

# ENGLISH

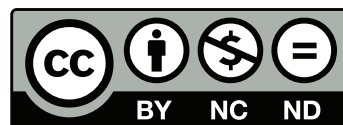
First Additional Language

Grade 4

Worksheet Pack

Term 1

Edition 5, 2023

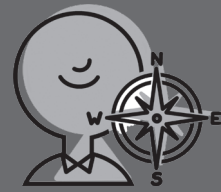


basic education  
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Basic Education  
REPUBLIC OF SOUTH AFRICA



# Grade 4 Term 1 Weeks 1 and 2

## Theme: Orientation

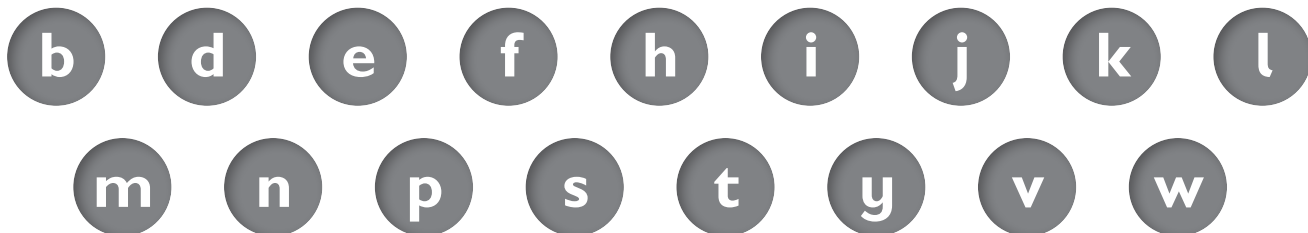


During the first two weeks of school, spend time revising some of the phonics, sight and high frequency words that help us to read in English.

### Decoding Skills

#### Phonic sounds

These letters make the same sounds in African Languages and English.  
Look at each letter and say the sound it makes. Repeat this a few times.  
Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

**bib**   **lid**   **did**   **hit**   **tin**   **sin**   **pin**   **sip**   **hip**   **pit**  
**web**   **bed**   **wed**   **hen**   **vet**   **set**   **pen**   **men**   **test**

#### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

b	m	n	d
e	i	h	j
p	s	t	l

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Grade 4

Term 1

Weeks 1 and 2

Theme: Orientation

## Sight or high frequency words

These are 48 of the most commonly used words in English.

Make sure you can read these words by sight:

the	a	to	said	in
he	I	of	it	you
they	on	she	is	for
at	his	but	that	with
all	we	can	are	up
had	my	her	there	out
this	have	went	be	like
some	so	not	were	go
little	as	mum	one	them
do	me	down		

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## Decodable texts

### My pet hen

I have a pet hen. I like my pet hen. It is a little hen. There is my little hen. My mum likes my hen.

She said, 'I like your little hen.'

I have a pen. I have a set of pens. Mum can have one of my pens. She likes my pens.

Mum said, 'I like the set of pens.'

She has one of my pens that she likes. I like to sit with my little hen. Then I go to bed. But the little hen is not in bed. The little hen is out of bed. The little hen is out there.

She is out there with mum. Mum and the little hen are out. They are not in. They are out. I am in my bed. I went to bed. But my mum and the little hen went out there.

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## The hen is ill

I went to the vet. I went to the vet with my mum. My pet hen is ill. My little pet hen is ill. Mum said the hen is ill. All we can do is go to the vet. Mum and I and the little pet hen go to the vet.

The vet set the hen on the bed. The hen is on the vet's bed. The vet will test the hen. The vet will test my hen with a pin. He will test my little pet hen with a pin. He did the test on my hen's hip. The vet has my hen and a pin. The pin is in the hen. The hen is ill.

The vet said, 'Your little hen is ill. Here are pills in a tin for your ill hen. But the pills are not for you. The pills are not for mum. The pills are for the ill hen.'

- 
1. Who is ill?  
*My... is ill.*
  2. How will the vet test my hen?  
*The vet will test my hen...*
  3. What did the vet give my ill hen?  
*The vet gave my ill hen...*



# Grade 4 Term 1 Weeks 3 and 4

## Theme: Accidents



### Decoding Skills

#### Phonic sounds

Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

rat dam ram man van rag

#### Word find

Blend sounds from the table to form words. Write these words in your exercise book.

a	r	m
n	t	v
c	f	b

#### Sight or high frequency words

Learn to read these words by sight:

do me what dad big  
when it's see looked who

#### Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

rescue	extinguish	accident	firefighter	first
rush	caught	bandage	alight	wound
smother	balcony	lungs	railing	infection
neck brace	common	observation	rise	paramedic

## Decodable texts

### The rag man and his van

I see the rag man. The rag man ran to his van. The rag man looked in his van. He looked and looked. Who did he look for?

The rag man looked for the little rat. He looked for a little rat in his van. He sees the rat. The rag man sees the little rat in his van.

The rag man caught the rat. He caught the little rat. When did he look for the rat? When did he see the rat? The rag man looked for the rat when he was at the van.

I like the rag man. I do not like the little rat. The little rat is out the van. The little rat went out of the van.



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### An accident!

A man is at the dam. He went to the dam in a van. The van is little. The man is not so little. He is a big man in a little van. Accident! The big man had an accident with his little van. The little van went in the dam.

Rescue! Who will rescue the big man and the little van? Not me. I do not rescue the big man. I do not rescue the little van. It's a big dam! The big man and his little van are in the dam.

The man has a wound. The wound is not little. It's a big wound. The big man has a big wound. A paramedic is at the dam. A paramedic is at the accident. The paramedic will rescue the big man! The paramedic looked at the man's wound.

The paramedic said, 'It's a big wound.'

The paramedic can rescue the man and his little van.

---

1. Where did the man go?  
*The man went to the....*
2. What accident happened at the dam?  
*The... and his... went into the...*
3. Who can rescue the man and his van?  
*A ... can rescue the man and his van.*

# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

## Fiction text, diary: Lindiwe's Diary

Dear Diary,

21 February

Last weekend there was a fire in the field next to my house! The firefighters came in their fire-engine to extinguish the fire. The flames were so close to our house that I could feel the heat from the fire and smell the smoke! I was so scared that our house was going to burn down. My mother made us pack our special belongings in case we had to leave our home.

Luckily the firefighters put the fire out before it spread. They used wet sacks to smother the fire. It looked like very hard work! One of the firefighters told us that the fire probably started because someone threw a cigarette into the field. She also said that sometimes fires start if a piece of broken glass catches the sun's reflection.

Thank goodness our house is still standing, and that we are all safe!

Chat soon,

Lindiwe

1. What happened to Lindiwe last weekend?

*Last weekend there was...*

2. How did the firefighters put the fire out?

*The firefighters...*

3. Why do you think the fire started?

*I think the fire started because...*

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

*If there was a fire close to my home, I would feel...*

5. Rewrite the sentence below adding punctuation marks:

*the fire almost burned lindiwes house down*

6. Think of an adjective (describing word) to describe the firefighters.

*The \_\_\_\_\_ firefighters saved Lindiwe's house.*



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Grade 4

Term 1

Weeks 3 and 4

Theme: Accidents

# Independent Reading Skills

## Fiction text, short story: An accident at netball

Phumzile loved netball! She loved to run up and down the court, pass the ball and shoot! Phumzile was the best player on her team, and always scored the most goals. Last Wednesday, Phumzile's school was in a big match against another school.



During the match, a player from another school knocked Phumzile over!

Phumzile fell onto the netball court and cut her knee! Phumzile's knee was bleeding and had some dirt in it. Luckily, there was a first aid kit on the side of the netball court. One of the teachers used the first aid kit to clean Phumzile's injury so that it didn't get infected.

The player who knocked Phumzile over apologized, 'I'm so sorry I knocked you over.'

Phumzile smiled at the girl, 'Don't worry. Accidents happen.'

---

1. What did Phumzile love about Netball?

*Phumzile loved to...*

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

*I think Phumzile was not angry because...*

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

*I can infer that Phumzile's injury was...*

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

*An antonym for love is...*

---

## Non-fiction text, instructions: What to do if there is a fire

*Fires kill many people. Here are some safety tips to help you if you get caught in a fire:*

1. If your clothes catch alight, you must **stop, drop and roll**.

- This means you must stop what you are doing, drop to the ground and roll around on the floor.
- Rolling around on the floor will help put out the flames.

2. If there is a lot of smoke around you, you must **go low**.

- This means you must get on the ground and crawl away from the smoke.



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Grade 4

Term 1

Weeks 3 and 4

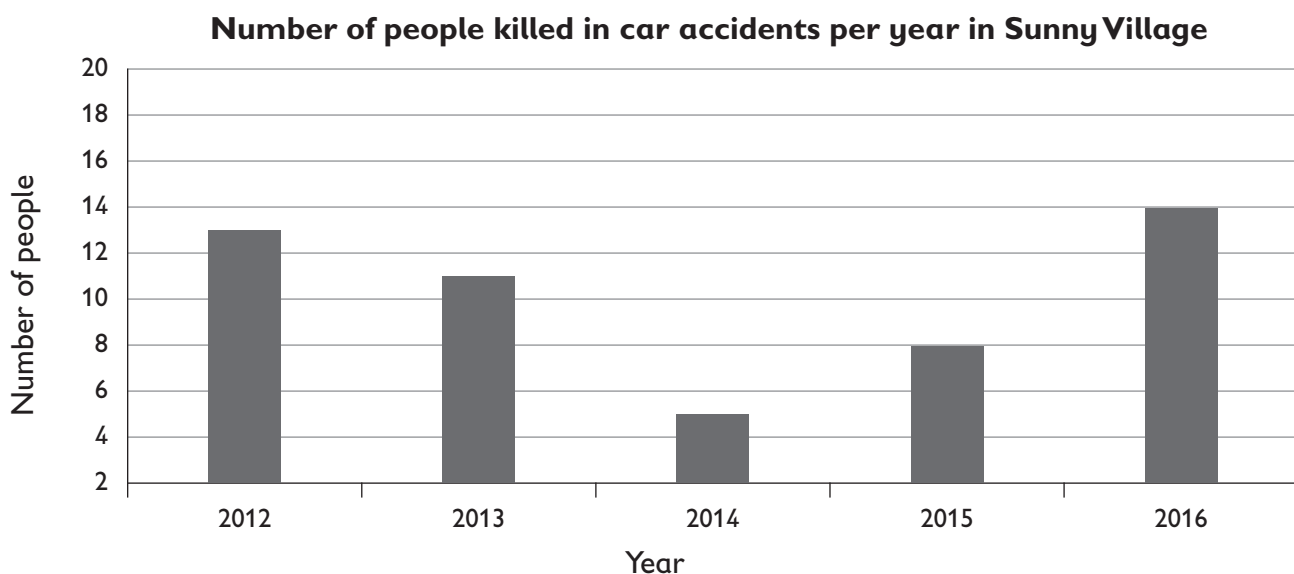
Theme: Accidents



- If you stay low, less smoke will get into your lungs.
  - The reason for this is because smoke rises.
3. If you cannot breathe, **put your shirt over your mouth.**
    - Breathing through your shirt will let less smoke into your lungs.
  4. As soon as you can, **call for help!**
    - If there is a fire alarm nearby, you must push it.

- 
1. What must you do if your clothes catch on fire?  
*If your clothes catch on fire you must ...*
  2. What can you infer (work out) about the safety tip that says you should try to be as low as possible if there is a fire?  
*I can infer that I should go low in a fire because...*
  3. Add the prefix 'un' to change the meaning of the word safe.  
*The opposite of safe is...*
  4. Change this sentence to the past tense: Fires kill many people.  
*Fires...*
- 

### Visual text, bar graph



1. How many people from Sunny Village died in car accidents in 2013?  
*In 2013 ... 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...*
  3. In which year did the fewest people die in car accidents?  
*Fewest people died in car accidents in...*
  4. How many people died in car accidents altogether from 2012 – 2016?  
*Altogether, ... 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...*
- 

### **Summary: What to do if there is a fire**

1. Read the non-fiction text again: 'What to do if there is a fire'
2. You will notice that there are four main points.
3. Write these main points to form your summary.
4. Set your work out like this:

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

- 1.
- 2.
- 3.
- 4.

# Grade 4 Term 1 Weeks 5 and 6

## Theme: We All Matter



### Decoding Skills

#### Phonic sounds

Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

can jug jam fox box cup

#### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

a	c	j
x	o	f
t	p	b

#### Sight or high frequency words

Learn to read these words by sight:

very kind don't come will  
into eat care children full

#### Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

arrogant	strength	grateful	weakness
popular	convince	miserable	heart sore
unique	stray	squeak	elderly
roar	senior	lonely	company
trapped	wander	culture	adverb

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Grade 4

Term 1

Weeks 5 and 6

Theme: We All Matter

## Decodable texts

### What is in the box?

I see a box. I see a big box.  
What is in the box? A cup  
and a jug. A cup and a jug  
are in the box. A cup full of jam.  
A jug full of jam. The little rat likes  
jam.

The stray fox does not like jam. The  
stray fox likes the little rat. The little  
rat does not like the stray fox.

The little rat is trapped in the box. The children  
trapped the little rat in the box. The children trapped the little rat for the stray fox.

They don't like the little rat. The children trapped the little rat with the jam in the  
box. The little rat eats the jam in the box. The little rat is full. The stray fox eats the  
little rat in the box. The stray fox is full.

---

### The miserable children

The children are miserable. They are miserable children. Who is miserable?  
The children are miserable. The man is the children's dad. He is not a kind man.  
He is not a kind dad.

He eats some jam. He eats from a can. The children don't eat. They don't eat jam.  
They don't eat from a can. It is so sad to see the children. They look so miserable.  
Then mum looks and sees the children.

Mum said, 'Come children, I will be very kind. Come with me.'

Mum rescues the children. Mum is very kind. Mum cares for the children. Who does  
mum rescue? Mum rescues the miserable children.

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1. Who are miserable?

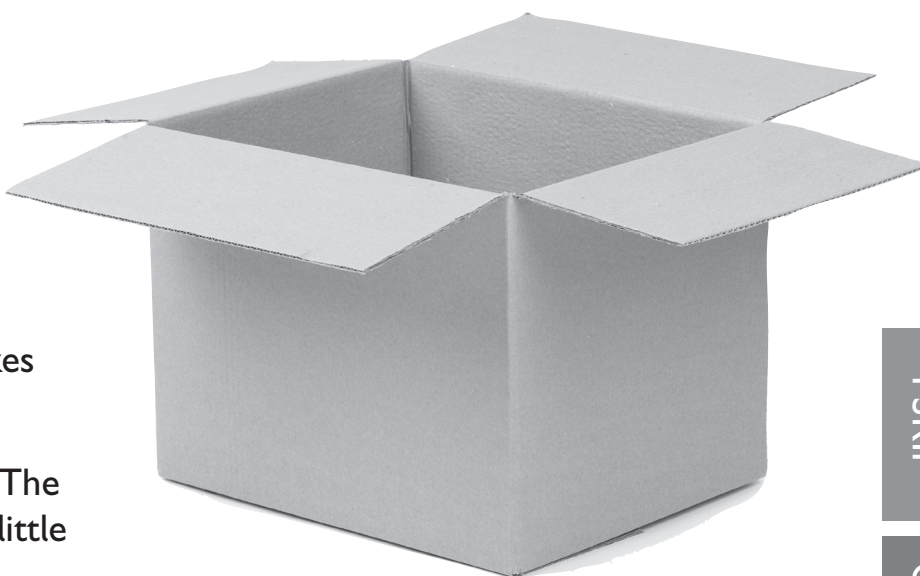
*The...are miserable.*

2. Is the dad a kind man?

*Yes, the dad is a kind man. / No, the man is not a kind man.*

3. Who rescues the children?

*...rescues the children.*



# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

## Non-fiction text, article: The Waste Pickers

Ayanda calls himself a proud recycler. He got into recycling after he lost his job because of sickness. He said before that he was studying to be a teacher but had to stop because he ran out of money.

'A friend of mine was doing well with recycling and he said I should try. Since 2017 I have been able to look after my mother and my daughter.' He explains what his day is like, 'I get up at 3.30am to get to the bins that I check. I spend about 15 minutes on each bin looking for things to recycle.'

Many people often see waste pickers as dirty scavengers, rather than as people doing a great service for the community, city and environment. More than that, they are also people who are making money to look after their families.

'If we didn't have to dig through all the dirt to get to the things that can be recycled, we would not get so dirty. People should be separating their rubbish more. That would help us all,' says Ayanda.

So next time you see a waste picker, remember to wave and say thank you.



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Grade 4

Term 1

Weeks 5 and 6

Theme: We All Matter

1. Why did Ayanda become a waste picker? (Give two reasons)  
*Ayanda became a waste picker because...*
2. What does Ayanda do each day?  
*Each day Ayanda...*
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...*
4. Name 4 things that you think can be recycled.  
*Four things that I think can be recycled are...*
5. Find antonyms (opposites), in the above text, for the words below:
  - *found (line 2)*
  - *after (line 3)*
  - *start (line 4)*

# Independent Reading Skills

## Fiction text, story: A lonely old lady

There once lived an old lady in a small village. She lived in a little house all on her own. She had two sons and one daughter, but they did not live with her. Her three children had all left the village. They had moved to the big city to look for work.

The children were busy in the big city, so they did not come to the village to visit their mother often. This made the old lady sad because she could not spend time with her children.

When the children came home, the old lady was so happy! She liked the noise in the house when the children were at home. She liked to cook food for them. She liked to hear stories from the big city. She liked to see their photos. Every time they left, she was sad and lonely.

But the next time her children came home, they brought her a special surprise. They gave her a cell phone as a present! Now the old lady could speak to her children all the time. And she could see the photos they sent. Her lonely days were over.



1. How many children did the old lady have?  
*The old lady had...*
2. Why was the old lady lonely?  
*The old lady was lonely because...*
3. What surprise present did the children bring her?  
*The surprise present that the children brought her was...*
4. Find adjectives (describing words) that tell us more about:
  - *the...lady*
  - *the...city*
  - *the...surprise*

## Non-fiction text, short article: National Heritage Day

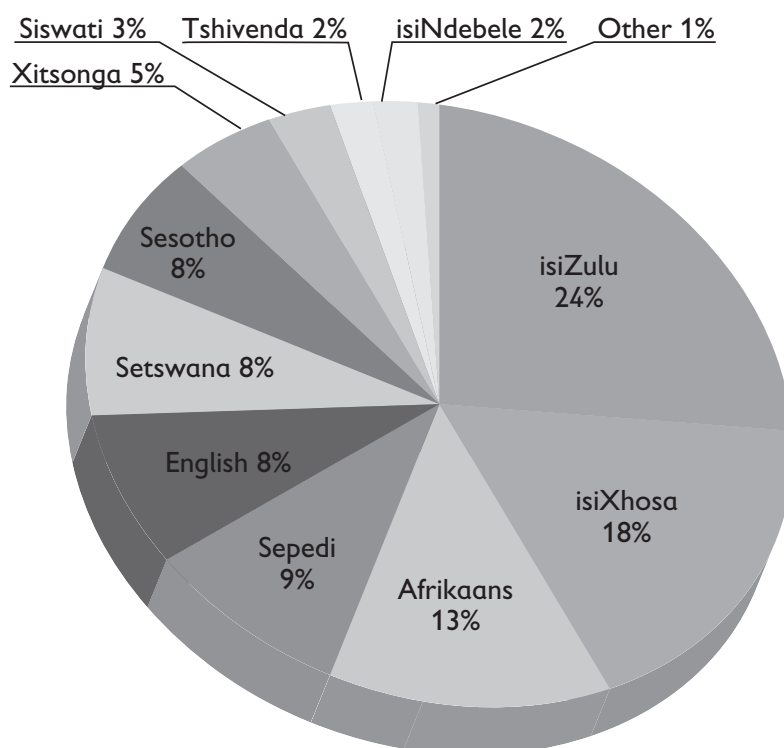
The 24<sup>th</sup> of September is a very special holiday in our country. It is our National Heritage Day. On this day, all South Africans can come together to share and celebrate the many different cultures in South Africa.

Because we have so many different cultures, we are sometimes called the 'Rainbow Nation'. People celebrate in many ways, including: wearing traditional clothing; singing songs and dancing; and by cooking traditional meals.

But even though we love all the different cultures in our country, we also love to do some things together. So, on National Heritage Day many South Africans will have a braai. People across the country braai meat and celebrate together. Having a braai is something that we can all do, wherever we come from.

- 
1. On what date is National Heritage Day?  
*National Heritage Day is...*
  2. What do many South Africans do on National Heritage Day?  
*On National Heritage Day, many...*
  3. What cultural heritage do you celebrate on National Heritage Day?  
*The cultural Heritage I celebrate is...*
  4. Verbs are action words. List 4 different verbs from the story.
- 

## Visual text, pie chart: Languages spoken in South Africa



1. Which is the biggest language group in South Africa?  
*The biggest...*
  2. Do more people speak English or isiXhosa as a first language?  
*More people...*
  3. Which three groups of language speakers are the same size?  
*The three groups of language speakers that are the same size are....*
  4. We can use comparative adjectives to compare things, e.g.: big, bigger, biggest.  
Do the same using the word 'small'.  
*small, small\_\_\_, small\_\_\_*
- 

### **Summary: National Heritage Day**

1. Read the non-fiction text again: 'National Heritage Day'
2. Find four main points by asking yourself these four questions:
  - When is National Heritage Day?
  - What do we celebrate on National Heritage Day?
  - What do many South Africans do on National Heritage Day?
  - What is South Africa also known as?
3. Write these main points to form your summary.
4. Set your work out like this:

### **Summary: What is National Heritage Day?**

- 1.
- 2.
- 3.
- 4.



# Grade 4 Term 1 Weeks 7 and 8

## Theme: Taking a Trip



### Decoding Skills

#### Phonic sounds

Learn to say these sounds:



#### Phonic words

Practice sounding out and reading these words:

pack shock sock shack shoe ship

#### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

sh	r	c
a	o	u
t	l	ck

#### Sight or high frequency words

Learn to read these words by sight:

want get just now came  
island got their people clothes

#### Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

sunblock	chronological	suitcase	outing
toiletries	schedule	pack	depart
passenger	arrive	jolt	prepared
visit	luggage	section	departure
service	concentrate	website	depot

## Decodable texts

### Mum and dad go on a trip

Mum and dad go on a trip. Mum looks for the big suitcase. Dad looks for the little suitcase. They have got a big and little suitcase. Who has the little suitcase? That is dad's suitcase. Who has the big suitcase? That is mum's suitcase.

Mum and dad pack for the trip. Mum packs her clothes. Dad packs his clothes. He packs his socks and shoes.

Their trip is now. Their trip is on a ship! The ship will go to an island. Mum and dad will go on a trip on a ship. They will go to an island.



---

### I go on a ship

I see a ship. I see a ship from the rocks. Who wants to go on a trip? I want to go on a trip. When can I go on a trip? I can go on the trip now. I can go on a trip on a ship now.

I have not been on a ship. I want to go far on a ship. I will pack my suitcase for this trip. This trip on that ship. That ship I see from the rocks.

I will pack my suitcase. I will pack my suitcase for the trip. I will pack my suitcase for the trip now. I will pack my shoes. I will pack my socks. I will pack my clothes in the suitcase. I will pack my shoes, socks and clothes for the trip.

I want to go on a trip on the ship. I want to go on a trip like mum and dad.

---

1. When will I go on a trip?

*I will go on a trip...*

2. How will I go on a trip?

*I will go on a...*

3. What will I pack for the trip?

*I will pack my...,*

*....and.....for the trip.*



# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

## Fiction text, story: Thingo's Bus Journey

Thingo had never been on a bus trip without an adult before! Yesterday, she took a trip to Johannesburg on a bus.

Luckily, her sister Zanele was with her on the very long journey. The journey from King Williams Town to Johannesburg was over 14 hours long. Zanele kept Thingo company during the journey.

When Thingo first got onto the bus, she felt very nervous because bad things can happen on a long journey.

When Thingo's mom went on the bus to Johannesburg, her luggage was lost. When Thingo's uncle went on a bus to Johannesburg, he was in an accident.

Thingo was very happy when they arrived in Johannesburg safely after such a long bus trip.



1. What had Thingo never done before?

*Thingo had never...*

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

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

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

*I can infer that Thingo was nervous because...*

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

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

5. Change the words in brackets into adverbs by adding -ly.

*Thingo sat (nervous) on the bus. The bus drove (slow). She (happy) greeted her Gogo in Johannesburg.*

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Grade 4

Term 1

Weeks 7 and 8

Theme: Taking a Trip

# Independent Reading Skills

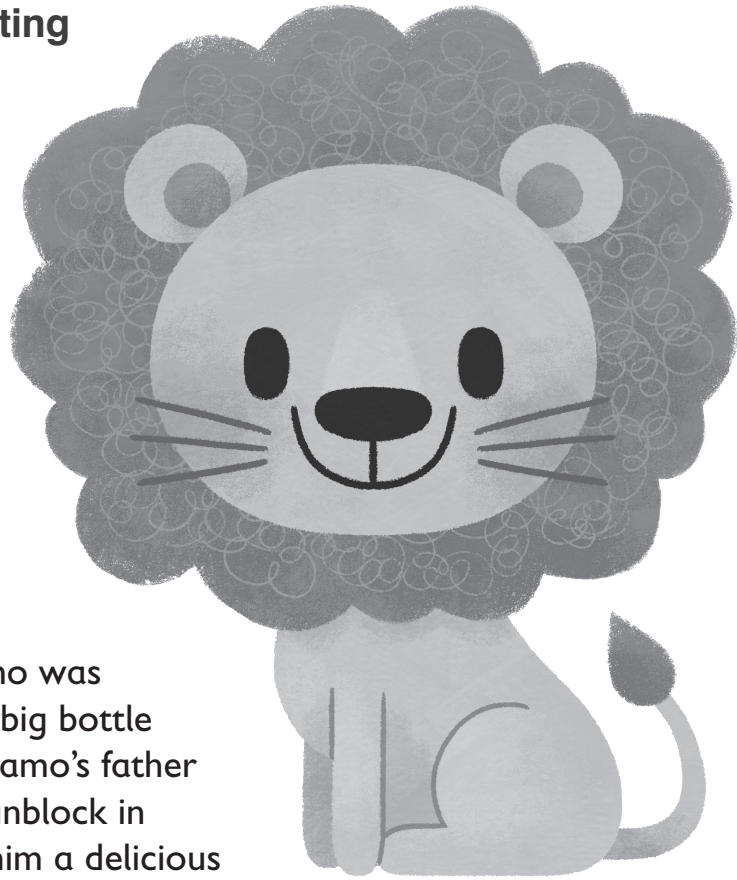
## Fiction text, story: School Outing

Kamo's Grade 4 class was going on their first school outing! They were going to the Lion Park. Kamo was excited to see a big male lion and the baby cubs.

Kamo's teacher had told the class to be very careful and to listen to their guide's instructions as lions are dangerous, wild animals.

Kamo's father made sure that Kamo was prepared for the trip. He packed a big bottle of cold water into his schoolbag. Kamo's father also packed Kamo's red hat and sunblock in case it was hot. Then, dad packed him a delicious sandwich, some fruit, and a small juice.

Finally, Kamo's father used a marker pen to write his number on Kamo's arm. Kamo was well prepared for the Grade 4 outing to the Lion Park.



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Grade 4

Term 1

Weeks 7 and 8

Theme: Taking a Trip

- 
1. What was Kamo excited to see?

*Kamo was excited to see...*

2. Why do you think dad wrote his number on Kamo's arm?

*I think dad wrote his number on Kamo's arm ...*

3. What is your favourite African wild animal?

*My favourite African wild animal...*

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

- There were \_\_\_\_\_ people at the Lion Park.
- Kamo packed \_\_\_\_\_ apple for his trip.
- I want to see \_\_\_\_\_ littlest cub in the pride.
- The class had such a good time seeing the lions, they want to go back in a \_\_\_\_\_ weeks.

## Non-fiction text, instructions: Car Safety

South Africa is a beautiful country and there are many interesting places to visit. Going on a road trip in a car is lots of fun. You can learn and see many things.

However, when you are taking a long trip in a car, it is very important to be safe. Follow these guidelines to stay safe:

- Always wear a seatbelt, even in the backseat. It is the law.
- Never share a seatbelt with another person. It is not safe.
- Never sit on someone's lap.
- Do not distract the driver. The driver must be able to concentrate on driving safely.
- Never put your head, arms or legs out of the window.

---

1. What must you always wear in a car?

*You must always wear a...*

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

*I think you must not distract the driver because....*

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...*
- *The plural of tooth is...*

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

*Do not bump the drivers seat.*

---



## Visual text, table: Greyhound Bus Schedule

Departure Point	Destination	Departure Time	Arrival Time
Johannesburg	Durban	09:00	17:00
Johannesburg	Cape Town	04:00	23:00
Durban	Johannesburg	13:00	20:00
Ladysmith	Cape Town	06:00	23:00
Cape Town	Ladysmith	04:00	21:00
Cape Town	Johannesburg	23:00	17:00
Umzimkulu	Harrismith	09:30	13:30
Harrismith	Umzimkulu	14:30	18:30

1. If you are leaving from Johannesburg, where can you go?  
*From Johannesburg you can go to...or...*
  2. Which bus would you choose to buy a ticket for and why?  
*The bus I would buy a ticket for is...because...*
  3. Write the sentence below in the negative form.  
*I will travel to Cape Town in winter.*
  4. What time does the bus leave from Harrismith to Umzimkulu?  
*The bus from Harrismith to Umzimkulu leaves at...*
- 

### **Summary: School Outing**

1. Read the fiction text again: 'School Outing'
2. Find four main things that you need to pack for a school outing:
3. Write these main points to form your summary.
4. Set your work out like this:

### **Summary: Things Kamo must pack for a school outing**

- 1.
- 2.
- 3.
- 4.

# Grade 4 Term 1 Weeks 9 and 10

# Theme: Dragons



## Decoding Skills

### Phonic sounds

Learn to say these sounds:



### Phonic words

Practice sounding out and reading these words:

blue black blush car sharp shark

### Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

bl	ar	sh
c	ck	o
a	m	d

### Sight or high frequency words

Learn to read these words by sight:

your put could house by  
day made lizard teeth bite

### Theme vocabulary words

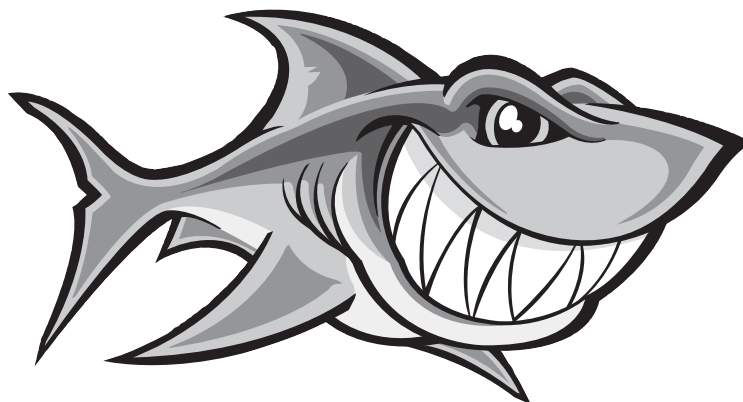
Your teacher will teach you the meanings of these words. Learn to read these words by sight:

dragon	festival	scale	ancestors
scratchy	wisdom	spike	wealth
sharp	power	fireplace	imagination
chimney	claw	nightmare	prey
terrified	heavy	relieved	light

## Decodable texts

### Who likes sharks?

Who likes sharks? I do not like sharks. My mum and I do not like sharks. We do not like sharks at all. Black sharks or blue sharks. Big sharks or little sharks. Sharks with big, sharp teeth. There are no sharks to like at all.



The sharks are in the rocks. The sharks could come out. They could come out of the rocks and bite. What could the sharks do? The sharks could come out of the rocks and bite with their sharp teeth. I do not like the shark's sharp teeth. I will not go by the sharks.

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### A sad little dragon

The little dragon is sad. He is sad and blue. The little dragon sits on the sharp rocks. Where does the sad little dragon sit? The sad little dragon sits on the sharp rocks.



He wants to go on a trip. He wants to go on a trip in a car. He wants to go and see the sharks. The dragon likes sharks. He likes big sharks and small sharks. He likes sharks with sharp teeth. The dragon likes all the sharks. He wants to go in a little black car. He wants to go in a little black car to see the sharks. The little dragon wants to go and see the sharks with their sharp teeth. The dragon does not blush. No! He is sad and blue.

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



# Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

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## Non-fiction text, information: The Biggest Lizards on Earth

Komodo Dragons are a type of lizard that are found on the Indonesian Islands. Indonesia is a place that is in Southeast Asia.

Komodo Dragons are the Earth's heaviest lizards! They are so big that they look a bit like dragons, but they do not have wings. Komodo Dragons are very good swimmers. They have been seen swimming very long distances.

These lizards can eat up to 80% of their body weight in one meal! This means that a Komodo Dragon can eat an animal that weighs almost the same as them!

In the last 40 years, Komodo Dragons have killed 4 people. Komodo Dragons are known to dig up people's graves and eat the bodies. Because of this, many people from the Indonesian Islands put rocks on their graves.

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1. What is the heaviest lizard on Earth?  
*The heaviest lizard on Earth is ...*
2. Where do you find the heaviest lizards on Earth?  
*You find the heaviest lizards on Earth...*
3. What do you think is the most interesting thing about a Komodo Dragon?  
*I think the most interesting thing about Komodo Dragons is ...*
4. Close your eyes and think about Komodo Dragons. What do you visualise?  
*I visualise...*
5. Change the words in brackets into the correct comparative adjectives.  
*Komodo dragons are the (large) and (heavy) 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.*

PSRIP

Grade 4

Term 1

Weeks 9 and 10

Theme: Dragons

# Independent Reading Skills

## Fiction text, poem: There's a Dragon in my Garden

There's a dragon in my garden  
He broke into our outside shed  
Come quick, you have to help us  
Or soon we'll all be dead!  
He's spotted me, he's coming now  
He's at the kitchen door  
How long before he eats me up?  
I'm really not that sure!



1. Where is the dragon?  
*The dragon is...*
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 ...*
3. Find the word in the poem that means a small outside room for tools.  
*A small outside room for tools is a...*
4. Find two words in the poem that rhyme. Write them down.  
*Two words in the poem that rhyme are...*

## Non-fiction text, Information: Chinese New Year

In many cultures, the New Year is celebrated on the 1<sup>st</sup> of January every year. But Chinese New Year is celebrated when a new moon appears between January 21<sup>st</sup> and February 20<sup>th</sup>. In 2021, the first day of the Chinese New Year will be celebrated on the 12<sup>th</sup> of February.

During the Chinese New Year, there are many festivals and celebrations that take place. For New Year, Chinese people decorate their homes with pictures and models of dragons.

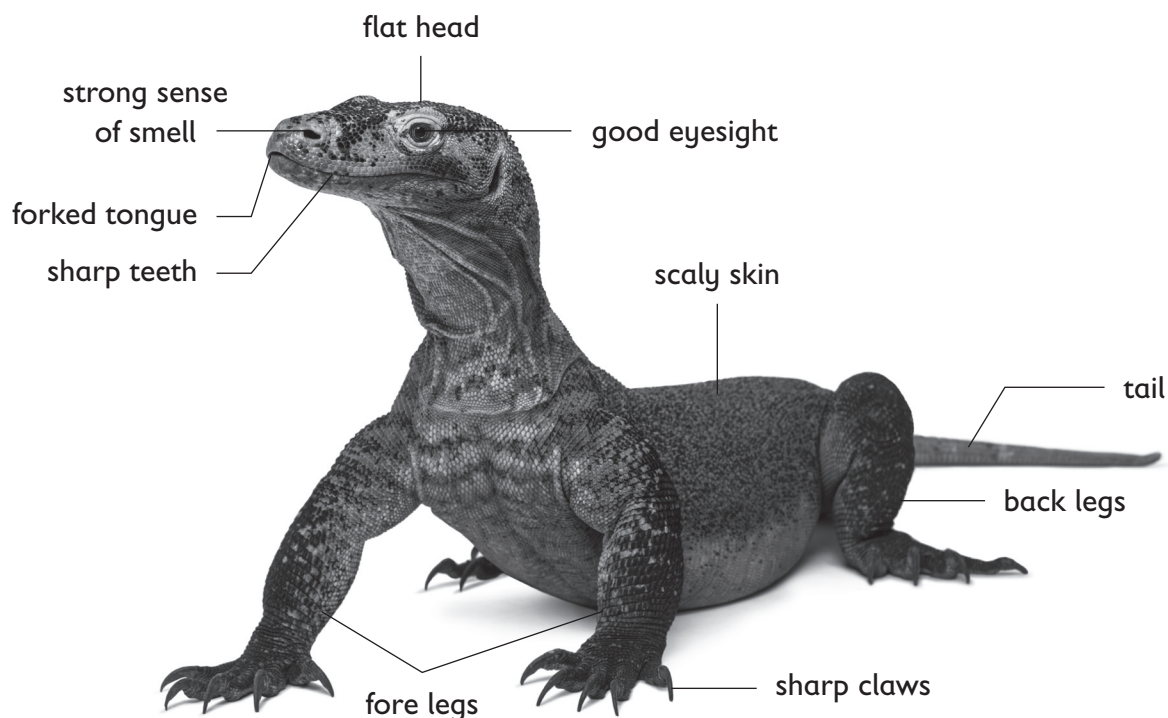


In Chinese culture, dragons are a symbol of wisdom, power and wealth. Chinese people believe that dragons bring good luck.

During this time, many people do a dance called the Dragon Dance. The Dragon Dance used to be done to worship the ancestors and to pray for rain. But nowadays, it is done for entertainment and for fun.

1. In Chinese culture, what are dragons a symbol of?  
*In Chinese culture, dragons are a symbol of ..., ...and ...*
2. What do you visualise when you imagine people doing a Dragon Dance?  
*I imagine...*
3. Write the following sentences in the future tense:  
*Chinese people decorate their homes. They 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...*

### Visual text, diagram: The Komodo Dragon



The Komodo Dragon is the heaviest lizard on earth.  
It is found in Indonesia.  
It can grow to 3m long.

1. What do you think the Komodo Dragon uses to kill its prey?  
*I think the Komodo Dragon uses its ... and its .... 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 ...*
  3. Where can Komodo Dragons be found?  
*Komodo Dragons can be found...*
  4. Write down a synonym (word with the same meaning) for the underlined word:  
*The Komodo Dragon has a strong sense of smell.*
- 

### Summary: The Komodo Dragon

1. Look at the visual text again: 'Komodo Dragon'
2. Think about the visual text like this:
  - Where are Komodo Dragons found?
  - What makes them dangerous?
  - How big and heavy do they get?
  - How do they catch their prey?
3. Write these main points to form your summary.
4. Set your work out like this:

### Summary: Facts about Komodo Dragons

- 1.
- 2.
- 3.
- 4.