

# ENGLISH

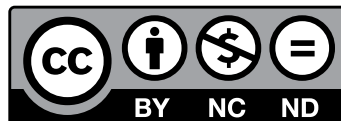
## First Additional Language

### Grade 4

#### Management Document

Term 1

#### Edition 5, 2023





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**Dear Grade 4 EFAL Teachers,**

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, learner books, resources, curriculum trackers and assessments.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given.

Please also try to source a variety of reading resources for your learners and encourage them to do as much independent reading as possible.

Best wishes for a great term,

The PSRIP Team

## Guidelines for the PSRIP EFAL SLP

This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS ATPs.

It is important to fully understand the concepts embedded in this approach.

### STRUCTURED LEARNING PROGRAMME

- A structured learning programme provides day-by-day **lesson plans**, together with all the **required resources**.
- For this SP EFAL programme, a **routine** has been designed to teach each component of language in a 10-hour cycle, that extends across two weeks. In the first week, the lessons focus on **receptive language skills**; and in the second week the lessons facilitate **expressive language skills**.
- Within this routine, selected pedagogies, or '**core methodologies**' have been included to teach different aspects of literacy and language. These core methodologies are used over and over, in every two-week cycle. This allows teachers to become experts in the delivery of these lessons, and to focus on the content. It also helps learners to focus on the content, once they understand the structure of each lesson.
- Content is developed around a **theme**, and each theme runs for two-weeks, as per the cycle routine.
- As per policy, the programme's lessons and resources use the following approaches to teach reading and viewing, writing and presenting, listening, speaking and LSCs: **text-based, communicative, integrated** and **process orientated**.
- In addition, the programme is designed to support the development of **technical reading skills** and **comprehension skills** in a structured, explicit manner.

# Term 1 Curriculum Tracker & Textbook Activities

## Weeks 1-2 Orientation

PSRIP WEEK 1: ORIENTATION	
	<ul style="list-style-type: none"> <li>Week 1: Orientation               <ul style="list-style-type: none"> <li>Please note that at the start of the orientation programme, a Phonics and Sight Words Review activity is included.</li> <li>Please use some time every day to revise the phonic sounds, phonic words and sight words included in this activity.</li> </ul> </li> </ul>
PSRIP WEEK 2: ORIENTATION	
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Week 2: Orientation</li> </ul> <p>The focus of the orientation programme is to teach learners the routines and procedures of the programme, and to establish and practice using class rules. However, the orientation also includes activities related to:</p> <ul style="list-style-type: none"> <li>Answering simple questions</li> <li>Giving a simple recount</li> <li>Reading a story</li> <li>Writing a personal recount</li> <li>Creating a personal dictionary</li> </ul>
<b>R&amp;V</b>	
<b>W&amp;P</b>	
<b>LSC</b>	LSC is not covered in the orientation weeks.

## Weeks 3-4

Week 3: Accidents		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Introduce theme: Accidents</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: 12 year old boy survives three story fall</li> <li>• Genre: Newspaper article</li> <li>• Three read</li> <li>• Model comprehension skill: Making connections</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: 12 year old boy survives three story fall</li> <li>• Genre: Newspaper article</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /r/ /a/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 20: Schoolgirls save boys life</li> <li>• Genre: Newspaper article</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 20: Schoolgirls save boys life</li> <li>• Genre: Newspaper article</li> <li>• Model comprehension skill: I wonder / Search the text</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 20: Schoolgirls save boys life</li> <li>• Genre: Newspaper article</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 20: Schoolgirls save boys life</li> <li>• Genre: Newspaper article</li> <li>• Teach: I wonder / Search the text</li> </ul>	



Week 3: Accidents		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 20: Schoolgirls save boys life</li> <li>• Genre: Newspaper article</li> <li>• Written comprehension</li> <li>• Comprehension strategy: Search the text</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Advertisement in the form of a poster</li> <li>• Sample text: Keep your children safe by watching them all the time: 1, 2 EYES ON YOU!</li> </ul>	

Week 4: Accidents		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Advertisement in the form of a poster</li> <li>• Topic: Design a poster to advertise a product or service to keep people safe</li> <li>• Planning Strategy: Mind map</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> <li>• LSC: Direct speech</li> <li>• Use plan to draft advertisement</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 4</li> </ul>	

Week 4: Accidents		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> <li>Edit advertisement using checklist</li> <li>Publish and share advertisement</li> </ul>	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>Class: Worksheet Week 4</li> <li>Group 5</li> </ul>	
Friday	Activity 3: Conclusion	

Weeks 3&4 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 3: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads information text, e.g. factual recount/news report	
SUCCESSFUL OXFORD Oxford	Having a good time, 18	
STUDY & MASTER Cambridge	My mother, 14	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Two equals two times the fun, 7	
VIA AFRICA Via Africa	Mrs Makoe brings books to school, 18	
HEAD START Oxford	Shark fright, 17	
SOLUTIONS FOR ALL Macmillan Education	Can girls play sport? 2	
PLATINUM Pearson	Three women, seven mountains, 13	
TOP CLASS Shuter & Shooter	Maths champion, 8	
Week 4: Writing		
Textbook	Supplementary Writing Activity:	Date Completed
	Writes a poster/advertisement.	
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Make a notice for an art exhibition, 110	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 135	
VIA AFRICA Via Africa	Design a poster, 107	
HEAD START Oxford	Write a notice, 105	

<b>Weeks 3&amp;4 SUPPLEMENTARY TEXTBOOK ACTIVITIES</b>		
<b>Week 3: Reading and Viewing</b>		
SOLUTIONS FOR ALL Macmillan Education	Make a poster, 128	
PLATINUM Pearson	Design a poster, 63	
TOP CLASS Shuter & Shooter	Design a poster, 86	
<b>Week 4: LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b>	<b>Date Completed</b>
	Direct Speech	
SUCCESSFUL OXFORD Oxford	Work as a class, change this play dialogue, 154 Complete the sentences, 179	
STUDY & MASTER Cambridge	Direct speech, 101	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Direct speech, find the speech marks in the story, 121	
VIA AFRICA Via Africa	Work with words and sentences, 137	
HEAD START Oxford	Saying commands, 34 Work in pairs. Read the speech, 43	
SOLUTIONS FOR ALL Macmillan Education	Direct Speech, 161	
PLATINUM Pearson	Direct Speech, 94 Direct Speech, 170	
TOP CLASS Shuter & Shooter	Direct speech, 75	

<b>Theme Reflection: Accidents</b>	
<b>1</b> What went well this cycle?	
<b>2</b> What did not go well this cycle? How can you improve on this?	
<b>3</b> Did you cover all the work for the cycle? If not, how will you get back on track?	
<b>4</b> Do you need to extend or further support some learners?	
<b>5</b> In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 5-6

Week 5: We all matter		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: We all matter</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: We all have our strengths</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Visualise / Evaluate</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: We all have our strengths</li> <li>• Genre: Story</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /c/ /u/ and /x/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 44: The big lion and the tiny mouse</li> <li>• Genre: Story</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 44: The big lion and the tiny mouse</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 44: The big lion and the tiny mouse</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	

Week 5: We all matter		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 44: The big lion and the tiny mouse</li> <li>• Genre: Story</li> <li>• Teach: Visualise</li> </ul>	
Friday	Activity 1: Shared Reading: Post-Read DBE Workbook 1 page 44: The big lion and the tiny mouse Genre: Story Written comprehension Comprehension strategy: Visualise / Evaluate	
Friday	Activity 2: Teach the Genre Narrative essay (Story) in which a character receives an SMS Sample text: A tale of two friends	

Week 6: We all matter		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Story (narrative essay) and SMS</li> <li>• Topic: Write a story about a person who helps another person. Include an SMS in the story.</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> <li>• LSC: Adverbs</li> <li>• Use plan to draft story (narrative essay)</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	

Week 6: We all matter		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> <li>• Edit story (narrative essay) using checklist</li> <li>• Publish and share story (narrative essay)</li> </ul>	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 5</li> </ul>	
Friday	Activity 3 Conclusion	

Weeks 5&6 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 5: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a story	
SUCCESSFUL OXFORD Oxford	The Ugly Duckling, 28	
STUDY & MASTER Cambridge	Tasneem gets lot, 27	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Vuyo and his family tree, 26	
VIA AFRICA Via Africa	At the store, 25	
HEAD START Oxford	The noisy neighbour, 24	
SOLUTIONS FOR ALL Macmillan Education	What grows in Ms Tabole's garden? 27	
PLATINUM Pearson	A river adventure, 22	
TOP CLASS Shuter & Shooter	Phindi wins friends, 14	
Week 6: Writing		
Textbook	Supplementary LSC Activity:	Date Completed
	Writes a story, writes an SMS	
SUCCESSFUL OXFORD Oxford	Write about the ugly duckling, 32	
STUDY & MASTER Cambridge	Write about what you think will happen next in the story, 30	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write an opinion, 34 Write a description, 34	
VIA AFRICA Via Africa	Write an opinion, 31 Write a description, 32	

<b>Weeks 5&amp;6 SUPPLEMENTARY TEXTBOOK ACTIVITIES</b>		
HEAD START Oxford	Write and ending to the story, 28 Write descriptions, 29	
SOLUTIONS FOR ALL Macmillan Education	Write a book review about a book you have read, 163	
PLATINUM Pearson	Write about, 'Family quarrels', 7	
TOP CLASS Shuter & Shooter	Write to express opinion, 17 Write a description, 17	
<b>Week 6: LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b>	<b>Date Completed</b>
	Adverbs	
SUCCESSFUL OXFORD Oxford	Adverbs of manner, 100 Adverbs of place, 191 Adverbs of manner, 194	
STUDY & MASTER Cambridge	Adverbs, 33 Adverbs of manner, 88 Adverbs, 115 Adverbs of place, 140	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adverbs ending in 'ly', 33 Adverbs add extra information, 91 Adverbs of manner and place, 104 Adverbs, 145	
VIA AFRICA Via Africa	Adverbs of manner, 32	
HEAD START Oxford	Adverbs of manner, 28 Write sentences using adverbs, 78	
SOLUTIONS FOR ALL Macmillan Education	Adverbs, 89 Adverbs, 161	
PLATINUM Pearson	Adverbs, 72 Adverbs, 81	



Theme Reflection: We all matter	
<b>1</b> What went well this cycle?	
<b>2</b> What did not go well this cycle? How can you improve on this?	
<b>3</b> Did you cover all the work for the cycle? If not, how will you get back on track?	
<b>4</b> Do you need to extend or further support some learners?	
<b>5</b> In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 7-8

Week 7: Taking a trip		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Taking a trip</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: A bus ride to Granny's house</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: A bus ride to Granny's house</li> <li>• Genre: Story</li> <li>• Group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /ck/ /o/and /sh/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 56: Going visiting</li> <li>• Genre: Information text</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 56: Going visiting</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 56: Going visiting</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 56: Going visiting</li> <li>• Genre: Information text</li> <li>• Teach: Make inferences</li> </ul>	

Week 7: Taking a trip		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 56: Going visiting</li> <li>• Genre: Information text</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Instructions (procedural text)</li> <li>• Sample text: How to go on a bus trip</li> </ul>	

Week 8: Taking a trip		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Instructions (procedural text)</li> <li>• Topic: Instructions</li> <li>• Planning Strategy: Make a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> <li>• LSC: Determiners</li> <li>• Use plan to write draft of instructions</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> <li>• Edit instructions using checklist</li> <li>• Publish and share instructions</li> </ul>	

Week 8: Taking a trip		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: Conclusion	

Weeks 7&8 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 7: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads procedural texts	
SUCCESSFUL OXFORD Oxford	Read a recipe, 40	
STUDY & MASTER Cambridge	Read how to make an ankle shaker, 39	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a school time table, 38	
VIA AFRICA Via Africa	Read a recipe, 36	
HEAD START Oxford	Read how to play party games, 32	
SOLUTIONS FOR ALL Macmillan Education	Read how to plant a vegetable garden, 39	
PLATINUM Pearson	Read a cake recipe, 35	
TOP CLASS Shuter & Shooter	Read instructions to make a parachute, 23	
Week 8: Writing		
Textbook	Supplementary LSC Activity:	Date Completed
	Writes simple instructions using a frame. Write a list with headings.	
SUCCESSFUL OXFORD Oxford	Write and present instructions, 42	
STUDY & MASTER Cambridge	Make a list of six things you can use to make musical instruments, 38	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write school rules, 42	
VIA AFRICA Via Africa	Write a list with headings, 38	
HEAD START Oxford	Write a list, 36	
SOLUTIONS FOR ALL Macmillan Education	Write instructions for planting vegetable seeds, 45	

Weeks 7&8 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
PLATINUM Pearson	Write a recipe, 35	
TOP CLASS Shuter & Shooter	Write instructions on how to make something easy, 24	
Week 8: LSC		
Textbook	Supplementary LSC Activity: Determiners	Date Completed
SUCCESSFUL OXFORD Oxford	Language determiners and comparatives, 116	
STUDY & MASTER Cambridge	Determiners, 11	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Numeral determiners, 9	
VIA AFRICA Via Africa	Numeral determiners, 11	
HEAD START Oxford	Give instructions, 35	
SOLUTIONS FOR ALL Macmillan Education	Plurals, 62	
PLATINUM Pearson	Countable nouns, 3 Countable and uncountable nouns, 62	
TOP CLASS Shuter & Shooter	Using 'a' and 'the' with nouns, 52 Uncountable nouns, 53	

Theme Reflection: Taking a trip	
<b>1</b> What went well this cycle?	
<b>2</b> What did not go well this cycle? How can you improve on this?	
<b>3</b> Did you cover all the work for the cycle? If not, how will you get back on track?	
<b>4</b> Do you need to extend or further support some learners?	
<b>5</b> In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 9-10

Week 9: Dragons		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Dragons</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: Buhle's bad dream!</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Visualise / Evaluate</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: SPEAKING <ul style="list-style-type: none"> <li>• Re-read Text: Buhle's bad dream!</li> <li>• Genre: Story</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /bl/ and /ar/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 64: Belinda's pet dragon</li> <li>• Genre: Poem</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 64: Belinda's pet dragon</li> <li>• Genre: Poem</li> <li>• Model comprehension skill: Visualise / Evaluate</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 64: Belinda's pet dragon</li> <li>• Genre: Poem</li> <li>• Model comprehension skill: Visualise / Evaluate</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 64: Belinda's pet dragon</li> <li>• Genre: Poem</li> <li>• Teach: Visualise / Evaluate</li> </ul>	

Week 9: Dragons		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 64: Belinda's pet dragon</li> <li>• Genre: Poem</li> <li>• Complete text illustration</li> <li>• Comprehension strategy: Visualise / Evaluate</li> </ul>	
Friday	Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> <li>• Poem (Haiku)</li> <li>• Sample text: Dragon Haikus</li> </ul>	

Week 10: Dragons		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Poem</li> <li>• Topic: Visualise a dragon in your mind! Write a poem (Haiku) about the dragon you see.</li> <li>• Planning Strategy: Use a mind-map</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> <li>• LSC: Alliteration</li> <li>• Visualise a dragon in your mind! Write a poem (Haiku) about the dragon you see.</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 10</li> <li>• Group 4</li> </ul>	

Week 10: Dragons		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Writing: Editing and Publishing Edit poem using checklist Publish and share poem	
Friday	Activity 2: Group Guided Reading Class: Worksheet Week 10 Group 5	
Friday	Activity 3 Conclusion	

Weeks 9 & 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 9: Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a simple poem/s.	
SUCCESSFUL OXFORD Oxford	Did you really?, 52	
STUDY & MASTER Cambridge	Fishes evening song, 48	
INTERACTIVE ENGLISH St Mary's Interactive Learning	My promise, 47	
VIA AFRICA Via Africa	Sailing home, 44	
HEAD START Oxford	The owl and the pussycat, 40	
SOLUTIONS FOR ALL Macmillan Education	Tiggy the naughty cat, 50	
PLATINUM Pearson	I love my house, 40	
TOP CLASS Shuter & Shooter	My favourite foods, 31	
Week 10: Writing		
Textbook	Writing Activity:	Date Completed
	Writes sentences that rhyme or simple poem with frame	
SUCCESSFUL OXFORD Oxford	Write and present sentences that rhyme, 54	
STUDY & MASTER Cambridge	Write the words from the poem that start with the same letter, 49	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write rhyming sentences, 52	
VIA AFRICA Via Africa	Do a word puzzle and write sentences that rhyme, 46	



<b>Weeks 9 &amp;10 SUPPLEMENTARY TEXTBOOK ACTIVITIES</b>		
HEAD START Oxford	Write rhyming words, 42	
SOLUTIONS FOR ALL Macmillan Education	Write rhyming sentences, 56	
PLATINUM Pearson	Write a poem that rhymes, 43	
TOP CLASS Shuter & Shooter	Rhyming words, 33 Write a poem, 35	
<b>Week 10: LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b> Alliteration, syllables	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Rhyming poems, 130	
STUDY & MASTER Cambridge	Syllables, 29	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write same sound names, 53	
VIA AFRICA Via Africa	Words with same sound, 48	
HEAD START Oxford	Syllables and rhyme, 44 Find rhyming words, 45	
SOLUTIONS FOR ALL Macmillan Education	Rhyming, 48	
PLATINUM Pearson	Rhyming poems, 39	
TOP CLASS Shuter & Shooter	Syllables, 32 Alliteration, 34	

<b>Theme Reflection: Dragons</b>	
<b>1</b> What went well this cycle?	
<b>2</b> What did not go well this cycle? How can you improve on this?	
<b>3</b> Did you cover all the work for the cycle? If not, how will you get back on track?	
<b>4</b> Do you need to extend or further support some learners?	
<b>5</b> In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

# Term 1 Programme of Formal Assessment

- 1 There are three formal assessment tasks for Grade 4 Term 1.
- 2 Please complete these tasks as detailed below.

GRADE 4 TERM 1 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud (see rubric below)	20	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons.			
2	Writes a narrative essay: 3 paragraphs (see rubric below)	20	6	Mon, Wed, Fri	Writing	
3	Response to text (see assessment task and memoranda below)	40	8	Mon - Fri	Group Guided Reading	

# Term 1 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
<b>MARKS</b>	<b>Maximum total of 20</b>			
<b>OBJECTIVE</b>	<b>Demonstrates oral reading fluency</b>			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Listen to individual learners read aloud throughout Term 1</li> <li>Do this during Group Guided Reading</li> </ul>			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>During Group Guided Reading, settle the group to read a text silently.</li> <li>Next, listen to each learner read aloud from <b>DBE Workbook 1, page 36, The Hare and the Tortoise.</b></li> <li>Explain that the learner will have <b>1 minute</b> to read.</li> <li>Instruct the learner to read this text out loud to you.</li> <li>Time the learner. Take note of the number and type of errors made.</li> <li>When 1 minute is up, instruct the learner to stop reading and assess using the rubric below.</li> </ol>			
	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>
<b>PACING</b>	The learner reads 110 words or more correctly in a minute.	The learner reads 90 - 110 words correctly in a minute.	The learner reads 70 - 90 words correctly in a minute.	The learner reads less than 70 words correctly in a minute.
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>DECODING SKILLS</b>	The learner comfortably decodes most phonetically regular words and common sight words independently.	The learner comfortably decodes many phonetically regular words and common sight words independently.	The learner decodes some phonetically regular words and common sight words independently.	The learner struggles to decode phonetically regular words and common sight words independently.
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>VOLUME &amp; EXPRESSION</b>	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.

TASK 1 READ ALOUD				
	4	3	2	1
<b>PHRASING</b>	The learner reads with good phrasing; adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads word-by-word in a monotone voice.

TASK 2 NARRATIVE ESSAY					
<b>MARKS</b>	<b>Maximum total of 20</b>				
<b>OBJECTIVE</b>	<b>Writes a narrative essay of 3 paragraphs</b>				
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>In Week 6 the process writing task requires learners to write a narrative essay of 3 paragraphs</li> </ul>				
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>Write a narrative essay about a person who helps another person.</li> <li>Work through the process writing lessons as per the lesson plan.</li> <li>Collect learners' essays at the end of the week for formal assessment.</li> </ol>				
<b>CONTENT</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The learner's response is original, interesting and exceeds expectations.	The learner's response is interesting and relevant to the topic.	The learner's response is relevant to the topic.	The learner's response is not totally relevant to the topic.	The learner's response is irrelevant to the topic.
<b>STRUCTURE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The essay is well organised and has used 3 paragraphs. The ideas are well connected, and the essay flows very well.	The essay is organised and has 3 paragraphs. The ideas are mostly connected, and the essay flows well.	The essay has 3 paragraphs, but they are not fully developed. The ideas are not totally connected.	The essay has attempted to use paragraphs, but many ideas seem to be missing. The ideas are not connected.	The essay is not organised into 3 paragraphs. There is no connection in the ideas presented.

TASK 2 NARRATIVE ESSAY					
PLANNING	5	4	3	2	1
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with corrections and creativity.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	5	4	3	2	1
	The learner uses 2 or more adverbs. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner uses 2 adverbs. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses 1-2 adverbs. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has only used 1 adverb or has tried to use an adverb. The learner attempts to edit their own work, but there are many errors remaining.	The learner has not used adverbs. The learner does not edit their own work.

TASK 3 RESPONDS TO TEXT	
<b>MARKS</b>	<b>Maximum total of 40</b>
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• <b>Literary/Non- literary text (15 marks)</b></li> <li>• <b>Visual text (10 marks)</b></li> <li>• <b>Language Structures and Conventions (15 marks)</b></li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• These assessments do not have to be written in one session.</li> <li>• The assessments can be administered during group guided reading time in Week 8.</li> </ul>
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li><b>1</b> Hand out the assessment tasks to learners.</li> <li><b>2</b> Read through the texts and papers once and explain what is required of learners.</li> <li><b>3</b> Collect the assessments after each session and mark them using the memoranda provided.</li> </ol>

## Term 1 Task 3 Responds to Texts

### QUESTION 1: READING COMPREHENSION

NAME: \_\_\_\_\_

**Instructions:**

- Read the story below twice.
- Answer the questions that follow.



#### ***Kgabo's new dog***

Kgabo had a big dog that he loved very much. Kgabo's dog, Lulu, was his best friend. Every day, Kgabo would take Lulu on a long walk, give him good food, and play with him for hours. Kgabo's dog was very well loved and cared for.

One day, Kgabo saw a dog on the side of the road. The dog was very dirty and it looked hungry.

'Oh no!' Kgabo thought, 'this poor dog must not have a home!'

Kgabo thought that there must be many dogs that do not have homes. This made Kgabo feel very heartsore. Kgabo felt so sad for the stray dog. He decided to take the dog home with him.

When Kgabo got home, his mother shouted, 'Kgabo! No! You can't just bring new pets home without asking!'

But Kgabo convinced her to let him keep the new dog. Kgabo named the new dog Zami.

Zami was soon part of the family. Zami loved her new family and was an excellent watchdog!

Kgabo wished he could help all the stray dogs in the world!

**QUESTIONS:**

**1 Who was Lulu?** (1)

Lulu was \_\_\_\_\_

**2 What do you see when you visualise Lulu? (Think of the size of the dog, the colour of the fur, the shape of the ears, the length of the tail.)** (3)

I see a \_\_\_\_\_ dog that has \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What three things did Kgabo do with Lulu every day?** (3)

Every day, Kgabo \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3 If you have a dog, why do you think it is important to walk your dog every day?** (2)

I think it is important to walk your dog every day because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4 Why did Kgabo think the dog on the side of the road did not have a home?** (1)

Kgabo thought the dog did not have a home because it was \_\_\_\_\_  
\_\_\_\_\_

**5 Put the following statements in the right order:** (5)

- \_\_\_\_ Kgabo's mother was angry with him.
- \_\_\_\_ Kgabo was walking Lulu and saw a stray dog.
- \_\_\_\_ Zami was very happy in her new home.
- \_\_\_\_ Kgabo took the stray dog home.
- \_\_\_\_ Lulu was loved and cared for by Kgabo.

**15 MARKS**



## Term 1 Task 3 Responds to Texts

### QUESTION 2: VISUAL COMPREHENSION

NAME: \_\_\_\_\_

#### REASONS WHY PEOPLE BUY A DOG

Number of owners	10		X		
	9		X		
	8	X	X		
	7	X	X		
	6	X	X		
	5	X	X	X	
	4	X	X	X	
	3	X	X	X	
	2	X	X	X	X
	1	X	X	X	X
		friend	watch dog	cute	guide dog (blind)

#### QUESTIONS:

**1 How many people own a dog because it is cute?** (2)

\_\_\_\_\_ people own a dog because it is cute.

**2 Why do most people own a dog?**

Most people own a dog because \_\_\_\_\_ (2)

**3 Why do fewest people own a dog?**

Fewest people own a dog because \_\_\_\_\_ (2)

**4 How many dogs are there altogether?** (2)

There are \_\_\_\_\_ altogether.

**5 Why would you buy a dog?**

I would buy a dog because \_\_\_\_\_ (2)

**10 MARKS**

## Term 1 Task 3 Responds to Texts

### QUESTION 3: LANGUAGE IN CONTEXT

NAME: \_\_\_\_\_

#### INSTRUCTIONS:

- Read the story below twice.
- Answer the questions that follow.

	<b><i>Being Kind to Strangers</i></b>
1	It was a boiling hot day, and Ms Zwane really felt like a Coke.
2	When school was finished, Ms Zwane drove her tiny red car to the shops to buy an ice-cold Coke.
3	When she got out of the car, she saw a car guard standing nearby.
4	She waved and smiled at the man.
5	The man smiled back at Ms Zwane, but she could see on his face that he was in a lot of pain.
6	Ms Zwane looked at the man's leg and saw that it was badly injured, 'Are you okay?' she asked the man.
7	The man shook his head, 'No. First, I have a bad injury on my leg. But I don't have enough money for transport to get to the hospital,' said the car guard.
8	Ms Zwane was finished work for the day, so she decided to help the car guard. She smiled warmly at him, 'I will give you a lift to the hospital... but first, let me buy us both a Coke.'

#### QUESTIONS:

##### 1 Find an example of the following parts of speech:

- a common noun (paragraph 1) \_\_\_\_\_ (2)
- b proper noun (paragraph 1) \_\_\_\_\_ (2)
- c adjective (paragraph 2) \_\_\_\_\_ (2)
- d adverb (paragraph 8) \_\_\_\_\_ (2)
- e determiner (paragraph 7) \_\_\_\_\_ (2)

##### 2 Rewrite the following sentence in the present tense.

'She waved and smiled at the man.' \_\_\_\_\_ (2)

\_\_\_\_\_

**3 Rewrite the following sentence in the negative form.**

The man greeted Ms Zwane. (didn't) \_\_\_\_\_ (1)

\_\_\_\_\_

**4 Rewrite this sentence and fill in all the punctuation marks.** (2)

ms zwane will take you to the hospital in durban

\_\_\_\_\_

\_\_\_\_\_

**MARKS 15**

## Term 1 Task 3 Responds to Texts Memoranda

### QUESTION 1: READING COMPREHENSION MEMORANDUM

- 1 Lulu was Kgabo's dog / Lulu was Kgabo's best friend. (1)
- 2 I see a big/ large dog that has dark brown/ light brown / black fur, pointy/ floppy ears and a long / wagging / short tail. (Any 3 points about the dog.) (3)
- 3 Every day, Kgabo would take Lulu on a long walk, give him good food, and play with him. (3 facts) (3)
- 4 I think it is important to walk your dog every day because animals need exercise / dogs get bored / they will be naughty and break things, bark or become aggressive / angry if they do not go for a walk. (2 points) (2)
- 5 Kgabo thought the dog did not have a home because it was dirty and thin/ looked hungry. (1)
- 6 Put the following statements in the right order: (5)
  - 4 Kgabo's mother was angry with him.
  - 2 Kgabo was walking Lulu and saw a stray dog.
  - 5 Zami was very happy in her new home.
  - 3 Kgabo took the stray dog home.
  - 1 Lulu was loved and cared for by Kgabo.

15 MARKS

### QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

- 1 How many people own a dog because it is cute? **5** (2)
- 2 *Most people own a dog because they need a watch dog.* (2)
- 3 *Fewest people own a dog because they need a guide dog / they are blind.* (2)
- 4 How many dogs are there altogether? **25** (2)
- 5 *I would buy a dog because...* (own answer) (2)

10 MARKS

### QUESTION 3: LANGUAGE IN CONTEXT MEMORANDUM

- 1 Find an example of the following parts of speech:
  - a common noun (paragraph 1) **day** (2)
  - b proper noun (paragraph 1) **Ms Zwane / Coke** (2)
  - c adjective (paragraph 2) **tiny / red / ice cold** (2)
  - d adverb (paragraph 8) **warmly** (2)
  - e determiner (paragraph 7) **First** (2)
- 2 'She waves and smiles at the man.' (2)
- 3 The man didn't greeted Ms Zwane. (1)
- 4 Ms Zwane will take you to the hospital in Durban. (2 marks - ½ mark each)

MARKS 15

## Term 1 Reading Worksheet Memoranda

### WEEKS 1 & 2 MEMORANDUM

#### DECODABLE TEXT: THE HEN IS ILL

- 1 Who is ill?

*My little pet hen is ill.*

- 2 How will the vet test my hen?

*The vet will test my hen with a pin.*

- 3 What did the vet give my ill hen?

*The vet gave my ill hen pills in a tin.*

### WEEKS 3 & 4 MEMORANDUM

#### DECODABLE TEXT: AN ACCIDENT!

- 4 Where did the man go?

*The man went to the dam.*

- 5 What accident happened at the dam?

*The man and his van went into the dam.*

- 6 Who came to rescue the man and his van?

*A paramedic can rescue the man and his van.*

#### GROUP GUIDED READING TEXT: LINDIWE'S DIARY

- 1 What happened to Lindiwe last weekend?

*Last weekend there was a fire in the field next to Lindiwe's house.*

- 2 How did the firefighters put the fire out?

*The firefighters used wet sacks to smother the fire.*

- 3 Why do you think the fire started?

*I think the fire started because someone threw a cigarette into the field.*

- 4 How would you feel if there was a fire close to your house?

*If there was a fire, I would feel very scared. (Or own answer)*

- 5 Rewrite the sentence below and put punctuation marks to show Lindiwe's direct speech:

*The fire almost burned Lindiwe's house down.*

- 6 Think of an adjective to describe the firefighters.

*The brave/strong/quick/prepared firefighters saved Lindiwe's house.*

### FICTION TEXT: AN ACCIDENT AT NETBALL

- 1 What did Phumzile love about Netball?

*Phumzile loved to run up and down the court, pass the ball and shoot.*

- 2 Why do you think Phumzile was not angry with the girl from the other team?

*I think Phumzile was not angry because she knows that it was an accident/the girl did not do it on purpose. (or own answer)*

- 3 What can you infer (work out from the story) about Phumzile's injury?

*Phumzile's injury was sore because there was blood.*

4. What is an antonym (opposite) for love?

*An antonym for love is hate.*

### NON-FICTION TEXT: WHAT TO DO IF THERE IS A FIRE

- 1 What must you do if your clothes catch on fire?

*You must stop, drop, and roll.*

- 2 What can you infer (work out) about the safety tips saying you should try to be as low as possible if there is a fire?

*I can infer that smoke rises and is bad for your lungs, so being low is safer for you.*

- 3 Add the prefix 'un'; to change the meaning of the word safe.

*The opposite of safe is unsafe.*

- 4 Change this sentence to the past tense: Fires kill many people.

*Fires killed many people.*

### VISUAL TEXT: PEOPLE KILLED IN CAR ACCIDENTS IN SUNNY VILLAGE PER YEAR

- 1 How many people from Sunny Village died in car accidents in 2013?

*In 2013 11 people were killed in Sunny Village.*

- 2 In which year did the most people die from car accidents?

*Most people died from car accidents in 2016.*

- 3 In which year did the fewest people die in car accidents?

*Fewest people died in car accidents in 2014.*

- 4 How many people died in car accidents altogether from 2012 – 2016?

*Altogether, 51 people died in car accidents from 2012 to 2016.*

- 5 Write the following sentence adding the capital letters for the proper nouns: I live near pretoria, one of the capital cities in south africa.

*I live near Pretoria, one of the capital cities in South Africa.*

## **SUMMARY: WHAT TO DO IF THERE IS A FIRE**

*Summary: The four most important things to do in a fire*

- 1 *If your clothes catch on fire, you must stop, drop, and roll.*
- 2 *If there is a lot of smoke, you must go low, so you do not choke.*
- 3 *If you cannot breathe, put your shirt over your mouth.*
- 4 *Call for help as soon as you can.*

## **WEEKS 5 & 6 MEMORANDUM**

### **DECODABLE TEXT: THE MISERABLE CHILDREN**

- 1 Who are miserable?

*The children are miserable.*

- 2 Is the dad a kind man?

*No, the man is not a kind man.*

- 3 Who rescues the children?

*Mum rescues the children.*

### **NON-FICTION TEXT: THE WASTE PICKERS**

- 1 Why did Ayanda become a 'waste picker?' (Give two reasons)

*Ayanda became a 'waste picker' because he was sick and he lost his job.*

- 2 What does Ayanda do each day?

*Ayanda goes through rubbish and pick out the materials that can be recycled.*

- 3 Do you think the life of a 'waste picker' is easy? (Give a reason for your answer)

*I think the life of a waste picker is easy / not easy because... (See learners' answers)*

- 4 Name 4 things that can be recycled.

*Four things that can be recycled are paper, plastic, tin and glass.*

- 5 Antonyms are words that are opposite in meaning. An example is good-bad. Find antonyms, in the above text, for the words below:

- *found-lost*
- *after-before*
- *clean-dirty*

### **FICTION TEXT: A LONELY OLD LADY**

- 1 How many children did the old lady have?

*The old lady had three children.*

- 2 Why was the old lady lonely?

*The old lady was lonely because her children moved away from the village to the big city.*

- 3 What surprise present did the children bring her?

*The surprise present that the children brought her was a cell phone.*

- 4 Find adjectives (describing words) that tell us more about:
- *the lonely old lady*
  - *the big city*
  - *the special surprise*

#### **NON-FICTION TEXT: NATIONAL HERITAGE DAY**

- 1 On what date is National Heritage Day?  
*National Heritage Day is on the 24th of September.*
- 2 What do many South Africans do on National Heritage Day?  
*On National Heritage Day, many people have braais together.*
- 3 What cultural heritage do you celebrate on National Heritage Day?  
*The cultural Heritage I ... (See learners' answers)*
- 4 Verbs are action words. List 4 different verbs from the story.  
*Celebrate, braai, dancing, cooking etc.*

#### **VISUAL TEXT: LANGUAGES SPOKEN IN SOUTH AFRICA**

- 1 Which is the biggest Language group in South Africa?  
*The biggest language group in South Africa is isiZulu.*
- 2 Do more people speak English or isiXhosa as a first language?  
*More people speak isiXhosa as a first language.*
- 3 Which three groups of language speakers are the same size?  
*The three groups are Sesotho, Setswana and English.*
- 4 We change words when we compare things, e.g.: big, bigger, biggest.  
Do the same using the word "small".  
*small, smaller, smallest*

#### **SUMMARY: NATIONAL HERITAGE DAY**

Summary: What is National Heritage Day?

- 1 *National Heritage Day is on the 24th of September.*
- 2 *We celebrate our different cultures on National Heritage Day.*
- 3 *Many South Africans also have braais on National Heritage Day.*
- 4 *South Africa is known as the 'Rainbow Nation'.*



## WEEKS 7 & 8 MEMORANDUM

### DECODABLE TEXT: MUM AND DAD GO ON A TRIP

- 1 When will I go on a trip?

*I will go on a trip now.*

- 2 How will I go on a trip?

*I will go on a ship.*

- 3 What will I pack for my trip?

*I will pack my shoes, socks and clothes for the trip.*

### FICTION TEXT: THINGO'S BUS JOURNEY

- 1 What had Thingo never done before?

*Thingo had never been on a bus trip without an adult before.*

- 2 How long is the bus journey from King Williams Town to Johannesburg?

*The bus journey from King Williams Town to Johannesburg is 14 hours long.*

- 3 Why was Thingo nervous about the bus trip? What can you infer?

*I can infer that Thingo was nervous because she was scared something bad would happen. (or own answer)*

- 4 Complete the sentence below filling in the correct determiners: a few/ some/ first/ enough

*This was Thingo's first trip without an adult. She had packed a few books to read and some food for her journey.*

- 5 Change the words in brackets into adverbs:

*Thingo sat nervously on the bus. The bus drove slowly. She happily greeted her Gogo in Johannesburg.*

### FICTION TEXT: SCHOOL OUTING

- 1 What was Kamo excited to see?

*Kamo was excited to see a big male lion and the baby cubs.*

- 2 Why do you think dad wrote his number on Kamo's arm? What can you infer?

*I think dad wrote his number on Kamo's arm so if he got lost, he could call his dad.*

- 3 What is your favourite African wild animal?

*My favourite African wild animal... (See learners' answers)*

- 4 Complete each sentence by using one of these determiners: a, an, some, few, many

**a** *There were many/some people at the Lion Park.*

**b** *Kamo packed an apple for his trip.*

**c** *I want to see the littlest cub in the pride.*

**d** *The class had such a good time seeing the lions, they want to go back in a few weeks.*

### NON-FICTION TEXT: CAR SAFETY

- 1 What must you always wear in a car?

*You must always wear a seatbelt.*

- 2 Why do you think you must not distract the driver?

*I think you should not distract the driver because they need to focus on the road so they do not crash.*

- 3 Arms and legs are the plural forms of arm and leg. What are the plural forms of foot and tooth?

*The plural of foot is feet.*

*The plural of tooth is teeth.*

- 4 Rewrite the following sentence with an apostrophe to show possession:

*Do not bump the driver's seat.*

### VISUAL TEXT: GREYHOUND BUS SCHEDULE

- 1 If you are leaving from Johannesburg, where can you go?

*From Johannesburg you can go to Durban or Cape Town.*

- 2 Which bus would you choose to buy a ticket for and why?

*The bus I would buy a ticket for is... because... (See learners' answers).*

- 3 Write the sentence below in the negative form?

*I will not travel to Cape Town in winter.*

- 4 What time does the bus leave from Harrismith to Umzimkulu?

*The bus from Harrismith to Umzimkulu at 14:30.*

### SUMMARY: SCHOOL OUTING

Summary: Things Kamo must pack for a school outing

- 1 *A bottle of cold water.*
- 2 *A hat and sunblock.*
- 3 *Some food.*
- 4 *Parent's contact information.*

## WEEKS 9 & 10 MEMORANDA

### DECODABLE TEXT: WHO LIKES SHARKS?

- 1 Where does the sad little dragon sit?  
*The sad little dragon sits on sharp rocks.*
- 2 What does the sad little dragon want to see?  
*The sad little dragon wants to see the sharks.*
- 3 What kind of teeth do the sharks have?  
*The sharks have sharp teeth.*

### NON-FICTION TEXT: THE BIGGEST LIZARDS ON EARTH

- 1 What is the heaviest lizard on Earth?  
*The heaviest lizard on Earth is a Komodo Dragon.*
- 2 Where do you find the heaviest lizards on Earth?  
*You find the heaviest lizards on Earth on the Indonesian Islands.*
- 3 What do you think is the most interesting thing about a Komodo Dragon?  
*I think the most interesting thing about Komodo Dragons is... (See learners' answers).*
- 4 Close your eyes and think about Komodo Dragons. What do you visualise?  
*I visualise... (See learners' answers).*
- 5 Change the words in brackets into the correct superlative adjectives.  
*Komodo dragons are the largest and heaviest lizards on Earth.*
- 6 Punctuate the sentence below to show direct speech:  
*"I never want to go to Indonesia as I am terrified of Komodo Dragons!" squealed Zintle.*

### FICTION TEXT: THERE'S A DRAGON IN MY GARDEN

- 1 Where is the dragon?  
*The dragon is in the garden.*
- 2 Which do think is the scariest: a Komodo dragon, a snake or a shark? Give a reason for your answer.  
*I think a... is the scariest because ... (See learners' answers).*
- 3 Find the word in the poem that means a small outside room for tools.  
*A small outside room for tools is a shed.*
- 4 Find two words in the poem that rhyme. Write them down.  
*Two words in the poem that rhyme are shed/dead and door/sure.*

### NON-FICTION TEXT: CHINESE NEW YEAR

- 1 In Chinese culture, what are dragons a symbol of?

*In Chinese culture, dragons are a symbol of wisdom, power and wealth.*

- 2 What do you visualize when you imagine people doing a Dragon Dance?

*When I visualize people doing a Dragon Dance, I imagine... (See learners' answers).*

- 3 Write the following sentences in the future tense:

*Chinese people will decorate their homes. They will do the dragon dance.*

- 4 Alliteration is when two or more words following each other start with the same sound. An example could be "Anathi's amazing apples". Find an example of alliteration in the above text.

*An example of alliteration from the text is 'dragon dance'.*

### VISUAL TEXT: THE KOMODO DRAGON

- 1 What do you think the Komodo Dragon uses to kill its prey?

*I think the Komodo Dragon uses its sharp teeth and its sharp claws to kill its prey.*

- 2 What do you now know about a Komodo Dragon's eyesight?

*I now know that a Komodo Dragon's eyesight is good.*

- 3 Where can Komodo Dragons be found?

*Komodo Dragons can be found in Indonesia.*

- 4 Write down a synonym for the underlined word in the following sentence:

*The Komodo Dragon has a powerful/good sense of smell.*

### SUMMARY: THE KOMODO DRAGON

Summary: Facts about Komodo Dragons

- 1 *Komodo Dragons are found in Indonesia.*
- 2 *Their sharp claws and teeth make them dangerous.*
- 3 *They can grow to be 3m long and are the heaviest lizards on Earth.*
- 4 *They catch their prey using their sharp claws and teeth.*