and make two lists of pairs.</li> <li>Teacher adds words to complete the lists.</li> <li>Learners give and follow instructions using similar and opposite verbs.</li> <li>Learners use similar and opposite verbs in oral sentences.</li> <li>Learners use similar and opposite verbs in written sentences.</li> <li>Learners describe actions performed by others using appropriate verbs.</li> <li>Learners use similar and opposite adjectives in oral sentences to describe objects.</li> <li>Learners write sentences using similar and opposite adjectives.</li> </ul>	<p>give and follow instructions using similar and opposite verbs.</p> <p>use similar and opposite verbs in oral sentences.</p> <p>use similar and opposite verbs in written sentences.</p> <p>describe actions performed by others using appropriate verbs.</p> <p>use similar and opposite adjectives in oral sentences to describe objects.</p> <p>write sentences using similar and opposite adjectives.</p>	<p>Charts</p> <p>Word cards</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
29. write an unguided friendly letter.	<p><b>Concepts</b> Layout Purpose Structure Language</p> <p><b>Skills</b> Reading Writing Creativity Differentiation</p>	<ul style="list-style-type: none"> <li>• Teacher provides learners with friendly letters to read.</li> <li>• Teacher asks learners why friendly letters are written.</li> <li>• Teacher and learners revise the structure and layout of friendly letters.</li> <li>• Teacher provides learners with different scenarios to write friendly letters.</li> <li>• Learners write letters to one another.</li> <li>• Learners exchange letters and read one another's letters.</li> <li>• Selected learners read their letters aloud to the rest of the class.</li> <li>• Learners write replies and exchange these.</li> <li>• Learners read the replies they have received.</li> </ul>	<p>write unguided friendly letters.</p> <p>follow instructions regarding the form and contents of a friendly letter.</p> <p>use the correct layout when writing a friendly letter.</p> <p>write neatly using correct spelling and punctuation.</p>	<p>Charts</p> <p>Words cards</p> <p>Written friendly letters</p> <p>Textbooks</p>
30. recite poems.	<p><b>Concepts</b> Rhythm Rhyme Stanzas Poet Theme Figurative speech: Simile</p> <p><b>Skills</b> Reading Listening Speaking Reciting Fluency Creativity</p> <p><b>Values and attitudes</b> Appreciation Confidence Respect</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise key concepts used in poetry, making learners aware of themes, rhythm, stanzas and figures of speech.</li> <li>• Teacher asks learners to read poems aloud.</li> <li>• Teacher guides learners to discuss the message of the poem.</li> <li>• Teacher guides learners to identify and understand figures of speech, such as similes.</li> <li>• Learners recite poems using correct pronunciation, rhythm and intonation..</li> </ul>	<p>identify similes in given poems.</p> <p>discuss the messages in poems.</p> <p>read and recite poems using correct pronunciation, rhythm and intonation.</p>	<p>Dictionary</p> <p>Poems</p> <p>Charts</p> <p>Textbooks</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
31. draw and write about pictures.	<p><b>Concepts</b> Pictures Paragraphs Punctuation marks Descriptive writing</p> <p><b>Skills</b> Drawing Interpretation Speaking Listening Reading Writing</p>	<ul style="list-style-type: none"> <li>• Teacher provides learners with a picture and learners brainstorm words which describe it.</li> <li>• Teacher and learners list words and expressions which can be used to describe a picture.</li> <li>• Learners describe given pictures orally.</li> <li>• Learners write 3-4 paragraphs about a given picture.</li> <li>• Learners draw pictures of their choice and describe them in writing.</li> <li>• Learners read their descriptions to one another, pausing where there is a punctuation mark.</li> <li>• Teacher provides learners with series of pictures in the wrong order for them to arrange and then tell the story.</li> </ul>	<p>describe a picture using appropriate words and expressions.</p> <p>describe given pictures orally.</p> <p>describe their own drawings in writing, using punctuation marks correctly</p> <p>read their stories, pausing where appropriate .</p> <p>tell a story from a series of pictures.</p>	<p>Pictures</p> <p>Charts</p>
32. give and follow instructions on how to perform a task.	<p><b>Concepts</b> Giving instructions Following instructions</p> <p><b>Skills</b> Reading Speaking Reading Writing</p> <p><b>Values and attitudes</b> Respect Tolerance</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise how to give clear instructions.</li> <li>• Teacher highlights the language used to give instructions.</li> <li>• Learners prepare instructions for a given task.</li> <li>• Learners present their work to the whole class and agree on how instructions should be ordered.</li> <li>• Learners practice giving and following instructions.</li> <li>• Teacher and learners discuss what learners did and the consequences of not giving clear instructions or following instructions accurately.</li> <li>• In groups learners write instructions on how to take a bath.</li> <li>• Learners write instructions on how to perform a task of their choice and supervise other learners to carry them out.</li> <li>• Learners interpret and follow instructions given by the teacher or in given pictures or.</li> </ul>	<p>give clear, well-ordered written instructions.</p> <p>give clear, well-ordered oral instructions.</p> <p>perform tasks following instructions exactly.</p>	<p>Pictures</p> <p>Charts</p> <p>Classroom items</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
33. use homographs ( words spelled the same way but having different meanings and functions) in sentences.	<p><b>Concepts</b> Homographs ( words spelled the same way but having different meanings and functions)</p> <p><b>Skills</b> Listening Reading Speaking Writing</p> <p><b>Values and attitudes</b> Fluency Awareness</p>	<ul style="list-style-type: none"> <li>• Teacher and learners brainstorm words they know which are spelled the same way but have different meanings and functions.</li> <li>• Teacher adds to the list, explaining the new words.</li> <li>• Teacher dictates sentences containing the homographs.</li> <li>• Teacher and learners discuss the role played by a word in different sentences.</li> <li>• Learners use the words appropriately in sentences showing their different meanings and functions.</li> <li>• Learners write pairs of sentences which illustrate the meaning of the different pairs of words.</li> </ul>	<p>identify words spelled in the same way but which have different meanings and functions.</p> <p>explain the correct meaning of individual words.</p> <p>use the words appropriately in sentences showing their different meanings and functions.</p> <p>write pairs of sentences which illustrate the meaning of the different pairs of words.</p>	<p>Dictionary</p> <p>Word cards</p> <p>Different texts</p> <p>Learners' book</p>

## Numerical and Mathematical Learning Area

### Overview

#### Learning Outcomes: at the end of this unit learners should be able to:

1. compare two sets with common members using the intersection symbol. TG
2. form a union of two sets.
3. demonstrate an understanding of place value in 5-digit numbers using meaningful contexts.
4. add 5-digit numbers with and without carrying. TG
5. subtract 5-digit numbers with and without borrowing.
6. describe multiplicative relationships between quantities. TG
7. determine equivalent fractions using meaningful contexts. TG
8. add fractions using different units of measure. TG
9. subtract fractions using different units of measure. TG
10. measure and construct angles up to  $180^\circ$  using a protractor. TG
11. construct triangles given acute or right angles and side measurements.
12. find the sum of interior angles of a triangle.
13. express numbers to the nearest 1000 in relevant contexts. TG
14. demonstrate the use and management of money in practical situations. TG
15. demonstrate understanding of conversions from **cm** to **m** and from **m** to **cm** when reading scales. TG
16. describe the volume of a cube and cuboid in terms of the space they occupy.
17. find number of lines of symmetry in objects found in the environment.
18. create and analyse symmetrical designs by reflecting shape(s). TG
19. multiply a 3-digit number by a 2-digit number to obtain a product not exceeding a 5-digit number. TG
20. demonstrate understanding of multiples of numbers from 2 up to 10.
21. add mixed fractions.
22. subtract mixed fractions.
23. demonstrate understanding of multiplication of money in buying and selling. TG
24. create and describe numeric and geometric patterns.
25. locate an object using a grid system. TG

26. demonstrate understanding of place value in decimal numbers from 0.01 to 0.1.
27. round decimal numbers to the nearest tenth and unit.
28. add and subtract decimal numbers up to two decimal places.
29. convert decimal numbers to fractions and fractions to decimal numbers.
30. divide a 4-digit number by a 2-digit number in meaningful contexts.
31. multiply a fraction by a whole number less than 10.
32. demonstrate understanding of division involving money.
33. collect data by conducting a survey.
34. measure and record temperature changes over a period of time. TG

## Numerical and Mathematical Learning Area

### Activity Plan

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
1. compare two sets with common members using the intersection symbol.	<p><b>Concepts</b> Sets Intersection(<math>\cap</math>) Venn diagram</p> <p><b>Skills</b> Classification Manipulation Communication</p>	<ul style="list-style-type: none"> <li>Teacher helps learners to form groups using different scenarios.</li> <li>Learners group themselves according to sporting activities to which they belong.</li> <li>Learners list members from each sport.</li> <li>Learners list members that appear in both groups.</li> <li>Learners identify common elements in the formed sets.</li> <li>Teacher introduces intersection.</li> <li>Learners draw Venn diagrams that represent the formed sets.</li> <li>Learners use the symbol <math>\cap</math> to show the common elements from the two sets.</li> </ul>	<p>list members that belong to each group correctly.</p> <p>Sort members of any two groups according to their common features.</p> <p>use a Venn diagram to describe the intersection of any two sets.</p>	<p>Mathematics kit</p> <p>Teacher's Guide</p>
2. form a union of two sets.	<p><b>Concepts</b> Sets Union(<math>\cup</math>) Venn diagram</p> <p><b>Skills</b> Classification Manipulation Communication</p>	<ul style="list-style-type: none"> <li>Learners group themselves according to sporting activities to which they belong.</li> <li>Learners list members from each sport.</li> <li>Learners list all members that appear in both groups.</li> <li>Teacher introduces union.</li> <li>Learners use <math>\cup</math> symbol to show union of the two sets.</li> <li>Learners draw Venn diagrams to represent the union of the two sets.</li> </ul>	<p>list members that belong to each group correctly.</p> <p>form a set that brings together members of both groups correctly.</p> <p>use a symbol of union correctly.</p> <p>use a Venn diagram to describe the union of any two sets.</p>	<p>Mathematics kit</p>
3. demonstrate an understanding of place value in 5-digit numbers, using meaningful contexts.	<p><b>Concepts</b> Ordering Place value Expanded notation</p> <p><b>Skills</b> Ordering Manipulation Communication</p>	<ul style="list-style-type: none"> <li>Teacher gathers statistics of voter registration of constituencies in the district.</li> <li>Teacher provides learners with flash cards showing the voter registration numbers in different constituencies.</li> <li>Learners arrange numbers in ascending order.</li> <li>Learners arrange numbers in descending order.</li> <li>Learners present the highest number in expanded notation form.</li> <li>Learners read the highest number.</li> <li>Learners write the highest number in words.</li> </ul>	<p>arrange numbers in ascending order.</p> <p>arrange numbers in descending order.</p> <p>present 5-digit numbers in expanded notation form.</p> <p>read and write the 5-digit numbers.</p>	<p>Mathematics kit</p> <p>Work cards</p> <p>Electoral list</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
4. add 5-digit numbers with and without carrying.	<p><b>Concepts</b> Addition Place value</p> <p><b>Skills</b> Critical thinking Manipulation Communication</p>	<ul style="list-style-type: none"> <li>Teacher provides learners with flash cards showing the voter registration numbers of different constituencies.</li> <li>Learners find the sum of two given constituencies, without carrying.</li> <li>Learners find the sum of two given constituencies, with carrying.</li> <li>Learners use different algorithms for adding whole numbers to find sums.</li> </ul>	<p>add given 5-digit numbers without carrying.</p> <p>add given 5-digit numbers with carrying.</p> <p>use a variety of algorithms for adding whole numbers.</p>	<p>Mathematics kit</p> <p>Abacus</p> <p>Work cards</p> <p>Dienes blocks</p> <p>Electoral list</p> <p>Teacher's Guide</p>
5. subtract 5-digit numbers with and without borrowing.	<p><b>Concepts</b> Subtraction Place value</p> <p><b>Skills</b> Critical thinking Manipulation Communication</p>	<ul style="list-style-type: none"> <li>Teacher provides learners with flash cards showing the voter registration numbers of different constituencies.</li> <li>Learners find the difference of two given constituencies without borrowing.</li> <li>Learners find the difference of two given constituencies with borrowing.</li> <li>Learners use different algorithms for subtracting whole numbers.</li> </ul>	<p>subtract given 5-digit numbers without carrying.</p> <p>subtract given 5-digit numbers with carrying.</p> <p>use a variety of algorithms for subtracting whole numbers.</p>	<p>Mathematics kit</p> <p>Abacus</p> <p>Work cards</p> <p>Dienes blocks</p> <p>Electoral list</p>
6. describe multiplicative relationships between quantities.	<p><b>Concepts</b> Multiples Product Quantity</p> <p><b>Skills</b> Comparison Manipulation Computation Logical thinking</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise terms used in multiplication.</li> <li>Teacher and learners discuss contexts in which multiplicative relationships between quantities are identified.</li> <li>Learners express two quantities using multiplicative relation.</li> </ul>	<p>list factors of a given quantity.</p> <p>list multiples of a given number.</p> <p>express two quantities using multiplicative relation.</p>	<p>Mathematics kit</p> <p>Teacher's Guide</p>



Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. determine equivalent fractions using meaningful contexts.	<p><b>Concepts</b> Equivalent fractions Numerator Denominator Multiples</p> <p><b>Skills</b> Observation Comparison Manipulation Computation</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise how to compare pairs of fractions in terms of size.</li> <li>Teacher uses concrete materials to demonstrate that the denominator is the total number of fractional parts and the numerator is the number of fractional parts being considered.</li> <li>Teacher creates scenarios in which concrete materials are equally shared between two learners.</li> <li>In pairs, learners find the fraction represented when each of the two learners gets 1, 2, 3, 4 and 5 piece(s) of a fruit.</li> <li>Learners predict fractions that will be represented when each of the two learners gets 6, 7, 8, 9 and 10 pieces of a fruit.</li> <li>Learners use diagrams to identify equivalent fractions.</li> <li>Learners determine equivalent fractions through calculation.</li> </ul>	<p>differentiate the numerator from the denominator..</p> <p>compare pairs of fractions in terms of size.</p> <p>use concrete materials and diagrams to identify equivalent fractions.</p> <p>find the relationship between pairs of equivalent fractions.</p> <p>calculate equivalent fraction(s) from a given fraction.</p> <p>determine the missing fraction from a sequence of equivalent fractions.</p>	<p>Mathematics kit</p> <p>Concrete materials</p> <p>Teacher's Guide</p>
8. add fractions using different units of measure.	<p><b>Concepts</b> Fraction Addition Units of measure</p> <p><b>Skills</b> Critical thinking Manipulation Logical thinking Communication</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise conversion of basic units of measure (volume, mass, length and time).</li> <li>Learners, assisted by the teacher, label 100ml, 250ml, 500ml and 750ml containers brought from the immediate environment in terms of fractions in relation to 1L.</li> <li>Learners, in groups, pour <math>\frac{1}{2}</math> L and <math>\frac{1}{4}</math> L into 1L container.</li> <li>Learners find the new volume in terms of litres.</li> <li>Learners find the fraction represented by the new volume.</li> <li>Learners repeat the same activity using different containers.</li> <li>Learners use algorithmic methods for solving problems which involve addition of fractions with different denominators.</li> </ul>	<p>convert units of measure into fractions.</p> <p>add fractions with the same denominator.</p> <p>add fractions with different denominators using algorithmic methods.</p>	<p>Mathematics kit</p> <p>Objects from the immediate environment</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
9. subtract fractions using different units of measure.	<p><b>Concepts</b> Fraction Subtraction</p> <p><b>Skills</b> Critical thinking Manipulation Logical thinking Communication Addition Subtraction</p>	<ul style="list-style-type: none"> <li>Learners convert units of measure (volume, mass, length and time) into fractions.</li> <li>Learners label 100ml, 250ml, 500ml and 750ml containers in terms of fractions.</li> <li>Learners, in groups, pour <math>\frac{1}{2}</math> L liquid from a <math>\frac{3}{4}</math> L container.</li> <li>Learners find the volume of the remaining liquid in fractions.</li> <li>Learners repeat the same activity using different containers.</li> <li>Learners use algorithmic methods for solving problems which involve subtraction of fractions with different denominators.</li> </ul>	<p>convert units of measure into fractions.</p> <p>subtract fractions represented in the form of units of measure appropriately.</p>	<p>Mathematics kit</p> <p>Objects from the immediate environment</p> <p>Teacher's Guide</p>
10. measure and construct angles up to $180^\circ$ using a protractor.	<p><b>Concepts</b> Angles: acute right obtuse straight Construction Measurement</p> <p><b>Skills</b> Drawing Counting Manipulation Accuracy Measuring</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise formation of angles in relation to a right angle.</li> <li>Teacher demonstrates how to measure angles using a protractor.</li> <li>Teacher provides learners with angles less than <math>90^\circ</math>.</li> <li>Teacher provides learners with angles ranging from <math>10^\circ</math> to <math>90^\circ</math> and <math>100^\circ</math> to <math>180^\circ</math>.</li> <li>Learners measure the angles.</li> <li>Teacher demonstrates how to construct angles.</li> <li>Learners construct angles using given dimensions.</li> <li>Learners label the angles in terms of acute, right, obtuse or straight.</li> </ul>	<p>measure angles ranging from <math>10^\circ</math> to <math>90^\circ</math>.</p> <p>measure angles ranging from <math>100^\circ</math> to <math>180^\circ</math>.</p> <p>label the angles in terms of acute, right, obtuse or straight.</p> <p>construct angles ranging from <math>10^\circ</math> to <math>90^\circ</math> and <math>100^\circ</math> to <math>180^\circ</math>.</p>	<p>Mathematics kit</p> <p>Mathematical sets</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
11. construct triangles given acute or right angles and side measurements.	<p><b>Concepts</b> Triangle Construction</p> <p><b>Skills</b> Manipulation Logical thinking Measurement Calculating</p>	<ul style="list-style-type: none"> <li>Learners construct a triangle when given the measurements of the sides and angles.</li> <li>Learners construct a triangle given one angle and the sides.</li> <li>Learners find the size of the other two angles using a protractor.</li> <li>Learners construct a triangle, given measurements of all angles and one side.</li> <li>Learners find the lengths of the other sides.</li> <li>Learners classify the triangles into isosceles, right-angled or equilateral, using properties of sides and angles.</li> </ul>	<p>construct a triangle given the measurements of the sides and angles.</p> <p>construct a triangle given one angle and the sides.</p> <p>find the size of the other two angles using a protractor.</p> <p>construct a triangle, given the measurements of all angles and one side.</p> <p>find the lengths of sides given measurements of angles and one side.</p> <p>classify the triangles into isosceles, right-angled or equilateral using properties of sides and angles.</p>	<p>Mathematics kit</p> <p>Mathematics set</p>
12. find the sum of the interior angles of a triangle.	<p><b>Concepts</b> Triangle Interior angle Sum</p> <p><b>Skills</b> Manipulation Logical thinking Measurement Calculating</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise acute, obtuse, right and straight angles.</li> <li>Learners draw a triangle on a sheet of paper and label its corners with the guidance of the teacher.</li> <li>Learners cut the corners of a triangle and place them in such a way that they tessellate.</li> <li>Learners find the sum of the interior angles by using the properties of the angles.</li> <li>Learners measure the interior angles of the triangle and calculate their sum.</li> </ul>	<p>measure the interior angles of the triangle</p> <p>find the sum of the interior angles by using the properties of angles.</p> <p>calculate the sum of interior angles.</p>	<p>Mathematics kit</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
13. express numbers to the nearest 1000 in relevant contexts.	<p><b>Concepts</b> Rounding off numbers Place value</p> <p><b>Skills</b> Logical thinking Critical thinking Manipulation Decisionmaking Estimation</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise rounding off numbers to the nearest 100.</li> <li>Teacher creates scenarios which lead to rounding off numbers to the nearest 1000.</li> <li>Teacher provides learners with primary school population in their district.</li> <li>Learners round off the population to the nearest 1000.</li> <li>Learners round off other numbers to the nearest 1000.</li> </ul>	<p>round off numbers to the nearest 1000 in different contexts.</p> <p>round off up to 5-digit numbers to the nearest 1000.</p>	<p>Mathematics kit</p> <p>Teacher's Guide</p>
14. demonstrate the use and management of money in practical situations.	<p><b>Concepts</b> Money Addition Subtraction</p> <p><b>Skills</b> Budgeting Management Reading Manipulation Logical thinking Decisionmaking</p>	<ul style="list-style-type: none"> <li>In pairs, learners draw a shopping list of 4 items.</li> <li>Learners estimate the amount of money needed for the items in the shopping list.</li> <li>Learners set up a mock shop and arrange items to be sold.</li> <li>Learners role-play buying and selling activities using improvised money.</li> <li>Learners check change they get after buying items.</li> <li>Learners keep records of bought and sold items.</li> </ul>	<p>draw a shopping list.</p> <p>estimate the prices of items.</p> <p>arrange items in a mock shop.</p> <p>add and subtract money during buying and selling.</p>	<p>Mathematics kit</p> <p>Improvise money</p> <p>Items for a mock shop</p> <p>Teacher's Guide</p>
15. demonstrate understanding of conversions from <b>cm</b> to <b>m</b> and from <b>m</b> to <b>cm</b> when reading scales.	<p><b>Concepts</b> Length Metre (m) Centimetre (cm) Conversion</p> <p><b>Skills</b> Manipulation Counting Logical thinking Recording Measuring</p>	<ul style="list-style-type: none"> <li>Learners, in groups, measure objects in <b>cm</b> and <b>m</b> and relate the measurements.</li> <li>Learners change distances given in <b>cm</b> to <b>m</b> on house plans.</li> <li>Teacher guides learners to change distance given in <b>m</b> to <b>cm</b> on house plans.</li> <li>Learners measure and express distances from one classroom corner to another in both <b>cm</b> and <b>m</b>.</li> <li>Learners convert dimensions given by the teacher to required units of length.</li> </ul>	<p>relate <b>cm</b> to <b>m</b>.</p> <p>convert <b>cm</b> to <b>m</b>.</p> <p>convert <b>m</b> to <b>cm</b>.</p> <p>apply conversions on scales and plans (short distances up to 3 digit numbers).</p>	<p>Strings</p> <p>Metre rule</p> <p>House plans</p> <p>Rulers</p> <p>Tape measure</p> <p>Atlas</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
16. describe the volume of a cube and cuboid in terms of the space they occupy.	<p><b>Concepts</b> Volume Cube Cuboid Area Height Cubic centimetres (cm<sup>3</sup>)</p> <p><b>Skills</b> Manipulation Logical thinking Measuring Recording</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise calculation of the area of a square and rectangle in square centimetres (cm<sup>2</sup>).</li> <li>Learners calculate area of the bottom face of a cube.</li> <li>Learners multiply the result by the height of the cube to get its volume in cm<sup>3</sup>.</li> <li>Learners calculate the area of the bottom face of a cuboid.</li> <li>Learners multiply the result by the height of the cuboid to get its volume in cm<sup>3</sup>.</li> </ul>	<p>calculate the area of the bottom face of a cube in cm<sup>2</sup>.</p> <p>calculate the area of the bottom face of a cuboid in cm<sup>2</sup>.</p> <p>multiply the area of a cube by its height to find its volume in cm<sup>3</sup>.</p> <p>multiply the area of a cuboid by its height to find its volume in cm<sup>3</sup>.</p>	<p>Mathematics kit</p> <p>Cube</p> <p>Cuboid</p> <p>Rule</p>
17. find the number of lines of symmetry in objects found in the environment.	<p><b>Concepts</b> Number of lines of symmetry</p> <p><b>Skills</b> Observation Logical thinking Classification</p>	<ul style="list-style-type: none"> <li>Learners examine lines of symmetry in objects brought from the environment.</li> <li>Learners classify objects into symmetrical and asymmetrical.</li> <li>Learners find the number of lines of symmetry in the symmetrical objects.</li> </ul>	<p>examine lines of symmetry in objects brought from the environment.</p> <p>classify objects into symmetrical and asymmetrical.</p> <p>find the number of lines of symmetry in the symmetrical objects.</p>	<p>Mathematical kit</p> <p>Objects from the immediate environment</p>
18. create and analyse symmetrical designs by reflecting shape(s).	<p><b>Concepts</b> Symmetry Reflection Shapes Line of reflection</p> <p><b>Skills</b> Design Draw Analyse Logical thinking</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise lines of symmetry.</li> <li>Learners use lines of symmetry to create patterns with the guidance of the teacher.</li> <li>Teacher uses a mirror to demonstrate the reflection of a shape on the grid.</li> <li>Learners identify the line of reflection (mirror line) between the shapes.</li> <li>Learners reflect the given shapes on the squared paper.</li> </ul>	<p>use lines of symmetry to create patterns.</p> <p>identify line of reflection between congruent shapes.</p> <p>reflect the given shapes on the squared paper.</p> <p>create symmetrical designs.</p>	<p>Mathematics kit</p> <p>Squared paper</p> <p>Drawing book</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
19. multiply a 3-digit number by a 2-digit number to obtain a product not exceeding a 5-digit number.	<b>Concept</b> Multiplication Place value  <b>Skills</b> Calculation Interpretation Logical thinking	<ul style="list-style-type: none"> <li>Teacher creates scenarios in clothing factory, bottling/packaging company or brick firm that involve multiplication which will result in a 5-digit number.</li> <li>Learners interpret a word problem to produce a numerical statement using the appropriate operation.</li> <li>Learners calculate a product.</li> <li>Learners use various algorithms to find answers to given problems.</li> </ul>	interpret a word problem to produce a numerical statement.  use appropriate operation to calculate a product.	Mathematics kit  Multiplication table  Chart paper  Teacher's Guide
20. demonstrate understanding of multiples of numbers from 2 up to 10.	<b>Concepts</b> Multiples  <b>Skills</b> Observation Manipulation Communication Drawing	<ul style="list-style-type: none"> <li>Teacher and learners revise multiples of 2, 3 and 4 in which the highest multiple does not exceed 100.</li> <li>Learners build multiples of 5, 6, 7, 8, 9 and 10 not exceeding 1000.</li> <li>Learners make multiplication tables.</li> <li>Learners identify common multiples of any pair of numbers from their multiplication tables.</li> <li>Learners identify lowest common multiples of any pair of numbers.</li> <li>Teacher and learners identify multiples in packages from their immediate environment.</li> <li>Learners find out factors of any number less than 1000.</li> </ul>	build multiples of 2, 3 and 4 in which the highest multiple does not exceed 100.  build multiples of 5, 6, 7, 8, 9 and 10 not exceeding 1000.  make multiplication tables.  identify common multiples of any pair of numbers from their multiplication tables.  identify the lowest common multiples of any pair of numbers.  identify multiples in packages from their immediate environment.  find out factors of any number less than 1000.	Mathematics kit  Multiplication table

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
21. add mixed fractions.	<p><b>Concepts</b> Units of measure Mixed fraction Addition</p> <p><b>Skills</b> Critical thinking Manipulation Logical thinking Communication</p>	<ul style="list-style-type: none"> <li>Teacher demonstrates the presentation of mixed fractions in numbersymbols and words.</li> <li>Learners identify mixed fractions on the instruments that measure volume, mass or length.</li> <li>Teacher and learners add mixed fractions by adding whole numbers and fractions separately.</li> <li>Learners change mixed fractions into improper fractions and then add them.</li> </ul>	<p>write mixed fractions in number symbols and words.</p> <p>identify mixed fractions on the instruments that measure volume, mass or length.</p> <p>add mixed fractions by adding whole numbers and fractions separately.</p> <p>change mixed fractions into improper fractions and then add them.</p>	<p>Mathematics kit</p> <p>Measuring objects from the immediate environment</p>
22. subtract mixed fractions.	<p><b>Concepts</b> Units of measure Fraction Subtraction</p> <p><b>Skills</b> Critical thinking Manipulation Logical thinking Addition</p>	<ul style="list-style-type: none"> <li>Learners identify mixed fractions on the instruments that measure volume, mass or length.</li> <li>Teacher and learners subtract mixed fractions using volume of liquids.</li> <li>Teacher and learners subtract mixed fractions by adding whole numbers and fractions separately.</li> <li>Learners change mixed fractions into improper fractions and then subtract them.</li> </ul>	<p>write mixed fractions involving subtraction in number symbols.</p> <p>subtract fractions represented in the form of units of measure appropriately.</p>	<p>Mathematics kit</p> <p>Measuring objects from the immediate environment</p>
23. demonstrate understanding of multiplication of money in buyingand selling.	<p><b>Concepts</b> Money Multiplication Buying Selling</p> <p><b>Skills</b> Calculation Logical thinking Manipulation Decision-making</p>	<ul style="list-style-type: none"> <li>Teacher and learnersrevise multiplicative relations of whole numbers.</li> <li>Teacher and learners discuss market prices of different items.</li> <li>Learners practise packing the items in different numbers,from 2 to 12, in a packet.</li> <li>Learners determine the price of a packet of a certain item.</li> <li>Learners role-play buying and selling.</li> <li>Learners buy and check change.</li> <li>Learners record sales of the day.</li> </ul>	<p>roleplaybuying and selling.</p> <p>calculate the price of a packet of a certain item.</p> <p>check change.</p>	<p>Itemsfor mock shop</p> <p>Improvised money</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
24. create and describe numeric and geometric patterns.	<p><b>Concepts</b> Pattern Tessellations Sequence</p> <p><b>Skills</b> Manipulation Creativity Logical thinking Drawing</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise tessellations.</li> <li>• Learners create repeating patterns with shapes provided.</li> <li>• Learners create growing and decreasing patterns with the shapes.</li> <li>• Learners draw patterns in their drawing books.</li> <li>• Learners identify the sequential arrangement of items numerically.</li> <li>• Learners describe the given pattern.</li> <li>• Learners extend the given pattern to the required dimensions.</li> <li>• Learners use numerical sequence to form patterns with different shapes.</li> </ul>	<p>create repeating patterns with shapes provided.</p> <p>create growing and decreasing patterns.</p> <p>draw repeating, growing and decreasing patterns.</p> <p>identify sequential arrangement of items numerically.</p> <p>describe given patterns.</p> <p>extend the given patterns to the required dimensions.</p> <p>use numerical sequences to form patterns with different shapes.</p>	<p>Mathematics kit</p> <p>Drawing books</p> <p>Chart</p>
25. locate an object using a grid system.	<p><b>Concepts</b> Location Rows Columns</p> <p><b>Skills</b> Logical thinking Decision-making</p>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to label a grid into rows and columns.</li> <li>• Teacher demonstrates how to locate an object on the grid labelled in rows and columns.</li> <li>• Learners locate an object on the grid.</li> <li>• Learners describe coordinates used to locate the object.</li> <li>• Learners locate an object using given coordinates.</li> </ul>	<p>locate an object on the grid.</p> <p>describe coordinates used to locate the object.</p> <p>locate an object using given coordinates.</p>	<p>Mathematics kit</p> <p>Teacher's Guide</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
26. demonstrate understanding of place value in decimal numbers from 0.01 to 0.1.	<p><b>Concepts</b>            Decimal number            Decimal point            Place value            Hundredth            Tenth</p> <p><b>Skills</b>            Ordering            Logical thinking            Manipulation</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise the place value of whole numbers in terms of units, tens and thousands.</li> <li>Teacher demonstrates place value in decimal numbers using abacus.</li> <li>Learners use expanded notation to express the place value of decimal numbers.</li> <li>Learners use base ten materials to represent the relationship between 1, 0.1 and 0.01.</li> <li>Learners arrange decimal numbers in ascending order.</li> <li>Learners arrange decimal numbers in descending order.</li> </ul>	<p>use expanded notation to express place value of decimal numbers.</p> <p>use abacus to represent the place value of decimal numbers.</p> <p>use base ten materials to represent the relationship between 1, 0.1 and 0.01.</p> <p>arrange decimal numbers in ascending and descending orders.</p>	Mathematics kit Abacus Base ten materials
27. round off decimal numbers to the nearest tenth and unit.	<p><b>Concepts</b>            Rounding off            Decimal number            Decimal point            Place value</p> <p><b>Skills</b>            Logical thinking            Manipulation</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise rounding whole numbers to the nearest 10 and 100.</li> <li>Teacher and learners use a number line to round decimal numbers to the nearest tenth.</li> <li>Learners use improvised coins to round off money to the nearest 10 cents.</li> <li>Learners use a combination of improvised banknotes and coins to round off money to the nearest 1 Loti.</li> <li>Learners round off a decimal numbers to the nearest unit.</li> </ul>	<p>use a number line to round decimal numbers to the nearest tenth.</p> <p>use improvised coins to round off money to the nearest 10 cents.</p> <p>use a combination of improvised banknotes and coins to round off money to the nearest 1 Loti.</p> <p>round off decimal numbers to the nearest unit.</p>	Mathematics kit Improvised money
28. add and subtract decimal numbers up to two decimal places.	<p><b>Concepts</b>            Decimal numbers            Decimal point            Place value            Addition            Subtraction</p> <p><b>Skills</b>            Calculation            Manipulation            Logical thinking</p>	<ul style="list-style-type: none"> <li>Teacher and learner revise addition and subtraction of whole numbers.</li> <li>Learners arrange addends in columns, ensuring proper positioning of the decimal point.</li> <li>Learners use improvised coins and banknotes to add decimals.</li> <li>Learners add decimal numbers with and without carrying.</li> <li>Learners use improvised coins and banknotes to subtract decimals.</li> <li>Learners subtract decimal numbers with and without borrowing.</li> </ul>	<p>arrange addends in columns, ensuring proper positioning of the decimal point.</p> <p>use improvised coins and banknotes to add decimals.</p> <p>add decimal numbers with and without carrying.</p> <p>use improvised coins and banknotes to subtract decimals.</p> <p>subtract decimal numbers with and without borrowing.</p>	Mathematics kit Improvised money

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
29. convert decimal numbers to fractions and fractions to decimal numbers.	<p><b>Concepts</b>            Decimal number            Decimal point            Place value            Addition            Subtraction</p> <p><b>Skills</b>            Calculation            Manipulation            Logical thinking</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise conversions of units of measure (length, mass and volume).</li> <li>• Teacher and learners use number stripes to represent decimal numbers.</li> <li>• Learners change decimal numbers into fractions using the number stripes.</li> <li>• Teacher demonstrates how to write equivalent fractions with denominator 10 or 100.</li> <li>• Learners write equivalent fractions with denominator 10 or 100.</li> <li>• Learners convert the fractions into decimal numbers.</li> </ul>	<p>use number stripes to represent decimal numbers.</p> <p>change decimal numbers into fractions using the number stripes.</p> <p>write equivalent fractions with denominator 10 or 100.</p> <p>convert the fractions into decimal numbers.</p>	<p>Mathematics kit</p> <p>Number stripes</p>
30. divide a 4-digit number by a 2-digit number in meaningful contexts.	<p><b>Concepts</b>            Division            Place value</p> <p><b>Skills</b>            Manipulation            Calculation            Logical thinking            Decision-making</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise division of a 4-digit number by a one-digit number.</li> <li>• Teacher demonstrates how to divide a 4-digit number by a 2-digit number without a remainder.</li> <li>• Learners divide 4-digit numbers by 2-digit numbers without a remainder.</li> <li>• Teacher demonstrates how to divide a 4-digit number by a 2-digit number with a remainder.</li> <li>• Learners divide 4-digit numbers by 2-digit numbers with a remainder.</li> <li>• Teacher and learners discuss scenarios that involve division of 4-digit numbers by 2-digit numbers involving monetary issues and the manufacturing industry.</li> <li>• Teacher and learners interpret the scenarios to formulate numerical statements.</li> </ul>	<p>divide a 4-digit number by one digit number.</p> <p>divide 4-digit numbers by 2-digit numbers without a remainder.</p> <p>divide 4-digit numbers by 2-digit numbers with a remainder.</p>	<p>Mathematics kit</p> <p>Abacus</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
31. Multiply a fraction by a whole number less than 10.	<p><b>Concepts</b>            Multiplication            Fractions:              proper              improper              mixed            Whole number</p> <p><b>Skills</b>            Calculation            Manipulation            Logical thinking</p>	<ul style="list-style-type: none"> <li>Teacher and learners multiply fractions by a whole number less than 5, using repeated addition.</li> <li>Learners multiply fractions by a whole number less than 10, the product being a mixed fraction.</li> <li>Learners multiply the numerator of the fraction by the whole.</li> <li>Learners compare the results in each case.</li> </ul>	<p>multiply fractions by a whole number less than 5 using repeated addition.</p> <p>multiply fractions by a whole number less than 10.</p> <p>multiply fractions by a whole number less than 10, the product being a mixed fraction.</p> <p>multiply the numerator of the fraction by the whole.</p>	Mathematics kit
32. demonstrate understanding of division involving money.	<p><b>Concepts</b>            Division of money</p> <p><b>Skills</b>            Critical thinking            Decision-making            Recording            Reporting            Communication</p>	<ul style="list-style-type: none"> <li>Teacher provides learners with improvised money.</li> <li>In groups, learners share the money equally among themselves so that each of them gets cents.</li> <li>Learners solve problems using division of money relating to real life situations.</li> <li>Learners buy packets of items and calculate the price of each item.</li> </ul>	<p>share the money among themselves so that each of them gets cents.</p> <p>solve problems using division of money relating to real life situations.</p> <p>calculate the price of each item given the cost of a packet.</p>	Mathematics kit Improvised money
33. collect data by conducting a survey.	<p><b>Concepts</b>            Bar charts            Data            Survey</p> <p><b>Skills</b>            Interpretation            Reporting            Logical thinking            Drawing</p>	<ul style="list-style-type: none"> <li>Learners collect data on environmental issues in their school or community.</li> <li>Learners organise and display data in tables and charts that have appropriate titles and labels.</li> <li>Learners interpret and draw conclusions from data presented in charts and tables.</li> </ul>	<p>collect data on environmental issues in their school or community.</p> <p>organise and display data in tables and charts that have appropriate titles and labels.</p> <p>interpret and draw conclusions from data presented in charts and tables.</p>	Mathematics kit Charts Crayons

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
34. measure and record temperature changes over a period of time.	<p><b>Concepts</b>  Temperature  Thermometer  Degree Celsius (°C)  Time  Seconds</p> <p><b>Skills</b>  Observation  Recording  Reporting  Logical thinking  Measurement</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss instruments used to measure time and temperature and their units.</li> <li>• Teacher and learners carryout an experiment of measuring the temperature of water over certain time intervals.</li> <li>• Learners, in groups, measure and record temperature of water before heating.</li> <li>• Learners heat water and record its temperature every 30 seconds.</li> <li>• Learners do the same activity until water reaches boiling point.</li> <li>• Learners report and compare their findings.</li> </ul>	measure and record temperature in °C.	Mathematics kit  Science kit  Stop clock  Teacher's Guide

## Scientific and Technological Learning Area

### Overview

**Learning Outcomes: at the end of this unit learners should be able to:**

1. measure temperature using a thermometer. TG
2. measure mass using a pan scale.
3. measure the amount of rainfall using a rain gauge. TG
4. identify sources of heat.
5. demonstrate the effects of heat on solids and liquids.
6. demonstrate that oxygen supports burning, life and causes rust.
7. prepare green leafy vegetables.
8. prepare eggs.
9. identify food nutrients, their sources and functions.
10. explain signs, symptoms and treatment of deficiency diseases.
11. explain non-infectious diseases.
12. explain the spread of infectious diseases.
13. describe common diseases of ruminants and their control.
14. describe common diseases of pigs and their control.
15. describe common diseases of equines and their control.
16. describe common diseases of rabbits and their control.
17. demonstrate proper ways of controlling crop diseases.
18. describe good hygiene practices critical to health and self-esteem.
19. wash and finish clothes. TG
20. explain the importance of protective clothing.
21. demonstrate proper ways of sweeping and dusting. TG
22. demonstrate proper ways of cleaning plastic and enamel ware. TG
23. demonstrate properties of water.
24. explain ways of cleaning water. TG
25. explain proper ways of conserving water sources. TG

26. explain the use of farm implements.
27. describe different methods of planting crops. TG
28. demonstrate proper ways of watering vegetables. TG
29. identify lines of latitude and longitude. TG
30. identify the cardinal points.
31. describe ways of controlling soil erosion.
32. identify the external structure of a simple leaf.
33. demonstrate an understanding that changes at puberty are normal and natural.
34. explain that forced sex is a crime regardless of social norms and media messages.
35. demonstrate an understanding of how refusal skills can be used to protect one against coercive sex.
36. describe the structure and functions of parts the tooth, eye and ear. TG
37. describe the basic structure and functions of the skeletal system.
38. classify insects and animals with segmented bodies according to number of legs and main body parts.
39. identify endangered species in their local environment.
40. explain ways of conserving endangered species.
41. identify the internal structure of a typical flower and the functions of its parts.
42. identify different types of stems in terms of their structure.
43. describe Lesotho's climatic conditions.
44. explain how animals protect themselves against enemies or unfavourable conditions.
45. preserve animals and plants.
46. identify leguminous crop diseases.

## Scientific and Technological Learning Area

### Activity Plan

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
1. measure temperature using a thermometer.	<p><b>Concepts</b> Temperature Atmospheric Food body</p> <p><b>Skills</b> Measurement Observation Accuracy Recording Reading the scale Identification Comparison Drawing Manipulation</p> <p><b>Values and attitudes</b> Appreciation Awareness Co-operation</p>	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• identify different types of thermometers.</li> <li>• compare different types of thermometers.</li> <li>• draw the different types of thermometers.</li> <li>• Teacher demonstrates the use of the three thermometers</li> <li>• Learners use different thermometers to measure temperature</li> </ul>	<p>name different types of thermometers.</p> <p>draw the different types of thermometers.</p> <p>compare different types of thermometers.</p> <p>use different types of thermometers appropriately to measure temperature accurately.</p>	<p>Mercury/alcohol thermometer</p> <p>Food thermometer</p> <p>Clinical thermometer</p> <p>Teacher's Guide</p>
2. measure mass using a pan scale	<p><b>Concepts</b> Mass</p> <p><b>Skills</b> Measurement Observation Accuracy Recording Identification Comparison Manipulation</p> <p><b>Values and attitudes</b> Awareness Cooperation</p>	<ul style="list-style-type: none"> <li>• Teacher guides learners to compare masses of two learners using a see-saw.</li> <li>• Teacher demonstrates the use of the pan scale.</li> <li>• Teacher and learners discuss the relationship between the see-saw and pan scale in terms of use.</li> </ul> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• measure masses of different substances using pan scale.</li> <li>• record masses of different objects.</li> <li>• Teacher assists learners to find masses of unknown objects using the masses of other objects.</li> </ul>	<p>uses pan scale to measure mass of different substances.</p> <p>measure and record masses of different substances.</p>	<p>See-saw</p> <p>Pan scale</p> <p>Substances</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
3. measure the amount of rainfall using a rain gauge.	<p><b>Concepts</b> measurement of rainfall</p> <p><b>Skills</b> Measurement Observation Recording Identification Comparison Drawing Interpretation Manipulation</p> <p><b>Values and attitudes</b> Accuracy</p>	<ul style="list-style-type: none"> <li>Learners identify the different parts of a rain gauge.</li> <li>Learners draw a rain gauge.</li> <li>Teacher and learners identify a suitable location for mounting a rain gauge.</li> <li>Teacher demonstrates the use of the rain gauge.</li> <li>Learners use a rain gauge to measure and record the amount of rainfall.</li> <li>Learners take a field trip to the weather station to observe how the rain gauge is used.</li> </ul>	<p>name the different parts of a rain gauge.</p> <p>draw and label a rain gauge.</p> <p>explain the suitable location for mounting a rain gauge.</p> <p>record the amount of rainfall appropriately.</p>	<p>Rain gauge</p> <p>Science kit</p> <p>Pole(1.5M)</p> <p>Weather chart</p> <p>Weather station</p> <p>Teacher's Guide</p>
4. identify sources of heat	<p><b>Concepts</b> Sources of heat</p> <p><b>Skills</b> Identification Observation Manipulation</p> <p><b>Values and attitudes</b> Awareness Responsibility</p>	<ul style="list-style-type: none"> <li>Learners identify sources of heat.</li> <li>Teacher and learners discuss sources of heat.</li> <li>Learners produce heat using some of the sources of heat.</li> <li>Under supervision of the teacher, learners direct the sun's rays onto a piece of by means of a mirror and then record and discuss the results.</li> </ul>	<p>list sources of heat.</p> <p>produce heat using some of the sources of heat.</p> <p>carry out an experiment to show the effect of the sun on objects as a source of energy.</p> <p>report their findings.</p>	<p>Wood</p> <p>Coal</p> <p>Sun</p> <p>Heaters</p> <p>Candles</p> <p>Lens</p> <p>Matches</p> <p>Torches/lamps</p> <p>Mirrors</p> <p>Paper</p> <p>Stoves</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
5. demonstrate the effects of heat on solids and liquids.	<p><b>Concepts</b> Effects of heat on solids and liquids</p> <p><b>Skills</b> Identification Observation Manipulation Recording Reporting</p> <p><b>Values and attitudes</b> Awareness Responsibility Appreciation</p>	<ul style="list-style-type: none"> <li>Learners push a cold disc/ball through the hole of a ring.</li> <li>Learners heat it over the flame of a candle/spirit lamp. and then push it through the same hole of a ring and note their observation.</li> <li>Teacher and learners carry out other experiments to illustrate the expansion of solids.</li> <li>Learners observe, explain and record their observations.</li> <li>Learners identify the effects of heat on other objects in their local environment.</li> <li>Learners heat a liquid in a beaker/pot over a flame/any source of heat.</li> <li>Learners observe and explain their observations and then keep records.</li> <li>Teacher and learners carry out other experiments to illustrate the expansion of liquids.</li> </ul>	<p>explain the effects of heat on solids.</p> <p>describe the effects of heat on liquids.</p> <p>report their findings.</p>	<p>Science kit</p> <p>Wire</p> <p>candles</p>
6. Demonstrate that oxygen supports burning, life and causes rust	<p><b>Concepts</b> <b>Oxygen:</b> supports burning (combustion) supports life in animals and plants (respiration) causes rust (oxidation)</p> <p><b>Skills</b> Observation Manipulation Decision making Critical thinking Problem solving</p> <p><b>Values and attitudes</b> Responsibility Value for life</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss air as a mixture of gases (nitrogen, oxygen and carbon dioxide).</li> <li>With the guidance of the teacher, learners light two candles, cover one with an empty jar and observe what happens to each.</li> <li>Learners collect two small animals such as locusts, put one in a jar with holes made in the lid and the other in a jar of the same size but without the holes. Teacher and learners discuss what will happen to each of the if they are left in the jar. Learners release the animals while still alive.</li> <li>Learners expose the nails to air for some days and observe them, then explain their observation.</li> </ul>	<p>list different gases found in the air(nitrogen, oxygen and carbon dioxide)</p> <p>report their observations regarding oxygen supporting burning, life and causing rust.</p> <p>explain the role of oxygen in combustion, respiration and oxidation.</p>	<p>Iron nails</p> <p>Candles</p> <p>Jars</p> <p>Small animals</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
7. prepare green leafy vegetables.	<p><b>Concepts</b> Cooking leafy green vegetable</p> <p><b>Skills</b> Manipulation Measuring Decision making</p> <p><b>Values and attitudes</b> Accuracy Caring Cleanliness</p>	<ul style="list-style-type: none"> <li>Learners brainstorm ways of preparing vegetables in their homes.</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>guides learners in reading and following the recipe.</li> <li>demonstrates the measuring and preparation of the ingredients.</li> <li>demonstrates preparing and cooking vegetables step by step.</li> <li>helps learners identify and name the utensils used to prepare the vegetables.</li> </ul> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>in groups collect ingredients and equipment.</li> <li>measure and prepare ingredients, following the teacher's example.</li> <li>cook the vegetables.</li> <li>serve the vegetables.</li> </ul>	<p>read the recipe well.</p> <p>measure ingredients accurately.</p> <p>identify and name the utensils used to prepare the vegetables.</p> <p>prepare and cook the vegetables.</p> <p>evaluate the flavour and appearance of the vegetables.</p>	<p>Kitchen equipment</p> <p>Chart</p> <p>Protective clothing</p>
8. prepare eggs.	<p><b>Concepts</b> Soft boiled egg Hard-boiled egg Scrambled egg</p> <p><b>Skills</b> Manipulation Identification Observation Accuracy Cooking</p> <p><b>Values and attitudes</b> Cleanliness Cooperation Workmanship Appreciation Awareness</p>	<ul style="list-style-type: none"> <li>Teacher demonstrates how to prepare a soft boiled egg.</li> <li>Learners practice preparing a soft boiled egg</li> <li>Teacher and learners discuss how to prepare hard-boiled eggs.</li> <li>Learners practice preparing hard-boiled eggs.</li> <li>Teacher demonstrates how to prepare scrambled eggs.</li> <li>Learners practice preparing scrambled eggs</li> <li>Learners measure the temperature of the prepared eggs.</li> </ul>	<p>prepare soft boiled eggs.</p> <p>prepare hard-boiled eggs.</p> <p>prepare scrambled eggs.</p> <p>measure the temperature of the scrambled and boiled eggs.</p>	<p>Eggs</p> <p>Water</p> <p>Kitchen utensils and equipment</p> <p>Linen</p> <p>Clock</p> <p>Food thermometer</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
9. identify food nutrients, their sources and functions	<p><b>Concepts</b> Definition of nutrients: Carbohydrates Fats Proteins Food source Functions of nutrients</p> <p><b>Skills</b> Identification Manipulation Observation Sorting Classification</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise food groups and how to eat a balanced diet.</li> <li>Learners collect samples and pictures of food containing different nutrients.</li> <li>Teacher defines nutrients.</li> <li>Teacher and learners discuss food nutrients.</li> <li>Learners sort pictures of foods according to the nutrients they contain.</li> <li>Teacher and learners discuss sources and functions of food nutrients.</li> <li>Learners match nutrients with their sources.</li> <li>Learners draw different food sources.</li> </ul>	<p>name food nutrients.</p> <p>list food sources for each food nutrient.</p> <p>sort foods according to their nutrients.</p> <p>match food nutrients with their functions.</p> <p>draw different food sources.</p>	<p>Variety of foods</p> <p>Pictures</p> <p>Posters</p> <p>Charts</p> <p>Coloured pencils</p>
10. explain signs, symptoms and treatment of deficiency diseases.	<p><b>Concept</b> Deficiency diseases: Marasmus Kwashiorkor</p> <p><b>Skills</b> Identification Observation Classification Problem solving</p> <p><b>Values and attitudes</b> Awareness Empathy Responsibility</p>	<ul style="list-style-type: none"> <li>Teacher and learners describe deficiency diseases.</li> <li>Teacher and learners discuss causes of deficiency diseases.</li> <li>Learners discuss signs and symptoms of deficiency diseases.</li> <li>Learners match the diseases with their description.</li> <li>Teacher and learners discuss prevention of deficiency diseases.</li> <li>Learners visit the nearby Health Centre to research deficiency diseases.</li> <li>Learners keep records of deficiency diseases that occur in their local environment</li> <li>Teacher and learners discuss the treatment of each deficiency disease.</li> </ul>	<p>name deficiency diseases.</p> <p>state cause of deficiency diseases.</p> <p>explain signs and symptoms of deficiency diseases.</p> <p>describe prevention and treatment of deficiency diseases.</p> <p>keep records of deficiency diseases that occur in their local environment.</p>	<p>Charts</p> <p>Posters</p> <p>Pictures</p> <p>Health Centre</p> <p>Resource Person</p> <p>Newspaper cuttings</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
11. explain non-infectious diseases	<p><b>Concepts</b> Non infectious diseases: asthma ulcer arthritis</p> <p><b>Skills</b> Identification Observation Decision making</p> <p><b>Values and attitudes</b> Empathy Caring Awareness Responsibility</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss causes of asthma, ulcers and arthritis.</li> <li>Teacher and learners discuss signs and symptoms of diseases in general.</li> <li>Teacher and learners discuss signs and symptoms of asthma, ulcers and arthritis.</li> <li>Teacher and learners discuss prevention and treatment of asthma, ulcers and arthritis.</li> <li>Teacher invites the resource person to talk about asthma, ulcers and arthritis.</li> <li>Learners visit a nearby clinic to research one of the non-infectious diseases.</li> </ul>	<p>state the causes of asthma, ulcer and arthritis.</p> <p>state signs and symptoms of asthma, ulcer and arthritis.</p> <p>explain the prevention and treatment of asthma, ulcers and arthritis..</p> <p>present their research findings.</p>	<p>Posters</p> <p>Chart</p> <p>Resource person</p> <p>Health Centre</p>
12. explain the spread of infectious diseases.	<p><b>Concepts</b> Infectious diseases: swine flu diphtheria pneumonia Personal hygiene</p> <p><b>Skills</b> Identification Observation Effective communication Critical thinking Decision making Information finding Interpretation</p> <p><b>Values and attitudes</b> awareness cleanliness responsibility caring</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss causes of swine flu, pneumonia, and diphtheria.</li> <li>Teacher and learners discuss signs and symptoms of swine flu, pneumonia and diphtheria.</li> <li>Teacher and learners discuss prevention and treatment of swine flu, pneumonia, and diphtheria.</li> <li>Teacher invites a resource person to talk about infectious diseases.</li> <li>Learners visit a nearby clinic to research one of the infectious diseases.</li> </ul>	<p>state the causes of swine flu, diphtheria and pneumonia.</p> <p>state signs and symptoms of swine flu, diphtheria and pneumonia.</p> <p>explain how swine flu, diphtheria and pneumonia are transmitted.</p> <p>present their research findings.</p>	<p>Posters</p> <p>Chart</p> <p>Resource person</p> <p>Health Centre</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
13. describe common diseases of ruminants and their control.	<p><b>Concept</b> Common diseases of ruminants: Bloat Gall sickness Tuberculosis Scouring Foot and mouth Brucellosis abortus</p> <p><b>Skills</b> Identification Observation Classification</p> <p><b>Values and attitudes</b> Caring Responsibility Empathy</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the negative impact of diseases on ruminants.</li> <li>Teachers and learners visit a nearby veterinary clinic/farmer /project.</li> <li>Learners report their observations.</li> <li>Teachers and learners discuss signs of infected animals.</li> <li>Teacher and learners discuss preventive and control measures of diseases.</li> </ul>	<p>name common diseases of ruminants.</p> <p>list the signs of diseases.</p> <p>state the negative impact of diseases.</p> <p>state preventive and control measures of diseases.</p> <p>report their observations.</p>	<p>Resource person</p> <p>Posters</p> <p>Animals</p> <p>Magazine</p>
14. describe common diseases of pigs and their control.	<p><b>Concepts</b> Common diseases of pigs: Foot rot Anaemia Swine flu Pneumonia Black scour Mange</p> <p><b>Skills</b> Identification Observation Classification</p> <p><b>Values and attitudes</b> Caring Responsibility Empathy</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss common diseases of pigs.</li> <li>Teacher and learners visit veterinary/pig farm.</li> <li>Learners report their observations.</li> <li>Teachers and learners discuss signs of infected animals.</li> <li>Teacher and learners discuss preventive and control measures of pig diseases.</li> </ul>	<p>name common diseases of pigs.</p> <p>list signs of pig diseases.</p> <p>state preventive and control measures of pig diseases.</p> <p>report their observations.</p>	<p>Charts</p> <p>Veterinary/pig farm</p> <p>Posters</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
15. describe common diseases of equines and their control.	<p><b>Concept</b> Common diseases of equines: Anthrax Colic Strangles Equine flu</p> <p><b>Skills</b> Identification Observation Classification</p> <p><b>Values and attitudes</b> Caring Responsibility Empathy</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss common diseases of equines.</li> <li>• Teacher and learners visit farm/veterinary.</li> <li>• Teacher and learners discuss signs, preventive and control measures of equines diseases.</li> </ul>	<p>list common diseases of equines.</p> <p>state signs, preventive and control measures of equine diseases.</p> <p>report their observations.</p>	<p>Charts</p> <p>Farm/veterinary</p> <p>Posters</p>
16. describe common diseases of rabbits and their control.	<p><b>Concepts</b> Common diseases of rabbits: Bloat Coccidiosis Ear canker Mange Pneumonia</p> <p><b>Skills</b> Identification Observation Classification</p> <p><b>Values and attitudes</b> Caring Responsibility Empathy</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss common diseases of rabbits.</li> <li>• Teacher and learners visit farm/veterinary.</li> <li>• Teacher and learners discuss signs, preventive and control measures of rabbit diseases</li> </ul>	<p>list common diseases of rabbits.</p> <p>state signs, preventive and control measures of rabbit diseases.</p> <p>report their observations.</p>	<p>Charts</p> <p>Farm/veterinary</p> <p>Posters</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
17. demonstrate proper ways of controlling crop diseases.	<p><b>Concepts</b> Crop diseases: Smut Powdery mildew Blight Die back leave Damping off</p> <p><b>Skills</b> Identification Observation Decision making Critical thinking Manipulation</p> <p><b>Values and attitudes</b> Responsibility Caring</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss causes of crop diseases.</li> <li>• Teacher and learners discuss signs of crop diseases.</li> <li>• Teacher and learners explore vegetable gardens.</li> <li>• Learners examine the affected crops.</li> <li>• Compare and describe diseased and healthy crops.</li> <li>• Teacher demonstrates how to control crop diseases.</li> <li>• Learners demonstrate how to control crop diseases.</li> <li>• Teacher and learners discuss impact of crop diseases.</li> </ul>	<p>list causes of crop diseases.</p> <p>identify signs of crop diseases.</p> <p>report crop diseases found in the garden.</p> <p>compare and describe diseased and healthy crops.</p> <p>match diseases identified in live specimen with the ones shown on the chart.</p> <p>demonstrate ways of controlling diseases.</p> <p>state impacts of crop diseases.</p>	<p>Vegetable crops</p> <p>Vegetable garden</p> <p>Posters</p> <p>Charts</p>
18. describe good hygiene practices critical to health and self-esteem.	<p><b>Concepts</b> Good personal hygiene practices Body image and self-esteem</p> <p><b>Skills</b> Self-esteem Self-awareness Assertiveness Critical thinking</p> <p><b>Values and attitudes</b> Responsibility Self-control Cleanliness</p>	<ul style="list-style-type: none"> <li>• Learners engage in buzz groups on what they think about when they hear the word self esteem.</li> <li>• Teacher and learners discuss self esteem and how it is developed.</li> <li>• Teacher and learners engage in an exercise on monitoring one's self esteem.</li> <li>• Teacher and learners discuss hygiene practices that promote development of self esteem.</li> <li>• Teacher and learners discuss how these practices also promote good health.</li> </ul>	<p>define self esteem.</p> <p>explain how self esteem is developed.</p> <p>critically reflect on their level of self esteem.</p> <p>list the hygiene practices that promote self esteem.</p> <p>explain how hygiene practices promote development of self esteem.</p> <p>discuss how these practices also promote good health.</p>	<p>Self esteem scenario</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
19. wash and finish clothes.	<p><b>Concepts</b> Washing Ironing finishing</p> <p><b>Skills</b> Observation manipulation Identification Sorting</p> <p><b>Values and attitudes</b> Cleanliness Responsibility Awareness</p>	<ul style="list-style-type: none"> <li>Learners collect and bring clothes to be washed.</li> <li>Learners sort clothes to be washed according to non-colour fast, colour fast, colour, texture and dirt.</li> <li>Teacher introduces learners to rules of washing: <ul style="list-style-type: none"> <li>mending and removal of stains before washing</li> <li>use of the right washing method</li> </ul> </li> <li>Learners wash, rinse and dry clothes.</li> <li>Learners iron and finish clothes.</li> </ul>	<p>state rules of washing.</p> <p>sort clothes to be washed according to colour and texture.</p> <p>wash, rinse and dry clothes.</p> <p>iron and finish clothes.</p>	<p>Water</p> <p>Clothes</p> <p>Detergents</p> <p>Sewing tools</p> <p>Laundry equipment</p> <p>Teacher's Guide</p>
20. explain the importance of protective clothing.	<p><b>Concepts</b> Protective clothing: gloves goggles helmet masks boots rain coat cushion guards apron Importance of protective clothing</p> <p><b>Skills</b> Identification Observation Critical thinking Manipulation</p> <p><b>Values and attitudes</b> Responsibility Caring</p>	<ul style="list-style-type: none"> <li>Learners name and identify protective clothes.</li> <li>Learners identify places where protective clothing should be used.</li> <li>Teacher and learners discuss the uses and importance of protective clothing.</li> <li>Teacher and learners take a field trip to observe the use of protective clothing.</li> <li>Learners report their findings.</li> <li>Learners role play using protective clothing.</li> <li>Teacher invites a resource person to talk about protective clothing.</li> </ul>	<p>name and identify protective clothing.</p> <p>identify places where protective clothing should be used.</p> <p>explain the importance of protective clothing.</p> <p>role play using protective clothing.</p> <p>report their findings from the field trip.</p>	<p>Protective clothing</p> <p>Posters</p> <p>Charts</p> <p>Resource person</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
21. demonstrate proper ways of sweeping and dusting.	<p><b>Concept</b> Sweeping Dusting</p> <p><b>Skills</b> Identification Manipulation Decision making Observation</p> <p><b>Values and attitudes</b> Cleanliness Caring Responsibility Aesthetics</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss rules for sweeping and dusting.</li> <li>Teacher guides learners to identify tools used for sweeping and dusting.</li> <li>Teacher demonstrates proper ways of sweeping and dusting.</li> <li>Learners sweep floors and grounds.</li> <li>Learners dust furniture, walls and ornaments.</li> </ul>	<p>state rules for sweeping and dusting.</p> <p>identify tools used for sweeping and dusting.</p> <p>sweep floors and grounds.</p> <p>dust furniture, walls and ornaments.</p>	<p>Cleaning tools</p> <p>Classrooms</p> <p>Grounds</p> <p>Furniture</p> <p>Ornaments</p> <p>Teacher's Guide</p>
22. demonstrate proper ways of cleaning plastic and enamel ware.	<p><b>Concept</b> Proper ways of cleaning: Plastic Enamel</p> <p><b>Skills</b> Identification Manipulation Decision making Observation</p> <p><b>Values and attitudes</b> Cleanliness Caring Responsibility Aesthetics</p>	<ul style="list-style-type: none"> <li>Teacher demonstrates washing a plastic basin or lunch box( scrap food waste, wash in warm soapy water, rinse and dry, store in a dry place).</li> <li>Learners practice cleaning of plastic ware.</li> <li>Teacher demonstrates washing of enamel plate, basin and mug (wash in warm soapy water and scouring agent, rinse, dry and polish, store in a cool dry place).</li> <li>Learners practice washing enamel ware.</li> <li>Learners wash dish cloths thoroughly after use.</li> </ul>	<p>mention steps in washing plastic and enamel utensils.</p> <p>demonstrate washing of plastic utensils.</p> <p>demonstrate washing of enamel utensils.</p>	<p>Lunch boxes</p> <p>Basins</p> <p>Plates</p> <p>Mugs</p> <p>Dish cloths</p> <p>Cleaning agents</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
23. demonstrate properties of water.	<p><b>Concepts</b> Properties of water: as magnifier freezes ice melts evaporates condenses</p> <p><b>Skills</b> Observation Manipulation Recording</p>	<ul style="list-style-type: none"> <li>Teacher demonstrates how water can be used as a magnifier.</li> <li>Learners use transparent plastic/glass materials to magnify objects.</li> <li>Learners, with the guidance of the teacher, perform an experiment to show melting, boiling, evaporation and condensing.</li> <li>Learners use a thermometer to determine temperatures at which the water melts, boils and condenses.</li> <li>Learners record their observations.</li> </ul>	<p>list properties of water.</p> <p>use water as a magnify.</p> <p>perform experiments and record observations.</p>	<p>Water</p> <p>Science Kit</p> <p>Transparent plastic/glass</p> <p>Ice</p>
24. explain ways of cleaning water.	<p><b>Concepts</b> Ways of cleaning water: boiling use of chemicals filtration decantation distillation</p> <p><b>Skills</b> Observation Comparison Manipulation problem solving</p> <p><b>Values and attitudes</b> Awareness Health consciousness</p>	<ul style="list-style-type: none"> <li>teacher and learners clean water by boiling.</li> <li>teacher and learners clean water using chemicals.</li> <li>teacher and learners carry out experiments to show the following: <ul style="list-style-type: none"> <li>filtration</li> <li>decantation</li> <li>distillation.</li> </ul> </li> <li>teacher explains differences between clean and safe water.</li> <li>learners distinguish between methods of cleaning water which are used for general purposes and safe drinking.</li> </ul>	<p>list different ways of cleaning water.</p> <p>explain different methods of cleaning water.</p> <p>differentiate between clean and safe water.</p>	<p>River Learning Box</p> <p>Science kit</p> <p>Sand</p> <p>Clothes</p> <p>Alum</p> <p>Bottles</p> <p>Kettle</p> <p>Condenser</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
25. explain proper ways of conserving water sources.	<p><b>Concepts</b> Ways of conserving water sources Protection of: Wet lands Springs and wells</p> <p><b>Skills</b> Observation Identification Problem solving Decision making</p> <p><b>Values and attitudes</b> Responsibility Awareness Appreciation Patriotism</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the importance of water sources.</li> <li>Learners take a field trip to look at wetlands, springs and wells.</li> <li>Learners create models of the wetlands.</li> <li>Teacher and learners discuss proper ways of conserving water sources.</li> <li>Learners undertake a mini project to protect water sources.</li> <li>Learners explain the steps followed and the reasons for undertaking the project.</li> <li>Teacher and learners discuss the impact of their project in the community.</li> </ul>	<p>state the importance of water sources.</p> <p>create models of the wetlands.</p> <p>explain proper ways of conserving water sources.</p> <p>demonstrate ways of protecting water sources.</p> <p>explain the steps followed and the reasons for undertaking the project.</p> <p>state effects of the mini-project in their community.</p>	<p>Environment</p> <p>Teacher's Guide</p>
26. explain the use of farm implements.	<p><b>Concepts</b> Farm implements: disc harrow ox-drawn plough planter cultivator</p> <p><b>Skills</b> Identification Drawing Manipulation Workmanship</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the use of farm implements.</li> <li>Learners take a field trip to the nearby Agricultural Department.</li> <li>Learners draw and label the four farm implements</li> <li>Teacher and learners discuss the functions of the parts of the four farm implements</li> </ul>	<p>draw and label the four farm implements.</p> <p>match the farm implements with their names.</p> <p>state functions of the four farm implements.</p>	<p>Posters</p> <p>Charts</p> <p>Farm implements</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
27. describe different methods of planting crops.	<p><b>Concepts</b> Monocropping Intercropping Crop rotation</p> <p><b>Skills</b> Demonstration Manipulation Identification Estimation</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss advantages of planting crops in rows.</li> <li>• Teacher and learners discuss importance of spacing crops.</li> <li>• Learners estimate correct space between crops in each type.</li> <li>• Teacher describes monocropping and its importance.</li> <li>• Teacher describes intercropping and its importance.</li> <li>• Learners practice intercropping.</li> <li>• Teacher describes crop rotation and its importance.</li> <li>• Teacher and learners discuss advantages of different methods of planting crops.</li> </ul>	<p>name different methods of planting crops.</p> <p>explain the different methods of planting crops.</p> <p>demonstrate intercropping.</p> <p>explain the advantages of different methods of planting crops.</p>	<p>garden tools</p> <p>seeds/seedlings</p> <p>plots</p> <p>Teacher's Guide</p>
28. demonstrate proper ways of watering vegetables.	<p><b>Concepts</b> Watering vegetables</p> <p><b>Skills</b> Observation Watering Identification Decision making Problem solving</p>	<ul style="list-style-type: none"> <li>• Teacher and learners mention appropriate times of watering vegetables in different seasons.</li> <li>• Teacher and learners discuss proper ways of watering vegetables.</li> <li>• Teacher demonstrates proper ways of watering vegetables.</li> <li>• Learners practice watering vegetables.</li> </ul>	<p>state appropriate times to water vegetables.</p> <p>explain proper ways of watering vegetables.</p> <p>demonstrate proper ways of watering vegetables.</p>	<p>Watering can</p> <p>Water</p> <p>Grass</p> <p>Vegetables</p> <p>Teacher's Guide</p>
29. identify lines of latitude and longitude.	<p><b>Concepts</b> Lines of latitude and longitude</p> <p><b>Skills</b> Identification Observation Information finding Drawing</p>	<ul style="list-style-type: none"> <li>• Teacher show learners a globe/world map in the atlas.</li> <li>• Teacher and learners identify lines of latitude and longitude (meridians) on the map and their degrees.</li> <li>• Teacher shows learners the prime meridian/Greenwich meridian and explains its importance.</li> <li>• Teacher shows learners the lines of latitude on the globe/map.</li> <li>• Teacher and learners identify the equator and discuss its importance.</li> </ul>	<p>locate lines of latitude and longitude on the globe/map.</p> <p>name lines of latitude and longitude and their degrees.</p> <p>locate the Greenwich/prime meridian on the map and state its importance.</p> <p>locate the equator on the globe/map and state its importance.</p>	<p>Globe</p> <p>Atlases</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
30. identify the cardinal points	<p><b>Concepts</b> Cardinal points Lines of longitude and latitude</p> <p><b>Skills</b> Identification Observation Drawing Critical thinking</p> <p><b>Values and attitudes</b> Awareness Appreciation</p>	<ul style="list-style-type: none"> <li>Teacher shows learners cardinal points (North and South Pole) and relates them to the lines of longitude.</li> <li>Learners identify cardinal points (North and South pole) using a map.</li> <li>Teacher shows learners the Prime/Greenwich meridian (0 degrees) and the other meridians to the left and right ranging from 1-180°. The right is East and the left is west.</li> <li>Learners discuss lines of latitude and longitude.</li> <li>Learners draw a map of Lesotho to indicate the lines of latitude and longitude and the cardinal points.</li> <li>Teacher and learners discuss the importance of the lines of latitude and longitude.</li> </ul>	<p>identify the four cardinal points.</p> <p>draw a map of Lesotho map and indicate the lines of latitude and longitude and the cardinal points.</p> <p>state the importance of the lines of latitude and longitude.</p>	<p>Globe</p> <p>Atlases</p>
31. describe ways of controlling soil erosion	<p><b>Concepts</b> Ways of controlling soil erosion</p> <p><b>Skills</b> Cooperation Identification Problem solving Decision making Workmanship Critical thinking Creativity</p> <p><b>Values and attitudes</b> Awareness Responsibility Patriotism</p>	<ul style="list-style-type: none"> <li>Learners identify places where soil erosion has taken place in their local environment.</li> <li>Teacher and learner discuss ways in which soil erosion took place in their local environment.</li> <li>Teacher and learners discuss ways of controlling soil erosion.</li> <li>Teacher invites a resource person to sensitise learners on ways of controlling soil erosion.</li> <li>Learners carry out a mini project to control soil erosion.</li> </ul>	<p>name places where soil erosion has taken place.</p> <p>explain ways of controlling soil erosion.</p> <p>demonstrate ways of controlling soil erosion.</p>	<p>Environment</p> <p>Resource person</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
32. identify the external structure of a simple leaf.	<p><b>Concepts</b> External structure of a simple leaf</p> <p><b>Skills</b> Identification Drawing Observation Manipulation Sorting</p>	<ul style="list-style-type: none"> <li>Under the supervision of a teacher, learners collect leaves of different plants which clearly show midrib, margin, blade, apex, and veins.</li> <li>Learners sort leaves based on the type of veins found on each leaf.</li> <li>Learners study carefully parts of the leaves they have collected.</li> <li>Learners identify the different parts of the leaf.</li> <li>Learners draw and label the structure of the leaf.</li> </ul>	<p>name and identify the parts of a leaf.</p> <p>sort leaves on the basis of their veins.</p> <p>draw and label the structure of a leaf.</p>	<p>Leaves</p> <p>Charts</p> <p>Posters</p> <p>Scissors</p>
33. demonstrate an understanding that changes at puberty are normal and natural.	<p><b>Concepts</b> Emotional changes Behavioural changes</p> <p><b>Skills</b> Self-esteem Self-awareness Inter-personal skills</p> <p><b>Values and attitudes</b> Responsibility Appreciation</p>	<ul style="list-style-type: none"> <li>Teacher divides learners into two groups of boys and girls. Each group brainstorms changes that occur to girls and boys in puberty.</li> <li>Teacher and learners discuss changes that occur in girls and boys.</li> <li>Learners classify changes into physical and emotional.</li> <li>Learners have a buzz discussion on emotional changes.</li> <li>Teacher and learners discuss myths and misconceptions that occur during puberty.</li> <li>Teacher explains that bodily changes are normal and natural.</li> </ul>	<p>list changes that occur at puberty.</p> <p>classify physical and emotional changes that occur at puberty.</p> <p>state facts as opposed to myths about changes that occur during puberty</p>	<p>Posters</p> <p>Learners' experiences</p> <p>Charts</p>
34. explain that forced sex is a crime regardless of social norms and media messages.	<p><b>Concepts</b> Forced/coercive sex Negative sexual images in the media Interpersonal Relationships</p> <p><b>Skills</b> Decision making Assertiveness</p> <p><b>Values and Attitudes</b> Self-control</p>	<ul style="list-style-type: none"> <li>Teacher invites an expert/resource person on child protection to talk to learners about coercive sex.</li> <li>Learners are divided into small groups to discuss situations that may lead to coercive sex.</li> <li>Learners role play scenarios of avoiding situations that may lead to coercive sex based on advice given by an expert/resource person invited by the teacher.</li> <li>Learners design information posters to show ways of avoiding forced/coercive sex.</li> <li>Teacher and learners discuss negative sexual images portrayed by the media.</li> <li>In small groups, learners discuss the effects of the media on their sexual behaviour.</li> </ul>	<p>analyse situations that may lead to coercive sex.</p> <p>identify ways of avoiding situations that may lead to coercive sex.</p> <p>design information posters to show ways of avoiding forced/coercive sex.</p> <p>identify negative sexual images portrayed by the media.</p>	<p>Resource person</p> <p>Posters</p> <p>Media</p> <p>Learners' experiences</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
35. demonstrate an understanding of how refusal skills can be used to protect one against coercive sex.	<p><b>Concepts</b> Refusal skills</p> <p><b>Skills</b> Assertiveness Decision making Critical thinking Negotiation Problem solving Interpersonal</p> <p><b>Values and attitudes</b> Respect of oneself and others Self-control Awareness Responsibility</p>	<ul style="list-style-type: none"> <li>Teachers and learners perform an agree/disagree statements exercise on sexual coercion.</li> </ul> <p>Learners :</p> <ul style="list-style-type: none"> <li>read and discuss case studies on forced sex.</li> <li>identify situations that can pressurise young people into having sex.</li> <li>discuss the right to say no.</li> <li>discuss different refusal skills.</li> <li>perform short skits about sexual coercion, demonstrating refusal skills.</li> <li>role play behaviour which indicates maturity, self awareness, self efficacy and effective communication as ways of negotiating a safe environment in a relationship.</li> </ul>	<p>identify situations that can pressurise young people into having sex.</p> <p>analyze case studies to help them to clearly understand their sexual rights.</p> <p>express their understanding of sexual coercion and refusal skills using skits.</p> <p>role play different refusal skills.</p>	<p>Agree/disagree statements</p> <p>Case studies on sexual coercion</p>
36. describe the structure and functions of parts the tooth, eye and ear.	<p><b>Concepts</b> Structure of the: Tooth Eye Ear Functions of parts of : Tooth Eye Ear</p> <p><b>Skills</b> Observation Drawing Identification Manipulation Self - esteem</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss sets of teeth (milk and permanent teeth).</li> <li>Learners identify different types of teeth.</li> <li>Teacher and learners discuss functions of different types of teeth.</li> <li>Teacher and learners identify parts of the tooth, eye and ear.</li> <li>Learners draw and label the structure of the tooth, the eye and the ear.</li> <li>Teacher and learners discuss functions of the parts of the tooth, eye and ear.</li> <li>Teacher invites a resource person to discuss the tooth, the eye and the ear with learners..</li> </ul>	<p>name sets of teeth.</p> <p>list different types of teeth.</p> <p>draw and label the structure of a tooth.</p> <p>match types of teeth with their functions.</p> <p>list parts of the eye.</p> <p>draw and label parts of the eye.</p> <p>write functions of the parts of the eye.</p> <p>list parts of the ear.</p> <p>draw and label parts of the ear.</p> <p>write functions of parts of the ear.</p>	<p>Resource person</p> <p>Charts</p> <p>Posters</p> <p>Models of a tooth, eye and ear</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
37. describe the basic structure and functions of the skeletal system.	<p><b>Concepts</b> Skeletal system Functions of the skeletal system</p> <p><b>Skills</b> Observation Drawing Identification Manipulation</p> <p><b>Values and attitudes</b> Acceptance Appreciation Awareness</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the main parts of the skeletal system</li> <li>Teacher and learners discuss the functions of the main parts of the skeletal system</li> </ul> <p>Learners:</p> <ul style="list-style-type: none"> <li>draw and label the skeletal system</li> <li>demonstrate different kinds of joints <ul style="list-style-type: none"> <li>ball and socket joint</li> <li>hinge joint</li> </ul> </li> </ul>	<p>name main divisions of the skeletal system</p> <p>mention the functions of the main divisions of the skeletal system</p> <p>draw and label the skeletal system</p> <p>demonstrate different kinds of joints</p>	<p>Specimen of animal bones</p> <p>Charts</p> <p>Posters</p> <p>Models</p>
38. classify insects and animals with segmented bodies according to number of legs and main body parts.	<p><b>Concepts</b> External structure of an insect: head thorax abdomen animals with: 3 pairs of legs (insects) 4 pairs of legs (arachnids) many legs(myriapods)</p> <p><b>Skills</b> Identification Observation Manipulation Drawing Classification</p> <p><b>Values and attitudes</b> Appreciation Respect for life</p>	<ul style="list-style-type: none"> <li>Learners collect small animals from their local environment</li> <li>Learners in groups, identify insects from their collection of small animals</li> <li>Learners in groups, identify the main body parts of insects.</li> <li>Learners choose at least one insect, study it carefully, then draw it, labelling the three main body parts.</li> <li>learners observe animals with segmented bodies on a poster or as live specimens, counting and noting the number of legs of each animal.</li> <li>learners classify animals in terms of number of legs.</li> <li>learners record and present their findings.</li> </ul>	<p>identify insects from their collection.</p> <p>identify main body parts of insects.</p> <p>draw and label the three main body parts.</p> <p>count the number of legs in different animals.</p> <p>classify animals according to number of legs.</p> <p>record and present their findings.</p>	<p>Insects</p> <p>Posters</p> <p>Charts</p> <p>Different kinds of animals from the local environment</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
39. identify endangered species in their local environment.	<p><b>Concepts</b> Endangered animals Endangered plants</p> <p><b>Skills</b> Observation Identification Information gathering Drawing Investigation Co-operation Decision making Critical thinking</p> <p><b>Values and attitudes</b> Awareness Caring Responsibility</p>	<ul style="list-style-type: none"> <li>Learners brainstorm plants and animals that are found in their local environment.</li> <li>Learners investigate indigenous and exotic plants found in their local environment.</li> <li>Teacher and learners discuss indigenous and exotic plants found in their local environment.</li> <li>Teacher and learners discuss endangered species in their local environment.</li> <li>Teacher and learners discuss factors leading to extinction of other species.</li> <li>Learners classify endangered species into plants and animals.</li> <li>Learners take a field trip to locate endangered species found in their environment</li> </ul>	<p>name indigenous and exotic plants found in their environment.</p> <p>list endangered species found in their environment.</p> <p>explain factors leading to extinction of other species.</p> <p>classify endangered species into plants and animals.</p>	<p>Local environment</p> <p>Charts</p> <p>Posters</p>
40. explain ways of conserving endangered species.	<p><b>Concepts</b> Conservation of endangered species</p> <p><b>Skills</b> Identification Investigation Critical thinking Creativity Problem solving Decision making</p> <p><b>Values and attitudes</b> Patriotism Appreciation Caring</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the importance of protecting endangered species.</li> <li>Teacher and learners discuss ways of conserving endangered species.</li> <li>Under the supervision of a teacher, learners establish a mini-project to develop a botanical garden to conserve endangered species.</li> <li>Learners take a field trip to nature reserves to identify conserved species.</li> <li>Teacher and learners discuss ways of conserving endangered species from the field trip.</li> </ul>	<p>state ways of conserving endangered species.</p> <p>develop a botanical garden to conserve endangered species.</p> <p>report their findings from the field trip.</p> <p>explain ways of conserving endangered species in the nature reserve.</p>	<p>Environment</p> <p>Posters</p> <p>Charts</p> <p>Resource person</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
41. Identify the internal structure of a typical flower and the functions of its parts.	<p><b>Concept</b> Internal structure of a typical flower Male and female part of a flower Functions of the parts of the flower:     stamen     pistil</p> <p><b>Skills</b> Manipulation Drawing Critical thinking Observation</p>	<ul style="list-style-type: none"> <li>Learners collect typical flowers from the environment (datura, petunia).</li> <li>Learners cut open the flower to identify the external structure (corolla, calyx and stalk) and state their functions.</li> <li>Teacher and L</li> <li>learners observe the internal parts of the flower to identify stamen (filament and anther), pistil (style and stigma) and their functions.</li> <li>Learners draw and label a typical flower.</li> </ul>	<p>name external part of the flower.</p> <p>state the internal parts of the female and the male part of the flower.</p> <p>draw and label a typical flower.</p> <p>match parts of a flower with their functions.</p>	<p>Flowers of petunia and datura</p> <p>Blade</p> <p>Knife</p> <p>Scissor</p> <p>Containers for collection</p> <p>Charts</p> <p>Posters</p>
42. identify different types of stems in terms of their structure.	<p><b>Concepts</b> Types of stems:     Climbers     Runners     Bulbs     Tubers     Corns</p> <p><b>Skills</b> Identification Observation Manipulation Sorting Critical thinking</p>	<ul style="list-style-type: none"> <li>Learners study the plants they have collected to identify their stems.</li> <li>Teacher and learners discuss different types of stems.</li> <li>Learners investigate how the stems they have collected behave in their growing conditions.</li> <li>Learners sort stems of plants collected into: climbers, runners, bulbs, tubers, and corns.</li> <li>Learners discuss and record their findings.</li> <li>Learners draw different types of stems.</li> <li>Under the supervision of a teacher, learners establish a mini-project where they conserve plants with different stems in a botanical garden.</li> </ul>	<p>state different types of stems found in their immediate environment.</p> <p>identify the behaviour of different types of stems.</p> <p>classify plants according to their stems.</p> <p>record different examples of different types of stems.</p>	<p>Different types of plants</p> <p>Posters</p> <p>Charts</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
43. describe Lesotho's climatic conditions.	<p><b>Concept</b> Climate of Lesotho Highlands Lowlands</p> <p><b>Skills</b> Information gathering Observation Identification Decision making Interpretation Critical thinking</p> <p><b>Values and attitudes</b> Awareness Responsibility</p>	<ul style="list-style-type: none"> <li>• Teacher explain climate.</li> <li>• Teacher explains the difference between climate and weather.</li> <li>• Teacher and learners discuss the climate of Lesotho in relation to the predominance of weather in an area.</li> <li>• Teacher and learners review weather conditions dealt with in the previous grade.</li> <li>• Teacher and learners discuss climatic conditions in the highlands and lowlands.</li> <li>• Teacher and learners discuss the influence of climate on people, animals and plants.</li> <li>• Learners identify factors affecting climate in Lesotho.</li> <li>• Learners take a field trip to the nearby weather station to learn about Lesotho's climate.</li> <li>•</li> </ul>	<p>explain the concept of climate.</p> <p>differentiate between weather and climate.</p> <p>explain Lesotho's climate in the highlands and lowlands.</p> <p>explain the influence of climate on people, animals and plants.</p> <p>state factors affecting climate in Lesotho.</p>	<p>Atlas</p> <p>Weather Stations</p> <p>Weather chart</p> <p>Charts</p>
44. explain how animals protect themselves against enemies or unfavourable conditions.	<p><b>Concepts</b> Self-Protection Self defense Camouflage Hibernation Migration</p> <p><b>Skills</b> Identification Observation Classification Cooperation</p> <p><b>Values and attitudes</b> Awareness Responsibility Caring Respect</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss what some animals do when they are faced with an enemy or unbearable weather conditions.</li> <li>• Learners take a field trip to observe how some animals react when attacked</li> <li>• Teacher and learners carry out a mini project on animals which hibernate and those which migrate in winter.</li> <li>• Teacher invites a resource person (herd boy) to teach learners about different behaviour of animals under different conditions.</li> </ul>	<p>mention ways in which different animals react when faced with danger or unbearable conditions.</p> <p>classify animals according to their means of protection.</p>	<p>Different kinds of animals in their local environment</p> <p>Resource person (herd boy)</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
45. preserve animals and plants.	<p><b>Concepts</b> Preservation of dead small animals and plants: mounting herbarium use of chemicals</p> <p><b>Skills</b> Observation Identification Manipulation Classification</p> <p><b>Values and attitudes</b> Cleanliness Responsibility Respect for biodiversity</p>	<ul style="list-style-type: none"> <li>Learners collect small harmless dead animals and plants to preserve.</li> <li>Teachers and learners discuss preservation of animals by mounting.</li> <li>Learners preserve animals by mounting.</li> <li>Learners preserve dead animals by keeping them in methylated spirit.</li> <li>Teacher and learners discuss preservation of plants by the herbarium method.</li> <li>Learners preserve plants by the herbarium method.</li> <li>Teacher and learners discuss the importance of each method of preservation.</li> </ul>	<p>give examples of animals and plants that can be preserved.</p> <p>preserve animals by mounting.</p> <p>preserve dead animals by keeping them in methylated spirit.</p> <p>preserve plants by the herbarium method.</p> <p>state the importance of each method of preservation.</p>	<p>Small dead animals and plants found in their environment</p> <p>Newspapers</p> <p>Presser</p> <p>Scotch tape</p> <p>Hair pins</p> <p>Methylated spirit</p>
46. identify leguminous crop diseases.	<p><b>Concept</b> Leguminous crops: peas beans lentils Leguminous crops diseases: powdery mildew blight leaf spot rust stem rot root rot</p> <p><b>Skills</b> Identification Observation Investigation Manipulation</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss leguminous crops.</li> <li>Under the supervision of the teacher learners observe leguminous crop diseases.</li> <li>Teacher and learners discuss signs of each disease.</li> <li>Learners investigate ways of preventing and controlling leguminous crop diseases.</li> <li>Learners discuss their findings with the teacher.</li> </ul>	<p>name leguminous crops.</p> <p>Name leguminous crop diseases.</p> <p>state the signs of each disease.</p> <p>state preventive and controlling measures.</p> <p>report their research findings.</p>	<p>Posters</p> <p>Chart</p> <p>Leguminous crop samples</p> <p>Farm</p> <p>Resource person</p>

## Personal, Spiritual and Social Learning Area

### Overview

**Learning Outcomes: at the end of this unit learners should be able to:**

1. demonstrate self-awareness, self-esteem and critical thinking skills.
2. describe the culture of the three main ethnic groups in Lesotho (San, Sotho, Nguni).
3. describe similarities and differences of different religions in Lesotho.
4. state African and non-African groups in Lesotho and their places of origin.
5. describe the structure and functions of chieftaincies in Lesotho.
6. identify the functions of the community and urban councils.
7. identify functions of District Councils.
8. identify functions of the municipality.
9. describe their roles and responsibilities in the village.
10. demonstrate understanding of the notion of violation of human rights.
11. demonstrate understanding of the consequences of the violation of children's rights on the wellbeing of the individual.
12. identify various forms of abuse and violence against children.
13. describe the role of education in career development.
14. identify institutions of career training.
15. describe Basotho as a nation.
16. describe the Kingdom of Lesotho as a state.
17. describe the relationship between the Kingdom of Lesotho and the Republic of South Africa (RSA).
18. situate Lesotho within the Southern African Customs Union (SACU) states.
19. identify signs and symbols of non-governmental organizations in Lesotho.
20. describe causes of migration.
21. explain how gender stereotypes promote gender roles and gender boundaries.
22. reject myths relating to the place of girls and boys in society.
23. describe the effects of human trafficking.
24. demonstrate ways of handling everyday emergencies.
25. describe ways of managing fainting.

26. describe the health and social impacts of drug, alcohol and substance abuse on people's lives. TG
27. apply assertiveness and refusal skills in avoiding abuse of drugs, alcohol and substances.
28. explain how to avoid situations and behaviour leading to a risk of contracting STIs, including HIV.
29. explain how to resist negative peer influence to engage in risky behaviour.
30. demonstrate ways of preventing accidents at home. TG
31. state effects of human made hazards on people's lives. TG

## Personal, Spiritual and Social Learning Area Activity Plan

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
1. demonstrate self-awareness, self-esteem and critical thinking skills.	<p><b>Concepts</b> Self awareness Self-esteem Rights Self image</p> <p><b>Skills</b> Critical thinking Identifying positive things about self</p>	<ul style="list-style-type: none"> <li>• In small groups, learnerstalk about their own and one another's talents, abilities and positive qualities, using constructive, positive language.</li> <li>• In small groups, learners do a self esteem affirmation exercise.</li> <li>• Teacher and learners discuss the meaning, types and sources of values.</li> <li>• Learnersdo a value clarification exercise.</li> <li>• Learners work on building and breaking relationships.</li> <li>• In small groups, learners work on how relationships can affect rights and self image.</li> </ul>	<p>identify positive things about themselves</p> <p>list factors that build or destroy self esteem.</p> <p>explain the meaning and sources of values.</p> <p>explain how good or bad relationships can affect one's self image.</p>	
2. describe the culture of the three main ethnic groups in Lesotho (San, Sotho, Nguni).	<p><b>Concepts</b> Culture: Beliefs Norms Customs Taboos Tools Food Weapons</p> <p><b>Skills</b> Effective communication Information-finding Classification Cooperation</p> <p><b>Values and Attitudes</b> Respect Acceptance Awareness Confidence</p>	<ul style="list-style-type: none"> <li>• Learners brain storm the meaning of general beliefs, norms, customs, values and attitudes.</li> <li>• Different groups of learners research general beliefs, norms, customs, taboos, values and attitudes of the San, Sotho and the Nguni.</li> <li>• Learners present their findings.</li> <li>• Teacher and learners classify their findings into beliefs, norms, customs, taboos, values and attitudes.</li> <li>• Teacher and learners discuss beliefs, norms, taboos, values and attitudes of the main ethnic groups.</li> <li>• Learners research traditional food of the San, Sotho and the Nguni.</li> <li>• Teacher and learners discuss their findings.</li> <li>• Learners research weapons and tools used by the San, Sotho and Nguni.</li> <li>• Learners present their findings.</li> <li>• Learners draw pictures of the tools and weapons.</li> <li>• Teacher invites a resource person to talk about tools and weapons ofthe San, Sotho and Nguni.</li> <li>• Teacher and learners take an educational excursion to historical places.</li> <li>• Teacher and learners discuss cultural similarities and differences of the three ethnic groups.</li> </ul>	<p>classify their findings into beliefs, norms, customs, taboos, values and attitudes.</p> <p>state differences and similarities in the cultures of the three main ethnic groups in Lesotho.</p> <p>state beliefs, norms, customs, taboos, values and attitudes of the three ethnic groups.</p> <p>list traditional food of the San, Sotho and Nguni.</p> <p>find information and pictures on tools and weapons used by the San, Sotho and Nguni.</p> <p>draw pictures of tools and weapons used by the San, Sotho and Nguni.</p> <p>list tools and weapons used by San, Sotho and Nguni.</p>	<p>Resource person</p> <p>Pictures</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>3. describe similarities and differences of different religions in Lesotho.</p>	<p><b>Concept</b> Similarities and differences of different religions: Places of worship Days of worship Religious practices Guiding literature</p> <p><b>Skills</b> Communication Decision-making Investigation</p> <p><b>Values and attitudes</b> Respect Tolerance Acceptance Confidence</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise different religions and their symbols (Christianity, Islam, Bahai, African Traditional Religions).</li> <li>• Learners research places of worship, days of worship, religious practices and guiding literature of one of the religions.</li> <li>• Learners share their findings.</li> <li>• Teacher and learners discuss places of worship, days of worship, religious practices and guiding literature of the different religions.</li> <li>• Teacher and learners discuss the similarities and differences of different religions.</li> </ul>	<p>research and report findings.</p> <p>list places of worship of the different religions.</p> <p>list days of worship of the different religions.</p> <p>list the guiding books of the different religions.</p> <p>list the religious practices of the different religions.</p> <p>describe the similarities and differences of different religions.</p>	<p>Teacher's Guide</p>
<p>4. state African and non-African groups in Lesotho and their places of origin.</p>	<p><b>Concepts</b> African and non-African groups</p> <p><b>Skills</b> Discussion Cooperation Self-awareness</p> <p><b>Values and Attitudes</b> Appreciation Respect Acceptance Tolerance</p>	<ul style="list-style-type: none"> <li>• Learners brainstorm African and non-African groups living in Lesotho.</li> <li>• Teacher and learners discuss the groups of people living in Lesotho.</li> <li>• Learners sort groups of people living in Lesotho into African and non-African</li> <li>• Teachers introduces the map of world to the learners.</li> <li>• Teacher and learners discuss the seven continents of the world.</li> <li>• Learners identify the continent from which each group comes.</li> <li>• Learners match groups with the continents.</li> </ul>	<p>state African groups in Lesotho.</p> <p>state non-African groups in Lesotho.</p> <p>sort groups of people living in Lesotho into African and non-African.</p> <p>list seven continents of the world.</p> <p>Identify the continent from which each group comes.</p> <p>match groups with the continents.</p>	<p>World map</p> <p>Pictures</p> <p>Posters</p> <p>Teacher's Guide</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
5. describe the structure and functions of chieftaincies in Lesotho.	<p><b>Concepts</b> Structure of chieftaincy: Principal chiefs Area chiefs Head chiefs Functions of chiefs Hierarchy</p> <p><b>Skills</b> Communication Drawing Role-play</p> <p><b>Value and attitudes</b> Awareness Patriotism Appreciation Respect</p>	<ul style="list-style-type: none"> <li>• Teacher and learners brainstorm the names of chiefs they know.</li> <li>• Teacher and learners discuss the hierarchy of chieftainship in Lesotho.</li> <li>• Teacher draws the structure and learners copy it.</li> <li>• In groups, according to their villages, learners match the structure with the names of the chiefs.</li> <li>• Teacher and learners discuss the functions of chiefs in Lesotho.</li> <li>• In groups, learners role-play different functions of chiefs.</li> </ul>	<p>explain the hierarchy of chieftainship in Lesotho.</p> <p>copy the structure of the chieftaincy</p> <p>match the structure with the names of chiefs from their villages.</p> <p>state the functions of chiefs in Lesotho.</p> <p>role-play different functions of chiefs.</p>	<p>Poster</p> <p>Chart</p> <p>Resource person</p> <p>Teacher's Guide</p>
6. identify the functions of the community and urban councils.	<p><b>Concepts</b> Structure of community and urban councils Functions of community and urban councils</p> <p><b>Skills</b> Drawing Effective Communication</p> <p><b>Values and attitudes</b> Awareness Respect</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise the structure of community and urban councils.</li> <li>• Teacher draws the structure of community and urban councils and learners copy it.</li> <li>• In groups, learners identify the functions of the community and urban councils.</li> <li>• Learners present the functions of the community and urban councils.</li> <li>• Teacher and learners discuss the functions of the community and urban councils.</li> </ul>	<p>copy the structure of the community and urban councils.</p> <p>state functions of the community and urban councils.</p>	<p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
7. identify functions of District Councils.	<p><b>Concepts</b> Structure of district councils Functions of district councils functions of District Administrator (DA)</p> <p><b>Skills</b> Communication Role play</p> <p><b>Values and Attitudes</b> Awareness Respect</p>	<ul style="list-style-type: none"> <li>• Teacher explains the structure of the District Council.</li> <li>• Teacher and learners discuss the functions of the District Council.</li> <li>• Teacher and learners discuss the functions of the District Administrator (DA).</li> <li>• Learners discuss the types of issue which are the responsibility of the District Council.</li> <li>• In groups, learners choose an issue and role-play a meeting of the District Council to discuss that subject.</li> </ul>	<p>list the functions of the District Council</p> <p>state the functions of the District Administrator (DA).</p> <p>role-play a meeting of the District Council.</p>	<p>Posters</p> <p>Charts</p> <p>Teacher's Guide</p>
8. identify functions of the municipality.	<p><b>Concepts</b> Structure of the municipality Functions of the municipality</p> <p><b>Skills</b> Identification Communication Investigation</p> <p><b>Values and Attitudes</b> Appreciation Respect</p>	<ul style="list-style-type: none"> <li>• Teacher explains the structure of the municipality.</li> <li>• Teacher and learners discuss the structure of the municipality.</li> <li>• Learners research the functions of the municipality.</li> <li>• Learners report their findings.</li> <li>• Teacher and learners discuss the functions of the municipality.</li> </ul>	<p>explain the structure of the municipality.</p> <p>research and report the functions of the municipality.</p>	<p>Posters</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
9. describe their roles and responsibilities in the village.	<p><b>Concepts</b> Roles and responsibilities</p> <p><b>Skills</b> Communication Roll-play Writing</p> <p><b>Values and attitudes</b> Awareness Respect Responsibility</p>	<ul style="list-style-type: none"> <li>Learners brainstorm differences between roles and responsibilities.</li> <li>Learners brainstorm their roles and responsibilities in the village.</li> <li>Teacher and learners discuss learners' roles and responsibilities in the village.</li> <li>Learners role-play their roles and responsibilities in the village.</li> <li>Learners write a short composition about their roles and responsibilities in the village.</li> </ul>	<p>differentiate between roles and responsibilities.</p> <p>state their roles and responsibilities in the village.</p> <p>role-play their roles and responsibilities in the village.</p> <p>write a short composition about their roles and responsibilities in the village.</p>	Teacher's Guide
10. demonstrate understanding of the notion of violation of human rights.	<p><b>Concepts</b> Human Rights</p> <p><b>Skills</b> Role-play Decision-making</p> <p><b>Values and attitudes</b> Assertiveness Self-esteem Confidence</p>	<ul style="list-style-type: none"> <li>Learners brainstorm human rights.</li> <li>Teacher and learners discuss human rights.</li> <li>Teacher describes a scenario of unfair and unlawful imprisonment.</li> <li>In groups, learners role-play different violations of human rights.</li> <li>Groups perform their role-plays for the whole class.</li> <li>Teacher and learners discuss the different scenarios presented and why they violate human rights.</li> </ul>	<p>mention the human rights studied.</p> <p>role-play a scenario of violation of human rights.</p>	Teacher's Guide
11. demonstrate understanding of the consequences of the violation of children's rights on the wellbeing of the individual.	<p><b>Concepts</b> Children's rights Consequences of violations on the wellbeing and achievement of children</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise children's rights.</li> <li>Learners engage in an exercise to match children's rights and responsibilities.</li> <li>Learners play a game linking individual rights with their violations.</li> <li>Teacher and learners discuss how the violation of their rights affects the well-being of children.</li> <li>In small groups, learners analyse stories depicting the violation of children's right and discuss possible solutions.</li> <li>Learners perform role-plays to illustrate the violation of rights and the solutions.</li> </ul>	<p>cite children's rights.</p> <p>match rights with corresponding responsibilities</p> <p>explain how the violation of their rights affects the well-being of children.</p> <p>suggest solutions to violations of children's rights.</p> <p>role play violations of children's rights and solutions.</p>	

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
12. identify various forms of abuse and violence against children.	<p><b>Concepts</b> Violence and abuse against children: Physical Gender Based Early marriage Domestic violence Paedophilia Homophobia Protection from violence Reporting violations</p> <p><b>Skills</b> Assertiveness Self confidence Self-esteem</p>	<ul style="list-style-type: none"> <li>• Teacher and learners brainstorm what constitutes violence and abuse against children.</li> <li>• Learners play a game to identify different types of behavior as violent, abusive or acceptable.</li> <li>• Teacher and learners discuss different types of violence, who does it, where it happens and whether it is easy to see.</li> <li>• Teacher and learners discuss how violence is sometimes ignored by adults.</li> <li>• Teacher organizes a lecture on child protection and reporting mechanisms for children.</li> <li>• Learners form buzz groups to discuss how to keep safe, get help or prevent violence.</li> </ul>	<p>describe different forms of violence against children.</p> <p>describe ways of keeping safe from violence.</p> <p>list places where violence can be reported.</p>	Resource person
13. describe the role of education in career development.	<p><b>Concepts</b> Role of education in career development.</p> <p><b>Skills</b> Decision making Communication Critical thinking Writing</p> <p><b>Values and attitudes</b> Awareness Self-esteem</p>	<ul style="list-style-type: none"> <li>• In groups, learners discuss their career preferences.</li> <li>• Learners share their career preferences with the whole class and state reasons for them.</li> <li>• Teacher and learners discuss the importance of education in career development.</li> <li>• Teacher helps learners to identify the type of education necessary for their career preferences.</li> <li>• Learners write a composition about their career preferences and the type of education they require.</li> </ul>	<p>state their career preferences.</p> <p>state reasons for their career preferences.</p> <p>state the importance of education in career development.</p> <p>write a composition about their career preferences and the type of education they require.</p>	Resource person

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
14. identify institutions of career training.	<p><b>Concepts</b> Institutions of career training:</p> <p><b>Skills</b> Matching Communication Decision making</p> <p><b>Values and attitudes</b> Awareness</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the institutions of career training and the districts they are found in.</li> <li>Teacher draws the map of Lesotho with its districts.</li> <li>Learners locate institutions of career training on the map of Lesotho, using different colours.</li> <li>Match the careers with training institutions.</li> <li>Teacher organizes a career day.</li> </ul>	<p>name institutions of career training and the districts they are found in.</p> <p>locate institutions of career training on the map of Lesotho.</p> <p>match careers with training institutions.</p>	<p>Charts</p> <p>Coloured pencils</p> <p>Map of Lesotho</p> <p>Cards</p>
15. describe Basotho as a nation.	<p><b>Concepts</b> Nation: Background Language Culture</p> <p><b>Skills</b> Effective communication Cooperation</p> <p><b>Values and Attitudes</b> Appreciation Patriotism</p>	<ul style="list-style-type: none"> <li>Learners revise clan poems and totems.</li> <li>Learners group themselves according to their clans.</li> <li>Learners name the official languages in Lesotho.</li> <li>Teacher and learners discuss the background of the Basotho nation, basing themselves on the clans formed in groups.</li> <li>Teacher and learners discuss the concept of nation.</li> <li>Teacher and learners discuss how culture, language and land formed the Basotho nation.</li> </ul>	<p>name the clans that form the Basotho nation.</p> <p>name the official languages in Lesotho.</p> <p>explain how culture, language and land formed the Basotho nation.</p>	<p>Pictures of totems</p> <p>Posters</p> <p>Teacher's Guide</p>
16. describe the Kingdom of Lesotho as a state.	<p><b>Concepts</b> State: Independence Political boundaries Government</p> <p><b>Skills</b> Communication</p> <p><b>Values and Attitudes</b> Awareness Patriotism</p>	<ul style="list-style-type: none"> <li>Teacher explains the concept of state.</li> <li>Teacher and learners discuss the Kingdom of Lesotho as a state in relation to independence, political boundaries and government.</li> <li>With the aid of the map of Southern Africa, learners identify the boundaries of the Kingdom of Lesotho.</li> </ul>	<p>state the date Lesotho gained independence.</p> <p>identify the boundaries of the Kingdom of Lesotho.</p>	<p>Map of the Kingdom of Lesotho</p> <p>Map of Southern Africa</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
17. describe the relationship between the Kingdom of Lesotho and the Republic of South Africa (RSA).	<p><b>Concepts</b> Relationship: Social Economic Political</p> <p><b>Skills</b> Identification Communication</p> <p><b>Values and Attitudes</b> Appreciation Respect Awareness</p>	<ul style="list-style-type: none"> <li>• With the aid of the map of Southern Africa, learners identify the Kingdom of Lesotho and the Republic of South Africa as neighbours.</li> <li>• Teacher and learners discuss how the Kingdom of Lesotho and the Republic of South Africa interact socially, economically and politically.</li> <li>• Learners write a composition about how the Kingdom of Lesotho and the Republic of South Africa interact socially, economically and politically.</li> </ul>	<p>indicate on the map the Kingdom of Lesotho and Republic of South Africa.</p> <p>describe social relations between the Kingdom of Lesotho and Republic of South Africa.</p> <p>describe economic relations between Kingdom of Lesotho and Republic of South Africa.</p> <p>describe political relations between Kingdom of Lesotho and Republic of South Africa.</p>	<p>Map of Southern Africa</p> <p>Teacher's Guide</p>
18. situate Lesotho within the Southern African Customs Union (SACU) states.	<p><b>Concepts</b> Relationship between Lesotho and SACU</p> <p><b>Skills</b> Drawing Identification Communication</p> <p><b>Values and Attitudes</b> Appreciation Awareness</p>	<ul style="list-style-type: none"> <li>• Teacher describes the Southern African Customs Union.</li> <li>• Learners draw and label flags of Southern African Customs Union member states.</li> <li>• Learners identify Southern African Customs Union member states on the map of Southern Africa.</li> <li>• Teacher and learners discuss nationalities and currencies of Southern African Customs Union member states.</li> <li>• Learners write the nationalities and currencies of Southern African Customs Union member states next to the flags of each.</li> </ul>	<p>write SACU in full.</p> <p>Draw and label flags of SACU members states.</p> <p>identify SACU member states on the map of Southern Africa.</p> <p>name the nationalities and currencies of each member state.</p> <p>write the nationalities and currencies of Southern African Customs Union member states next to the flags of each.</p>	<p>Map of Southern Africa</p> <p>Flags</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
19. identify signs and symbols of non-governmental organizations in Lesotho.	<p><b>Concepts</b> Signs and symbols Non-governmental organizations in Lesotho.</p> <p><b>Skills</b> Communication Observation Drawing</p> <p><b>Values and attitudes</b> Awareness</p>	<ul style="list-style-type: none"> <li>Teacher explains non-governmental organizations.</li> <li>Learners brainstorm non-governmental organizations they know.</li> <li>Teacher displays pictures of signs and symbols of different non-governmental organizations.</li> <li>Learner match signs and symbols with correct non-governmental organizations.</li> <li>Learners draw pictures of signs and symbols of non-governmental organizations.</li> </ul>	<p>list non-governmental organizations in Lesotho.</p> <p>identify signs and symbols of non-governmental organizations.</p> <p>draw signs and symbols of non-governmental organizations.</p> <p>match signs and symbols with correct non-governmental organizations.</p>	<p>Posters/charts</p> <p>Magazines</p> <p>Teachers' Guide</p>
20. describe causes of migration.	<p><b>Concepts</b> Migration Causes of migration</p> <p><b>Skills</b> Communication Investigation</p>	<ul style="list-style-type: none"> <li>Teacher explains the concept of migration.</li> <li>Teacher and learners discuss types of migration.</li> <li>Teacher and learners discuss the causes of migration.</li> <li>Learners research one example of migration and write a short composition about it.</li> </ul>	<p>state causes of migration.</p> <p>list types of migration.</p> <p>research one example of migration and write a short composition about it.</p>	<p>Teacher's Guide</p>
21. explain how gender stereotypes promote gender roles and gender boundaries.	<p><b>Concepts</b> Gender stereotypes Socialization Gender roles at home and in communities</p> <p><b>Skills</b> Critical thinking Decision making</p> <p><b>Values and attitudes</b> Respect Acceptance Social justice</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise the concept of gender stereotypes.</li> <li>Teacher and learners engage in a whole class discussion of gender stereotypes as ways of maintaining gender roles at home and in communities and how it creates gender boundary between males and females.</li> <li>In small groups, learners discuss the time spent on different activities by each gender.</li> <li>Learners analyse a case study on the implications of gender stereotyping.</li> <li>Teacher and learners discuss the implications of gender roles on education participation and performance.</li> <li>Learners invent and perform a role play on the mental abilities of girls and boys.</li> <li>Teacher and learners discuss stereotyping in relation to homework, reading and subjects choices.</li> </ul>	<p>explain gender stereotypes.</p> <p>explain how gender stereotypes influence gender roles at home and in communities.</p> <p>explain how gender stereotypes influence careers.</p>	

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
22. reject myths relating to the place of girls and boys in society.	<p><b>Concepts</b> Facts versus myths Place of girls and boys in society</p> <p><b>Skills</b> Empathy Critical thinking</p> <p><b>Values and Attitudes</b> Respect Acceptance Social justice</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the difference between myths and facts.</li> <li>Learners give examples of myths and of facts.</li> <li>Learners play “agree or disagree” game about myths and facts about girls, women, boys and men.</li> <li>Teacher and learners discuss myths and facts about the place of girls and boys in society.</li> <li>Learners write a composition about myths and facts regarding the place of girls and boys in society.</li> </ul>	<p>explain the difference between myths and facts.</p> <p>give examples of myths and facts.</p> <p>distinguish facts from myths regarding the place of girls and boys in society.</p> <p>write a composition about myths and facts regarding the place of girls and boys in society.</p>	
23. describe the effects of human trafficking.	<p><b>Concepts</b> Human trafficking Effects of human trafficking Precautions</p> <p><b>Skills</b> Role-play Decision-making</p> <p><b>Values and Attitudes</b> Awareness Assertiveness Self-esteem</p>	<ul style="list-style-type: none"> <li>Teacher asks learners what they know about human trafficking.</li> <li>Teacher and learners discuss human trafficking and the ways it takes place.</li> <li>Teacher and learners discuss the situations that may lead to human trafficking and identify vulnerable targets.</li> <li>Teacher and learners discuss the effects of human trafficking.</li> <li>In groups, learners role play a scenario on human trafficking.</li> <li>In groups, learners discuss ways of avoiding becoming a victim of human trafficking.</li> <li>Learners role-play how to resist human trafficking.</li> <li>Teacher and learners discuss ways of resisting human trafficking and the precautions learners can take to avoid becoming a victim.</li> </ul>	<p>list vulnerable targets of human trafficking.</p> <p>list the ways human trafficking takes place.</p> <p>explain the effects of human trafficking.</p> <p>role-play a scenario on human trafficking.</p> <p>list ways of avoiding becoming a victim of human trafficking.</p> <p>role-play how to resist human trafficking.</p>	Teacher's Guide



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
24. demonstrate ways of handling everyday emergencies.	<p><b>Concepts</b> Everyday emergencies: Bruises Nose bleeding Objects in the eye Insect stings Animal bites Choking Burns and scalds</p> <p><b>Skills</b> Communication Role-play</p> <p><b>Values and attitudes</b> Awareness Appreciation</p>	<ul style="list-style-type: none"> <li>Learners brainstorm everyday emergencies that occur at home and school.</li> <li>Teacher and learners discuss the everyday emergencies that occur at home and school.</li> <li>Learners discuss the cause of each emergency.</li> <li>Teacher demonstrates how to treat everyday emergencies to the learners.</li> <li>In groups, learners role-play how to treat different emergencies.</li> <li>Learners perform their role plays to the class.</li> <li>Teacher and class comment on the role plays and discuss whether they show the correct responses to the different emergencies.</li> </ul>	<p>name everyday emergencies.</p> <p>state the causes of everyday emergencies.</p> <p>role-play how to treat everyday emergencies.</p>	<p>Teacher's Guide</p> <p>First aid kit</p>
25. describe ways of managing fainting	<p><b>Concept</b> Fainting Sign and symptoms of fainting Ways of managing fainting</p> <p><b>Skills</b> Communication Role-play</p> <p><b>Values and attitudes</b> Awareness Appreciation</p>	<ul style="list-style-type: none"> <li>Teacher asks learners if they have ever fainted or seen someone else faint.</li> <li>Teacher explains fainting.</li> <li>Teacher and learners discuss causes of fainting.</li> <li>Teacher and learners discuss how to observe if a person is fainting.</li> <li>Learners, in groups discuss ways of preventing fainting.</li> <li>Teacher demonstrates how to handle/treat a person who is fainting.</li> <li>Learners role-play how to treat a person who is fainting.</li> </ul>	<p>state causes of fainting.</p> <p>list signs and symptoms of fainting.</p> <p>role-play how to handle a person who is fainting.</p>	<p>Teacher's Guide.</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
26. describe the health and social impacts of drug, alcohol and substance abuse on people's lives.	<p><b>Concepts</b> Legal and illegal drugs and substances Alcohol Abuse versus responsible use Health and social impact</p> <p><b>Skills</b> Critical thinking Decision-making</p> <p><b>Values and attitudes</b> Awareness Self-esteem</p>	<ul style="list-style-type: none"> <li>Learners brainstorm the substances they know.</li> <li>Teacher and learners list substances which can be harmful, including alcohol, drugs and cigarettes.</li> <li>Teacher asks learners what they know about the effects of alcohol, drugs and other substances.</li> <li>Teacher invites and expert speaker to talk to the class about the causes and effects of drug, alcohol and substance abuse.</li> <li>Teacher explains the concepts of abuse versus responsible use.</li> <li>Teacher and learners discuss health and social impacts of substance abuse.</li> <li>Learners create different scenarios on the health and social impacts of substance abuse and role-play them in small groups.</li> </ul>	<p>list substances which can be abused.</p> <p>suggest causes of alcohol and drug abuse.</p> <p>state the health impacts of the abuse of different substances.</p> <p>state the social impacts of the abuse of different substances.</p> <p>role-play scenarios on the health and social impacts of substance abuse.</p>	<p>Pictures of substances.</p> <p>Teacher's Guide</p>
27. apply assertiveness and refusal skills in avoiding abuse of drugs, alcohol and substances.	<p><b>Concepts</b> Avoiding abuse of drugs, alcohol and substances.</p> <p><b>Skills</b> Critical thinking Peer pressure resistance Assertiveness Decision making Empathy</p> <p><b>Values and Attitudes</b> Safety responsibility Respect for law Self-esteem</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the importance of refraining from using cigarettes and alcohol.</li> <li>Teacher and learners discuss prevention strategies and assertiveness and refusal skills in avoiding abuse of drugs, alcohol and substances.</li> <li>Learners role-play assertiveness and refusal strategies.</li> <li>Teacher and learners discuss how to support and influence peers who are at risk of abusing drugs and substances, including seeking professional support.</li> <li>In small groups, learners discuss how to support and influence peers at risk of abusing drugs and substances.</li> <li>Learners role-play supporting and influencing peers.</li> </ul>	<p>describe the effects of drug and alcohol abuse on the abuser.</p> <p>suggest ways of refraining from the use of alcohol, cigarettes and drugs.</p> <p>role-play assertiveness and refusal strategies.</p> <p>suggest ways of supporting and influencing peers at risk of abusing drugs and alcohol.</p> <p>role-play supporting and influencing peers.</p>	<p>Resource person</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
28. explain how to avoid situations and behavior leading to a risk of contracting STIs, including HIV.	<p><b>Concepts</b>  Risky behaviour and situations:  Unprotected sex  Early sexual debut  Intergenerational sex  Multiple Concurrent Partners  Risky spaces  Consequences of risky behaviour:  Health  Social  Economic</p> <p><b>Skills</b>  Critical thinking  Decision-making  Assertiveness</p> <p><b>Values and Attitudes</b>  Responsibility  Self control  safety</p>	<ul style="list-style-type: none"> <li>• Teacher asks learners what they know about STIs and how they are caught.</li> <li>• Teacher and learners discuss situations and behaviour which increase the risk of contracting STIs, including HIV.</li> <li>• Teacher and learners discuss the consequences of risky behaviour (health, social and economic).</li> <li>• Learners and teacher engage in a whole class sharing and discussion of risk avoidance actions.</li> <li>• Teacher introduces concept of risky spaces.</li> <li>• In groups, learners discuss ways of mapping risky spaces (home, neighbourhood, school and community).</li> <li>• Learners discuss case studies on risky situations, behaviour and consequences.</li> <li>• Learners form buzz groups to identify ways of reducing risk.</li> </ul>	<p>identify situations that increase the risk of contracting STIs, including HIV.</p> <p>explain why people succumb to pressures to indulge in risky behaviour.</p> <p>explain concept of risky spaces.</p> <p>identify risky spaces at home, school and in the community.</p> <p>list ways of avoiding risky behaviour and situations.</p>	
29. explain how to resist negative peer pressure to engage in risky behaviour.	<p><b>Concepts</b>  Reducing risk  Right to be protected against sexual violence and abuse  Self esteem  Self awareness  Self control</p> <p><b>Skills</b>  Assertiveness  Decision making  Negotiation</p> <p><b>Values and Attitudes</b>  Responsibility</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss the pressures to indulge in risky behaviour and why people succumb to them.</li> <li>• Teacher introduces the concepts of self-esteem, self awareness and self control and discusses them with learners.</li> <li>• Teacher and learners discuss how to resist pressure to engage in risky behaviour, using assertiveness, decision making and negotiation.</li> <li>• Learners simulate a risk reduction exercise focusing on assertiveness.</li> <li>• Develop and perform role plays on how to refuse sex.</li> <li>• Teacher explains the right to be protected against sexual violence and abuse.</li> </ul>	<p>explain the pressures to indulge in risky behaviour and why people succumb to them.</p> <p>explain how to resist pressure to engage in risky behaviour, using assertiveness, decision making and negotiation.</p> <p>perform role plays on how to refuse sex.</p>	

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
30. demonstrate ways of preventing accidents at home.	<p><b>Concepts</b> Causes of accidents Ways of preventing accidents.</p> <p><b>Skills</b> Effective communication Creativity Observation Cooperation Problem-solving</p> <p><b>Values and Attitudes</b> Caring Awareness Responsibility.</p>	<ul style="list-style-type: none"> <li>Learners brainstorm areas where accidents can easily occurred at home.</li> <li>Learners draw things that can cause accidents at home.</li> <li>Teacher and learners discuss causes of accidents at home.</li> <li>Teacher and learners discuss ways of preventing accidents at home.</li> <li>Learners, in groups, create scenarios showing causes of accidents at home and how they can be prevented.</li> <li>Learners in groups perform role plays showing how accidents can be prevented.</li> <li>Learners write paragraphs on the causes of accidents at home and how to prevent them.</li> </ul>	<p>list things that causes accidents at home.</p> <p>draw things that can cause accidents at home.</p> <p>list ways of preventing accidents at home.</p> <p>perform role plays showing how accidents can be prevented.</p> <p>write paragraphs on the causes of accidents at home and how to prevent them.</p>	<p>Charts</p> <p>Drawing pens</p> <p>Teacher's Guide</p>
31. state effects of human made hazards on people's lives.	<p><b>Concepts</b> Human made hazards Effects of hazards</p> <p><b>Skills</b> Communication Critical thinking Problem solving</p> <p><b>Values and attitudes</b> Awareness Empathy Caring</p>	<ul style="list-style-type: none"> <li>Teacher explains different types of hazards.</li> <li>Learners mention human-made hazards.</li> <li>Learners draw or collect pictures or posters showing human made hazards.</li> <li>Learners brainstorm effects of human made hazards.</li> <li>Teacher and learners discuss effects of human made hazards on people's lives.</li> <li>Learners collect pictures showing the effects of human made hazards on people's lives.</li> <li>Learners write a paragraph about one human made hazard and its effects on people's lives.</li> </ul>	<p>list human made hazards</p> <p>state effects of human made hazards on people's lives.</p> <p>write a paragraph about one human made hazard and its effects on people's lives.</p>	<p>Teacher's Guide</p>

# Creativity and Entrepreneurial Learning Area

## Overview

### Learning Outcomes: at the end of this unit learners should be able to:

1. draw measured drawings.
2. draw portraits using freehand sketching. TG
3. make observational drawings of natural scenes using freehand sketching.
4. paint using secondary colours. TG
5. make portraits depicting three cultures (European, Chinese and Indians). TG
6. use different objects to produce prints. TG
7. use three major scales to compose music. TG
8. perform songs and dances and play musical instruments.
9. perform local and foreign songs and dance.
10. compose their own poems and lyrics.
11. differentiate between the pitch, duration and volume of different sounds from the environment . TG
12. dramatise read and created stories. TG
13. advertise products using different methods. TG
14. use paper mache and play dough to make animals and household utensils.
15. design traditional costumes from other cultures.
16. design signs and symbols using calligraphy. TG
17. design warning signs for dangerous places in their area.
18. design toys and decorative ornaments.
19. perform basic functions of word processing and draw graphics in a graphics painting programme. TG
20. depict moral dilemmas in a story.
21. play advanced versions of indigenous games.
22. play games of strategy from other cultures.
23. modify existing board games to suit their situations.
24. reuse plastics, tins and bottles to promote sustainable use of resources and generate income.
25. recycle plastics, tins and bottles to promote sustainable use of resources and income generation.

26. use wire and clay to make crafts.
27. adapt word puzzles to combat substance abuse. TG
28. explain different types of resources. TG
29. classify resources into renewable and non-renewable.
30. demonstrate ways of protecting and conserving resources.
31. explain the relationship between needs and resources. TG
32. explain the scarcity of resources in relation to people's wants. TG
33. distinguish between producers and providers of goods and services. TG
34. describe a consumer of goods and services. TG
35. determine the price of goods and services. TG
36. explain two different types of market. TG
37. identify effects of vandalism in daily-life.

## Creativity and Entrepreneurial Learning Area Activity Plan

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
1. draw measured drawings.	<p><b>Concepts</b> Measured drawings</p> <p><b>Skills</b> Measuring Drawing Observation Effective communication Manipulation</p> <p><b>Values and attitudes</b> Workmanship Competence Aesthetics Accuracy</p>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to measure using drawing instruments.</li> <li>• Learners practice measuring using drawing instruments.</li> <li>• Teacher shows learners how to draw measured geometrical solids (cube and pyramids).</li> <li>• Learners draw measured geometrical solids (cube and pyramids).</li> </ul>	<p>measure accurately using drawing instruments.</p> <p>draw measured geometrical solids (cube and pyramids).</p>	<p>Drawing instruments</p> <p>Solid geometrical shapes</p>
2. draw portraits using freehand sketching.	<p><b>Concepts</b> Freehand sketching Portrait</p> <p><b>Skills</b> Sketching Drawing Observation Manipulation Workmanship</p> <p><b>Values and attitudes</b> Competence Aesthetics Patience</p>	<ul style="list-style-type: none"> <li>• Teacher and learners revise the steps to follow when producing a portrait</li> <li>• Teacher demonstrates how to reproduce the proportions of the head when producing a portrait.</li> <li>• Learners practice reproducing the proportions of the head when producing a portrait.</li> <li>• Learners produce a portrait, following the steps to correctly reproduce the proportions of the head.</li> </ul>	<p>reproduce the proportions of the head when producing a portrait.</p> <p>produce portraits using freehand sketching.</p>	<p>Drawing instruments</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
3. make observational drawings of natural scenes using freehand sketching.	<p><b>Concepts</b> Freehand sketching Observational drawings</p> <p><b>Skills</b> Sketching Drawing Observation Manipulation Workmanship Interpretation</p> <p><b>Values and attitudes</b> Patience Competence Aesthetics</p>	<ul style="list-style-type: none"> <li>• Teacher and learners observe natural scenes outside.</li> <li>• Teacher and learners discuss different scenery observed outside.</li> <li>• Learners list things they have observed.</li> <li>• Teacher demonstrates sketching observational drawings.</li> <li>• Learners practice sketching observational drawings.</li> <li>• Learners interpret what they have observed outside and drawn.</li> <li>• Learners display their work in the classroom.</li> </ul>	<p>list things they have observed.</p> <p>sketch observational drawings.</p> <p>interpret what they have drawn.</p>	<p>Drawing instruments</p> <p>Immediate natural environment</p>
4. paint using secondary colours.	<p><b>Concepts</b> Secondary colours Painting</p> <p><b>Skills</b> Painting Observation Creativity Manipulation Workmanship Interpretation</p> <p><b>Values and Attitudes</b> Patience Appreciation Competence Aesthetics</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss primary and secondary colours.</li> <li>• Learners differentiate between primary and secondary colours.</li> <li>• Learners produce secondary colours in paint.</li> <li>• Learners paint natural scenes using secondary colours.</li> <li>• Learners display their work.</li> </ul>	<p>differentiate between primary and secondary colours.</p> <p>produce secondary colours using paint.</p> <p>paint natural scenes using secondary colours.</p>	<p>Paints</p> <p>Brush</p> <p>Water</p> <p>Container</p> <p>Aprons</p> <p>Teacher's Guide</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
5. make portraits depicting three cultures (European, Chinese and Indians).	<p><b>Concepts</b> Portraits Culture</p> <p><b>Skills</b> Drawing Observation Interpretation Creativity Workmanship</p> <p><b>Values and Attitudes</b> Tidiness Neatness Competence</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss three different cultures, showing respect and avoiding stereotypes.</li> <li>Teacher and learners study and discuss pictures and photographs of Europeans, Chinese and Indians.</li> <li>Teacher invites Europeans, Chinese and Indians from the local community to come and sit as models to be drawn.</li> <li>Learners make portraits of the models, or draw portraits from pictures or photographs of Europeans, Chinese and Indians.</li> <li>Learners display their work.</li> </ul>	<p>identify three different cultures.</p> <p>make portraits depicting three different cultures.</p>	<p>Pencils</p> <p>Crayons</p> <p>Drawing erasers</p> <p>Sharpener</p> <p>Teacher's Guide</p>
6. use different objects to produce prints.	<p><b>Concepts</b> Printing Bottle prints Finger prints Crayon prints</p> <p><b>Skills</b> Printing Observation Creativity Manipulation</p> <p><b>Values and Attitudes</b> Workmanship Aesthetics</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the difference between painting and printing.</li> <li>Teacher demonstrates how to make bottle, finger and crayon prints.</li> <li>In rotating groups learners practice bottle, finger and crayon printing.</li> <li>Learners display their work.</li> </ul>	<p>differentiate between painting and printing.</p> <p>produce finger prints.</p> <p>produce bottle prints.</p> <p>produce crayon prints.</p>	<p>Crayons</p> <p>Paper</p> <p>Brush</p> <p>Water</p> <p>Container</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
7. use three major scales to compose music.	<p><b>Concepts</b> Major scales: <b>C</b> major (natural) <b>G</b> major (one sharp) <b>F</b> major (one flat) Key Accidental flat Accidental sharp</p> <p><b>Skills</b> Composing Creativity Observation</p> <p><b>Values and Attitudes</b> Cooperation Patience</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss major scales.</li> <li>• Teacher and learners explore the <b>C</b> major scale.</li> <li>• Learners practise the <b>C</b> major scale.</li> <li>• Learners compose a song using the <b>C</b> major scale.</li> <li>• Teacher and learners explore the <b>G</b> major Scale.</li> <li>• Learners practise the <b>G</b> major scale.</li> <li>• Learners compose a song using the <b>G</b> major scale.</li> <li>• Teacher and learners explore the <b>F</b> major Scale.</li> <li>• Learners practise the <b>F</b> major scale.</li> <li>• Learners compose a song using the <b>F</b> major scale.</li> </ul>	<p>play/sing the <b>C</b> major scale.</p> <p>play/sing the <b>G</b> major scale.</p> <p>play/sing the <b>F</b> major scale.</p> <p>compose songs using the <b>C</b> major scale.</p> <p>compose songs using the <b>G</b> major scale.</p> <p>compose songs using the <b>F</b> major scale.</p>	<p>Music scales</p> <p>Teacher's Guide</p>
8. perform songs and dances and play musical instruments.	<p><b>Concepts</b> Expressive works</p> <p><b>Skills</b> Dancing Singing Creativity Movement</p> <p><b>Values and Attitudes</b> Tolerance Patience Competence Commitment Confidence Self-esteem</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss songs, dances and musical instruments.</li> <li>• Teacher or resource person plays different types of music, including kwaito, house, reggae, hip-hop.</li> <li>• Learners perform songs for different types of music.</li> <li>• Learners perform dances for different types of music.</li> <li>• Resource person plays different musical instruments.</li> <li>• Teacher and learners identify different musical instruments.</li> <li>• Learners practice playing one of the musical instruments</li> </ul>	<p>identify five different types of music.</p> <p>differentiate types of music being played.</p> <p>perform one of the songs for different types of music.</p> <p>perform one of the dances for different types of music.</p> <p>identify three musical instruments.</p> <p>play a musical instrument.</p>	<p>CDs /cassettes</p> <p>Guitar</p> <p>Flute</p> <p>Keyboard</p> <p>Mouth organ</p> <p>Accordion</p> <p>Concertina</p> <p>Other musical instruments</p> <p>Resource person</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
9. perform local and foreign songs and dance	<p><b>Concepts</b> Performing Local and foreign songs and dance</p> <p><b>Skills</b> Singing Dancing</p> <p><b>Values and Attitudes</b> Cooperation</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss and demonstrates local dances and songs.</li> <li>Teacher invites local resource persons to demonstrate local dances and songs.</li> <li>Learners practise local dances and songs as demonstrated.</li> <li>Teacher invites resource person to demonstrate foreign songs and dances.</li> <li>Learners practise foreign songs and dances as demonstrated.</li> </ul>	<p>identify local dances</p> <p>identify local songs.</p> <p>perform at least one local dance.</p> <p>perform at least one local song.</p> <p>perform at least one foreign dance.</p> <p>perform at least one foreign song.</p>	<p>Resource persons</p> <p>Music instruments</p> <p>Cassettes</p> <p>CDs</p> <p>Radio</p>
10. compose their own poems and lyrics	<p><b>Concepts</b> Lyrics Poetry</p> <p><b>Skills</b> Speaking Singing Listening Writing Creativity</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss poetry and lyrics and the difference between them.</li> <li>Teacher recites a poem.</li> <li>Learners differentiate between poems and lyrics.</li> <li>Learners compose their own poems.</li> <li>Learners recite their own poems.</li> <li>In pairs, learners compose their own song lyrics.</li> <li>In pairs, learners perform their own song lyrics.</li> </ul>	<p>differentiate between a poem and lyrics.</p> <p>compose their own poems.</p> <p>recite their own poems.</p> <p>compose their own song lyrics.</p> <p>perform their own song lyrics.</p>	<p>Poetry book</p> <p>Music/song lyrics.</p> <p>CD/cassette</p>
11. differentiate between the pitch, duration and volume of different sounds from the environment .	<p><b>Concepts</b> Sound Pitch Duration Volume Graphic score</p> <p><b>Skills</b> Listening Imitation Exploring Creativity</p> <p><b>Values and Attitudes</b> Perseverance Patience Cooperation</p>	<ul style="list-style-type: none"> <li>Learners explore pitch using different improvised sounds.</li> <li>Learners explore duration using different improvised sounds.</li> <li>Learners explore volume using different improvised sounds.</li> <li>Learners differentiate sounds from the environment (rain, wind, thunderstorms, rivers and streams) according to high-low, long-short, loud-soft.</li> <li>Teacher and learners revise the graphic score.</li> <li>In groups learners practise making a graphic score based on sounds made by rain, wind, thunderstorms, rivers and streams.</li> <li>Learners play the graphic score.</li> </ul>	<p>identify pitch of different improvised sounds.</p> <p>identify duration of different improvised sounds.</p> <p>identify volume of different improvised sounds.</p> <p>differentiate sounds from the environment according to high-low, loud-soft, long-short.</p> <p>make a graphic score based on sounds made by rain, wind, thunderstorms, rivers and streams.</p> <p>play the graphic score.</p>	<p>Graphic score</p> <p>Improvising materials</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
12. dramatise read and created stories.	<p><b>Concepts</b> Dramatisation</p> <p><b>Skills</b> Acting Movement Effective communication Creativity</p> <p><b>Values and Attitudes</b> Patience Commitment Tolerance Competence</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss dramatization (story acting).</li> <li>Learners read short stories.</li> <li>Learners identify the characters in the story and their roles.</li> <li>Learners dramatise stories they have read, using the skills of movement, simulation and effective communication.</li> <li>In groups learners create their own stories.</li> <li>Learners re-tell the story they have created.</li> <li>Learners identify the characters in the story and their roles.</li> <li>Learners dramatize stories they have created, using the skills of movement, simulation and effective communication.</li> </ul>	<p>re-tell a story they have read.</p> <p>identify the characters in the story and their roles.</p> <p>dramatise stories they have read.</p> <p>create a short story.</p> <p>identify the characters in the story and their roles.</p> <p>dramatise stories they have created.</p>	<p>Story books</p> <p>Costumes</p> <p>Accessories</p>
13. advertise products using different methods.	<p><b>Concepts</b> Advertising: Cartoons Puppetry Posters</p> <p><b>Skills</b> Advertising Puppetry Cartoon making Creativity</p> <p><b>Values and Attitudes</b> Workmanship Competence Assertiveness Confidence Entrepreneurism</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the importance of advertising and revise the advertising methods they already know.</li> <li>Teacher introduces cartooning as an advertising method.</li> <li>Learners practise cartoon making as an advertising method.</li> <li>Teacher and learners identify vegetables ready for marketing</li> <li>Learners brainstorm steps needed to prepare vegetables for marketing.</li> <li>Learners produce advertisements for different vegetables using cartoons.</li> <li>Learners produce advertisements for different vegetables using different methods (puppetry, posters).</li> <li>Learners produce advertisements for other products.</li> <li>Learners practice pricing and marketing the products.</li> </ul>	<p>state different methods of advertising.</p> <p>draw cartoons as a method of advertising.</p> <p>state the steps needed to prepare vegetables for marketing.</p> <p>produce advertisements for different products using cartoons.</p> <p>produce advertisements for different products using other methods.</p> <p>price and market different products</p>	<p>Pencils</p> <p>Coloured pens</p> <p>Prints</p> <p>Pens</p> <p>Paper</p> <p>Paintings</p> <p>Drawings</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
14. use papermache and play dough to make animals and household utensils.	<p><b>Concepts</b> Modelling Paper mache</p> <p><b>Skills</b> Manipulation Decision-making Creativity</p> <p><b>Values and Attitudes</b> Workmanship Competence</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss how to make papermache.</li> <li>• Teacher demonstrate how to model using paper mache.</li> <li>• Learners make papermache.</li> <li>• Learners practice making animals using paper mache.</li> <li>• Learners practice making different household utensils using paper mache.</li> <li>• Learners display their work</li> </ul>	<p>list the steps to follow in making papermache.</p> <p>prepare paper mache.</p> <p>make two different animals using paper mache.</p> <p>make two different household utensils using paper-mache.</p> <p>display workmanship and creativity in their work.</p>	<p>Paper</p> <p>Water</p> <p>Cardboard</p> <p>Flour</p> <p>Prickle pear</p> <p>Containers</p>
15. design traditional costumes from other cultures	<p><b>Concepts</b> Traditional costumes Design (European, Indian and Chinese)</p> <p><b>Skills</b> Design Creativity Observation</p> <p><b>Values and Attitudes</b> Workmanship Tidiness</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss traditional attires of other cultures.</li> <li>• Teacher show learners pictures showing traditional attire of the Indians, Europeans and Chinese.</li> <li>• Learners collect pictures showing traditional attire of Indians, Europeans and Chinese.</li> <li>• Teacher and learners discuss pictures they have collected showing traditional attire and match different attires with their culture..</li> <li>• Learners design traditional costumes of Indian, Chinese and Europeans.</li> <li>• Learners display their work.</li> </ul>	<p>describe traditional attire from others cultures.</p> <p>match different attires with their culture.</p> <p>design traditional attire of Indian, Chinese and Europeans</p>	<p>Magazines</p> <p>Scissors</p> <p>Paper</p> <p>Coloured crayons</p> <p>Coloured paper</p> <p>Pieces of fabric</p>
16. design signs and symbols using calligraphy.	<p><b>Concepts</b> Signs and symbols Calligraphy</p> <p><b>Skills</b> Drawing Creativity Craftsmanship Manipulation Critical thinking</p> <p><b>Values and Attitudes</b> Competence Aesthetics</p>	<ul style="list-style-type: none"> <li>• Teacher explains calligraphy, using examples.</li> <li>• Teacher illustrates signs and symbols using calligraphy.</li> <li>• Learners practice writing individual letters using calligraphy.</li> <li>• Learners use calligraphy to make signs and symbols.</li> <li>• Learners display their work at appropriate places.</li> </ul>	<p>write letters using calligraphy.</p> <p>use calligraphy to make signs and symbols.</p> <p>display craftsmanship and creativity.</p>	<p>Paper</p> <p>Pencils</p> <p>Coloured pencils</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
17. design warning signs for dangerous places in their area.	<p><b>Concepts</b> Warning signs</p> <p><b>Skills</b> Creativity Design Analysis Artistry Observation Identification</p> <p><b>Values and Attitudes</b> Workmanship Tidiness Commitment Public safety</p>	<ul style="list-style-type: none"> <li>Teacher and learners revisit and discuss dangerous places at school and warning signs dealt with in the previous year.</li> <li>Teacher and learners discuss dangerous places in the wider area.</li> <li>Teacher and learners explore their area to locate places that can cause injuries.</li> <li>Teacher and learners discuss what makes an effective warning sign.</li> <li>Learners design warning signs that can be placed at the located places.</li> <li>Learners display their work for assessment.</li> <li>Teacher and learners place best signs at identified dangerous places.</li> </ul>	<p>identify dangerous places and explain why they may be dangerous.</p> <p>Explain what makes an effective warning sign.</p> <p>design warning signs for dangerous places in the area.</p>	<p>Immediate environment</p> <p>Drawing instruments</p> <p>Paint</p> <p>Brushes</p> <p>Cutting instruments</p>
18. Design toys and decorative ornaments	<p><b>Concepts</b> Design Toys Decorative ornaments</p> <p><b>Skills</b> Design Creativity Manipulation Decision-making Critical-thinking Effective communication</p> <p><b>Values and Attitudes</b> Tolerance cooperation</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise the principles of design.</li> <li>In groups learners discuss and sketch designs for toys and decorative ornaments of their choice.</li> <li>Learners discuss the choice of materials needed for their designs.</li> <li>Produce toys and decorative ornaments</li> <li>Learners display their products</li> </ul>	<p>Design simple toys and decorative ornaments</p> <p>sketch simple toys and decorative ornaments</p> <p>choose appropriate materials for their design</p> <p>produce toys and decorative</p>	<p>Appropriate materials</p> <p>Paper</p> <p>Pens and pencils</p> <p>Rubber</p> <p>Pair of scissors</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
19. perform basic functions of word processing and draw graphics in a graphics painting programme.	<p><b>Concepts</b> Graphics</p> <p><b>Skills</b> Drawing Manipulation Creativity Workmanship Critical thinking Decision-making Problem-solving</p> <p><b>Values and Attitudes</b> Commitment Competence Patience confidence</p>	<ul style="list-style-type: none"> <li>Teacher helps learners to opens a graphics painting programme (such as MS Paint) by using the correct icon/programme on the computer.</li> <li>Teacher introduces the following functions to learners and identifies relevant the icons: <ul style="list-style-type: none"> <li>Bold</li> <li>Italics</li> <li>Underline</li> <li>Change font and size</li> <li>Spacing</li> <li>Draw/insert table</li> </ul> </li> <li>Learners use the functions in a text.</li> <li>Learners draw simple computer graphics.</li> <li>Teacher helps learners colour their graphics using the graphics painting programme.</li> </ul>	<p>open the graphics painting programme.</p> <p>Use the functions:  <ul style="list-style-type: none"> <li>Bold</li> <li>Italics</li> <li>Underline</li> <li>Change font and size</li> <li>Spacing</li> </ul> </p> <p>Draw/insert table in a text.</p> <p>draw simple computer graphics.</p> <p>colour graphics using the graphics painting programme.</p>	<p>Computer</p> <p>Teacher's Guide</p>
20. depict moral dilemmas in a story.	<p><b>Concepts</b> Moral dilemma</p> <p><b>Skills</b> Interpretation Decision-making Creativity Problem-solving Analysis</p> <p><b>Values and Attitudes</b> Assertiveness Risk-taking Empathy Responsibility Loyalty</p>	<ul style="list-style-type: none"> <li>Teacher and learners define a moral dilemma.</li> <li>Teacher and learners discuss moral dilemmas they have encountered in the previous year.</li> <li>Teacher tells a popular story which illustrates moral dilemmas.</li> <li>Learners depict moral dilemmas from the story using dramatisation.</li> <li>In groups learners create their own stories depicting moral dilemmas.</li> <li>In groups learners depict moral dilemmas from their own stories using dramatisation.</li> </ul>	<p>explain moral dilemmas encountered in the previous year.</p> <p>depict moral dilemmas from a story.</p> <p>depict moral dilemmas from their own stories.</p>	<p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
21. play advanced versions of indigenous games.	<p><b>Concepts</b> <i>Morabaraba (chitja).</i> <i>Liketoana</i></p> <p><b>Skills</b> Manipulation Creativity Observation Critical-thinking Decision-making Coordination</p> <p><b>Values and Attitudes</b> Competence Competiveness Cooperation Assertiveness</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss and demonstrate styles of playing <i>Morabaraba</i> and <i>Liketoana</i> they know.</li> <li>Teacher invites resources persons to demonstrates advanced style of playing <i>Morabaraba (chitja)</i>.</li> <li>Learners play advanced <i>Morabaraba (chitja)</i>.</li> <li>Teacher invites resource person to demonstrate advanced <i>Liketoana</i> style.</li> <li>Learners practise playing advanced <i>Liketoana</i>.</li> </ul>	<p>explain different styles (<i>maoa</i>) of playing <i>Morabaraba</i>.</p> <p>explain different styles of playing <i>Liketoana</i>.</p> <p>Play advanced <i>Morabaraba (chitja)</i> and <i>Liketoana</i>.</p>	<p>Resource person</p> <p>Small stones (<i>likhomo</i>)</p> <p>Playing board</p>
22. play games of strategy from other cultures.	<p><b>Concepts</b> Playing cards Chess Strategy</p> <p><b>Skills</b> Manipulation Observation Creativity Critical-thinking Decision-making Analysis</p> <p><b>Values and Attitudes</b> Competitiveness Competence Assertiveness</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss playing cards and card games they know.</li> <li>Teacher shows learners more advanced card games, which require strategy.</li> <li>Learners play the card games.</li> <li>Learners explain the rules of the card games.</li> <li>Learners discuss the strategies they use in the card games.</li> <li>Teacher introduces chess to learners.</li> <li>Learners familiarize themselves with the chess pieces and names.</li> <li>Teacher demonstrates the chess board set-up.</li> <li>Learners practise the chess board set-up.</li> <li>Teacher demonstrates how the chess pieces move.</li> <li>Learners practise moving chess pieces.</li> <li>Learners play chess.</li> <li>Learners discuss the strategies they use in chess.</li> </ul>	<p>explain the rules of card games.</p> <p>play card games correctly.</p> <p>discuss the strategies they use in card games.</p> <p>name the chess pieces and describe their moves.</p> <p>setup the chess board correctly.</p> <p>play chess using the correct moves.</p> <p>discuss the strategies they use in chess.</p>	<p>Chessboard</p> <p>Chess-pieces</p> <p>Playing cards</p>



Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
23. modify existing board games to suit their situations.	<p><b>Concepts</b> Modification Board games     Monopoly     Chess     Morabaraba</p> <p><b>Skills</b> Decision-making Problem-solving Creativity Effective communication Analysis</p> <p><b>Values and Attitudes</b> Integrity Risk-taking</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the three board games and their different rules.</li> <li>Teacher explains the concept of modification with local examples.</li> <li>In groups learners modify a board game.</li> <li>Learners play their modified games.</li> <li>Learners display their modified games.</li> <li>Learners reflect on and discuss how successful their modifications are, and whether they work better or less well than the original game.</li> <li>Teacher uses a checklist to assess the skills, values and attitudes demonstrated by learners.</li> </ul>	<p>explain the rules of three board games they know.</p> <p>state three rules per game.</p> <p>Indicate how they have modified parts of a game.</p> <p>play the modified game.</p> <p>discuss their modifications and whether they work better or less well than the original game.</p> <p>display and demonstrate relevant skills and appropriate values when modifying board-games.</p>	<p>Board games</p> <p>Teacher's Guide</p>
24. re-use plastics,tins and bottles to promote sustainable use of resources and generate income.	<p><b>Concepts</b> Re-use Income generation</p> <p><b>Skills</b> Manipulation Creativity Problem-solving Critical thinking</p> <p><b>Values and Attitudes</b> Workmanship Tidiness Entrepreneurism</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss items that can be re-used.</li> <li>Learners suggest ways in which plastics, tins and bottles can be re-used to generate income.</li> <li>Learners collect materials to be re-used.</li> <li>Learners demonstrate how to re-use collected materials to generate income.</li> <li>Learners re-use materials appropriately to generate income.</li> </ul>	<p>name items that can be re-used.</p> <p>name ways in which collected materials can be re-used to generate income.</p> <p>demonstrate re-use of collected materials to generate income.</p>	<p>Plastics</p> <p>Tins</p> <p>Bottles</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
25. re-cycle plastics, tins and bottles to promote sustainable use of resources and income generation.	<p><b>Concepts</b> Re-cycling Income generation</p> <p><b>Skills</b> Manipulation Creativity Problem-solving Critical thinking</p> <p><b>Values and Attitudes</b> Workmanship Tidiness Entrepreneurism</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss the concept of re-cycling and list materials that can be re-cycled from the environment.</li> <li>Teacher and learners discuss the importance of re-cycling.</li> <li>Learners suggest ways recycling can generate income.</li> <li>Learners collect materials to be re-cycled.</li> <li>Learners demonstrate how to re-cycle collected materials.</li> <li>Learners demonstrate how to re-cycle collected materials to generate income.</li> <li>Learners re-cycle materials appropriately to generate income.</li> </ul>	<p>name items that can be re-cycled.</p> <p>name ways in which collected materials can be re-cycled to generate income.</p> <p>demonstrate re-cycling of collected materials to generate income.</p>	<p>Plastics</p> <p>Tins</p> <p>Bottles</p>
26. use wire and clay to make crafts.	<p><b>Concepts</b> Making crafts</p> <p><b>Skills</b> Observation Creativity Cutting Measuring Decision-making Crafting</p> <p><b>Values and Attitudes</b> Tidiness Workmanship Competence Cooperation Appreciation</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss crafts.</li> <li>Learners describe and show items made of clay and wire.</li> <li>Teacher demonstrates how to use wire and clay to make crafts.</li> <li>Learners practise making craft items with clay.</li> <li>Learners display their work.</li> <li>Learners practise making craft items with wire</li> <li>Learners display their work.</li> </ul>	<p>describe items made of clay.</p> <p>make items using clay.</p> <p>describe items made of wire.</p> <p>make items using wire</p>	<p>Wire</p> <p>Clay</p> <p>Water</p> <p>Pliers</p> <p>Container</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
27. adapt word puzzles to combat substance abuse.	<p><b>Concepts</b> Substance abuse Word puzzles</p> <p><b>Skills</b> Critical thinking Problem-solving Creativity</p> <p><b>Values and Attitudes</b> Assertiveness Awareness</p>	<ul style="list-style-type: none"> <li>Teacher and learners name and discuss word puzzles they know.</li> <li>Teacher and learners discuss substance abuse and its harmful effects.</li> <li>Learners list substances commonly abused in their area.</li> <li>Teacher and learners discuss why people abuse substances.</li> <li>Teacher and learners discuss how to combat substance abuse.</li> <li>Learners create a word puzzle to combat substance abuse.</li> </ul>	<p>name and discuss word puzzles they know.</p> <p>list substances commonly abused in their area.</p> <p>explain the harmful effects of substance abuse.</p> <p>explain why people abuse substances.</p> <p>explain how to combat substance abuse.</p> <p>create word puzzles.</p>	<p>Word puzzles</p> <p>Pictures of drugs</p>
28. explain different types of resources.	<p><b>Concepts</b> Types of resources: Natural resources Human-made resources Human resources</p> <p><b>Skills</b> Identification Critical thinking</p> <p><b>Values and Attitudes</b> Awareness</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss natural resources.</li> <li>Learners list tools used to process natural resources.</li> <li>Learners demonstrate how some of the tools are used.</li> <li>Teacher introduces the concept of human-made and human resources.</li> <li>Learners classify resources into natural resources, human-made and human resources.</li> <li>Learners discuss different types of human resources according to the tools they use.</li> <li>Teacher and learners display pictures from magazines and newspapers showing people using tools.</li> </ul>	<p>identify four natural resources.</p> <p>list four tools used to process natural resources.</p> <p>classify resources into natural resources, human-made resources and human resources.</p> <p>give four examples of human resources according to the tools they use.</p>	<p>Pictures</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
29. classify resources into renewable and non-renewable.	<p><b>Concepts</b> Classification of resources Renewable Non-renewable</p> <p><b>Skills</b> Classification</p> <p><b>Values and attitudes</b> Awareness</p>	<ul style="list-style-type: none"> <li>Learners brainstorm resources found in the environment.</li> <li>Learners collect pictures of resources.</li> <li>Teacher explains the difference between renewable and non-renewable resources.</li> <li>Learners classify resources into renewable and non-renewable.</li> <li>Learners write a paragraph explaining the difference between renewable and non-renewable resources and giving examples of each.</li> </ul>	<p>classify resources into renewable and non-renewable features.</p> <p>write a paragraph explaining the difference between renewable and non-renewable resources and giving examples of each.</p>	<p>Pictures</p> <p>Teachers guide</p>
30. demonstrate ways of protecting and conserving resources.	<p><b>Concepts</b> Ways of protecting and conserving resources.</p> <p><b>Skills</b> Effective Communication Analysis Critical thinking Problem solving</p> <p><b>Values and attitudes</b> Appreciation Awareness Respect</p>	<ul style="list-style-type: none"> <li>Teacher tells a story or sings a song about protecting and conserving of resources.</li> <li>Teacher and learners analyse the story or song.</li> <li>Teacher and learners discuss ways of protecting and conserving resources.</li> <li>Learners role play ways of protecting and conserving resources.</li> <li>Teacher and learners revise stages of undertaking a project.</li> <li>Learners undertake a mini project to conserve or protect any resource.</li> </ul>	<p>analyse a story or a song about protecting and conserving resources.</p> <p>state ways of protecting and conserving resources.</p> <p>role play ways of protecting and conserving resources.</p> <p>implement ways of protecting and conserving resources.</p>	<p>Environment</p> <p>Teacher's Guide</p>
31. explain the relationship between needs and resources.	<p><b>Concepts</b> Needs Resources</p> <p><b>Skills</b> Critical-thinking Identification Matching</p> <p><b>Values and Attitudes</b> Awareness</p>	<ul style="list-style-type: none"> <li>Teacher and learners discuss needs and resources.</li> <li>Learners make lists of needs and resources.</li> <li>Learners match resources with the needs they can meet.</li> <li>Teacher and learners discuss the importance of protecting and conserving resources and using them in a sustainable manner.</li> </ul>	<p>make lists of needs and resources.</p> <p>match resources with the needs they can meet.</p>	<p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
32. explain the scarcity of resources in relation to people's wants.	<p><b>Concepts</b> Scarcity of resources Wants</p> <p><b>Skills</b> Decision-making Critical-thinking Problem-solving Negotiation</p> <p><b>Values and Attitudes</b> Appreciation Responsibility Awareness Self-esteem acceptance</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss scarcity of resources.</li> <li>• Teacher and learners revise the difference between wants and needs.</li> <li>• Learners list people's wants.</li> <li>• Learners match wants with resources</li> <li>• Learners identify wants which cannot be met because of limited resources.</li> <li>• Teacher and learners discuss finding available/affordable alternatives.</li> <li>• Learners role-play a situation where they need to make a choice to meet their wants and identify available/affordable alternatives</li> </ul>	<p>define scarcity of resources.</p> <p>match wants with resources.</p> <p>identify available/affordable alternatives</p>	Teacher's Guide
33. distinguish between producers and providers of goods and services.	<p><b>Concepts</b> Producers Providers</p> <p><b>Skills</b> Effective communication Problem-solving Critical-thinking</p>	<ul style="list-style-type: none"> <li>• Teacher and learners discuss goods and services.</li> <li>• Teacher introduces the concepts of producers and providers of goods and services using pictures.</li> <li>• Learners identify producers and providers of goods and services they know.</li> <li>• Teacher and learners discuss prominent producers and providers of goods and services.</li> <li>• Learners differentiate between producers and providers of goods and services.</li> <li>• Learners role-play situations which show the difference between producers and providers of goods and services.</li> </ul>	<p>explain producers and providers of goods and services</p> <p>give examples of three producers and three providers of goods and services.</p> <p>give examples of two prominent producers and providers of goods and services.</p> <p>differentiate between producers and providers of goods and services.</p>	<p>Pictures from magazines and newspapers</p> <p>Teacher's Guide</p>

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
34. describe a consumer of goods and services.	<b>Concepts</b> Consumer  <b>Skills</b> Critical-thinking Sorting  <b>Values and Attitudes</b> Awareness	<ul style="list-style-type: none"> <li>Teacher and learners discuss providers of goods and services.</li> <li>Learners list goods and services they use on a daily basis.</li> <li>Learners sort their list into goods and services.</li> <li>Teacher introduces the concept of consumer and gives a definition.</li> <li>Learners give examples of consumers of particular goods and services on their list.</li> </ul>	list five goods and services they use on a daily basis.  differentiate between goods and services.	Teacher's Guide
35. determine the price of goods and services.	<b>Concepts</b> Pricing  <b>Skills</b> Decisionmaking Critical-thinking Problem-solving  <b>Values and Attitudes</b> Awareness Honesty	<ul style="list-style-type: none"> <li>Teacher and learners discuss the prices of goods and services and the factors which determine them.</li> <li>Teacher creates a situation where learners will practice buying and selling of goods and services using token money.</li> <li>Learners collect items as goods and services for roll play.</li> <li>Learners decide and agree on prices of different goods and services.</li> <li>Learners explain how they decided the prices.</li> <li>Learners advertise some of the goods and services.</li> <li>Learners use token money to buy and sell goods and services as priced.</li> </ul>	price goods and services.  explain how they decided the prices.  advertise goods and services.  buy and sell goods and services	Goods and services  Card-Board  Pencils  Rubbers  Crayons  Pair of scissors  Token money  Teacher's Guide
36. explain two different types of market.	<b>Concepts</b> Market : Face to face Faceless  <b>Skills</b> Critical-thinking Classifying Effective communication	<ul style="list-style-type: none"> <li>Teacher and learners revise buying and selling of goods and services.</li> <li>Teacher introduces the concept of a market and explains its importance.</li> <li>Learners identify different markets that exist in their area.</li> <li>Teachers introduces two types of markets (face to face and faceless).</li> <li>Learners classify markets into face-face and faceless markets.</li> </ul>	explain a market.  explain the importance of markets.  give three examples of markets existing in their area.  differentiate between face to face and faceless markets.	Catalogues  Media (radio, TV, leaflets)  Pictures  Teacher's Guide

Learning outcomes: at the end of Grade 5, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
37. identify effects of vandalism in daily-life.	<p><b>Concepts</b> Vandalism</p> <p><b>Skills</b> Problem-solving Decision-making Negotiation Effective communication</p> <p><b>Values and Attitudes</b> Cooperation Awareness Responsibility Honesty loyalty Integrity</p>	<ul style="list-style-type: none"> <li>Teacher and learners revise previous year 's work on vandalism.</li> <li>Learners identify vandalism on their own property.</li> <li>Teacher and learners discuss the effects of vandalism on their own property.</li> <li>Teacher and learners identify the effects of vandalism on school property.</li> <li>Teacher and learners discuss the effects of vandalism on school property.</li> <li>Teacher and learners identify the effects of vandalism on public property.</li> <li>Teacher and learners discuss the effects of vandalism on public property.</li> <li>Teacher and learners discuss how to combat vandalism in daily life.</li> <li>In groups, learners develop roll plays demonstrating how to combat vandalism.</li> <li>Learners perform roll plays for the whole class.</li> <li>Class provides feedback on the roll plays and votes for the best tone.</li> </ul>	<p>cite two incidences of vandalism that occurred on their own property.</p> <p>describe the effects of vandalism on their property.</p> <p>cite two incidences of vandalism that occurred on school property.</p> <p>describe the effects of vandalism on school property.</p> <p>cite two incidences of vandalism on public property.</p> <p>describe the effects of vandalism on public property.</p> <p>perform roll plays demonstrating how to combat vandalism.</p> <p>demonstrate and display the appropriate values and attitudes with regard to vandalism.</p>	<p>Learner's property</p> <p>School property</p> <p>Public property</p>