

PSRIP
MANAGEMENT DOCUMENT
TERM 4 2021
GRADE 4

Contents

Introduction	3
Term 4 Learning Outcomes.....	4
Term 4 2021 ATP / PSRIP alignment.....	6
GRADE 4-6 REVISED ROUTINE: ROTATIONAL TEACHING.....	10
Classroom Management.....	10
REVISED CORE METHODOLOGIES.....	10
Term 4 Curriculum Tracker & Textbook Activities	19
Weeks 1-2 CAPS / ATP Reference.....	19
Week 1: Food around the world	20
Week 2: Food around the world	22
Theme Reflection: Food around the world	24
Weeks 3-4 CAPS / ATP Reference.....	25
Week 3: Archaeology and palaeontology	26
Week 4: Archaeology and palaeontology	27
Theme Reflection: Archaeology and palaeontology	29
Weeks 5-6 CAPS / ATP Reference.....	30
Week 5: Friendship.....	31
Week 6: Friendship.....	32
Theme Reflection: Friendships.....	34
Weeks 7-8 CAPS / ATP Reference.....	35
Week 7: Wedding traditions and laws.....	36
Week 8: Wedding traditions and laws.....	38
Theme Reflection: Wedding traditions and laws	39
Term 4 2021 Programme of Formal Assessment.....	40
Term 4 Worksheet Memoranda.....	50

Introduction

Dear EFAL teachers,

It is important to remember that prior to the Covid pandemic, reading had already been identified as one of the biggest challenges facing South African education.

The impact of school closures and rotational teaching is yet to be measured, but will no doubt prove to be significant.

Because of this, we urge every intermediate phase teacher to do their utmost to ensure that learners:

- **Know the letter-sound relationships (phonics) for all the sounds in the programme**
- **Can segment and blend sounds to read and write words**
- **Can read many words with automaticity (by sight)**
- **Can read decodable texts (in the reading worksheets) with reasonable fluency and accuracy**
- **Listen to and read as many of the shared reading texts as possible (first-read, second-read)**
- **Know as many of the theme vocabulary words as possible**

We also urge you to please try your best to engage parents and guardians to assist in this matter.

Wishing you a productive and successful term – you can do this!

The PSRIP team

Term 4 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Say or sing 4 new rhymes or songs					
2. Discuss the listening text using a conversation frame					
3. Orally summarise the text that has been read					
4. Talk about their writing					
VOCABULARY					
Learners should be able to understand and use some of the following vocabulary:					
Jewish	Passover	ritual	seder	symbolism	fried
stewed	roasted	grilled	prepare	flavour	spicy
bitter	sweet	mixture	Moroccan	Ethiopian	Mexican
fundraiser	culture	archaeology	palaeontology	archaeologist	palaeontologist
ancient	extinct	skull	fossil	discover	discovery
trade	abandoned	underground	gold	quarry	artifacts
ruins	dig/dug up	buried	hole	friendship	selfless
thoughtful	grateful	trait	sigh	depressed	struggle
encourage	ceiling	reply	replied	selfish	survey
graph	chat	chatted	video	call	lonely
cellphone	wedding	married	tradition	traditional	invite/invited
bride	groom	western	ceremony	unite	law
legal	illegal	marriage	arrested	strange	stranger
chubby	chubbier	anniversary			
READING: phonic decoding					
Learners should be able to decode the following words, as well as other phonic words:					
knife	knew	know	eat	heat	meat
low	slow	how	cow	boy	joy
enjoy	toil	point	spoil	art	park
queen	quick	out	about	house	saw
paw	might	fight	right	star	start
stop	boat	coat			

Sight & High Frequency Word Recognition

Learners should be able to read the following words by sight:

knew	special	vegetables	thank	first	food
try	more	most	other	history	lives
imagine	show	ago	change	bones	animals
something	around	I'll	hurt	protect	earth
difficult	take	every	heart	through	only
couldn't	lots	man	woman	own	next
choice	equal	marry	love		

COMPREHENSION

Learners should be able to:

1. Make predictions about a text by skimming and scanning a text and identifying key words
2. Monitor their own understanding of a text
3. Recall details from a text
4. Identify the main idea in a text
5. Sequence events from a story
6. Visualise, make connections, make inferences, make evaluations, and wonder about the text
7. Summarise and retell the text
8. Use sentence starters to answer comprehension questions in writing
9. Engage with and understand visual texts including diagrams, photographs and graphs.

LANGUAGE STRUCTURES AND CONVENTIONS

Learners should be able to:

1. Recall and use new vocabulary in the correct context
2. Understand and be able to use question marks, connecting words, direct speech and present progressive tense.
3. Practice the identification and use of theme vocabulary, present progressive tense, suffixes, negative form, synonyms, apostrophes, negative form, abbreviations, question forms, homonyms, antonyms

WRITING

Learners should be able to:

1. Record new vocabulary together with own definitions in their personal dictionaries
2. Plan, draft, edit, publish and present their writing
3. Use their plans to complete 3 paragraphs
4. Know the format, register and style to write,
 - Personal letter
 - Educational poster
 - Story with dialogue
 - Descriptive paragraph

Term 4 2021 ATP / PSRIP alignment

The table below shows the Revised 2021 DBE ATP on the left and the PSRIP programme on the right.

Please also note that whilst the PSRIP is compliant in terms of all Listening & Speaking, Reading & Viewing, and Writing & Presenting activities, not all ATP listed Language Structures & Conventions are explicitly taught in the PSRIP. This would require more time than the one hour per cycle allocated to LSC. Only one LSC is explicitly taught per cycle, but in independent reading cycles, learners are required to identify and use additional LSC in context. Finally, teachers are encouraged to incidentally revise and teach LSC in context as they teach reading and writing lessons.

	DBE ATP WEEKS 1-2	PSRIP WEEKS 1-2: FOOD AROUND THE WORLD
L&S	<ul style="list-style-type: none"> Participates in conversation on a familiar topic Plays a more complex language game 	<ul style="list-style-type: none"> Week 1 Listening: Rachel's Passover Seder (story) Week 1 Speaking: Rachel's Passover Seder (story) (conversation frame)
R&V	<ul style="list-style-type: none"> Reads a story Reading comprehension Reflects on texts read during independent/pair reading Reading for enjoyment 	<ul style="list-style-type: none"> Week 1 Shared Reading: Celebrating our differences (story) Week 1 Teach the Genre: An interesting snack! (story/narrative essay) Week 1-2 Worksheet: Siphó's birthday meal (short story)
W&P	<ul style="list-style-type: none"> Writes a friendly letter Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> Week 2 Process Writing: Personal letter Week 1-2 Oral Activities: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words <p>Working with words and sentence</p> <ul style="list-style-type: none"> No article with uncountable nouns Uses 'will' to indicate something that will happen, Builds on use of prepositions that show position Uses questions marks Uses exclamation marks <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from reading texts Homonyms 	<ul style="list-style-type: none"> Week 1-2: Theme vocabulary Week 1 LSC: Question marks Week 1-2 Oral Activities: Use personal dictionaries Week 1-2 Worksheet: punctuation, question forms

	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: ARCHAEOLOGY AND PALEOONTOLOGY
L&S	<ul style="list-style-type: none"> • Listens to interview(s)/talk show • Practices listening and speaking • Choose one daily practice routine 	<ul style="list-style-type: none"> • Week 3 Listening: Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb (information text) • Week 3 Speaking: Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb (information text)
R&V	<ul style="list-style-type: none"> • Reads informational text with visual • Summarises the text with support • Reflects on texts read during independent/pair reading 	<ul style="list-style-type: none"> • Week 3 Shared Reading: Workbookpedia (information text) • Week 3 Teach the Genre: Australopithecus africanus (advertisement poster and notices) • Week 3-4 Worksheet: The Great Zimbabwe ruins (short informative story) • Week 3-4 Worksheet: Summary (Things buried in people's gardens)
W&P	<ul style="list-style-type: none"> • Draws, labels and completes a visual text • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 4 Process Writing: Educational poster • Weeks 3-4 Oral Activities: Use personal dictionaries • Week 3 Teach the Genre: Australopithecus africanus (advertisement poster and notices)
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary <p>Working with words and sentence</p> <ul style="list-style-type: none"> • Uses connecting words to show addition and sequence • Develops understanding and use of connecting words showing addition, sequence and contrast. • Begins to use connecting words to show cause-and-effect • Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from reading texts • Joining prefixes and suffixes to a base word 	<ul style="list-style-type: none"> • Week 3: Theme vocabulary • Week 4: Theme vocabulary • Week 3 LSC: Connecting words • Week 3-4 Worksheet: connecting words, synonyms, homonyms, antonyms

	DBE ATP WEEKS 5-6	PSRIP WEEKS 5-6: FRIENDSHIP
L&S	<ul style="list-style-type: none"> • Listens to a story with a dialogue • Presents dialogue • Practices listening and speaking 	<ul style="list-style-type: none"> • Week 5 Listening: In Good Times and Bad (story) • Week 5 Speaking: In Good Times and Bad (story)
R&V	<ul style="list-style-type: none"> • Reads a story with a dialogue • Summarises story with help • Reads a diary entry/entries • Reflects on texts read during independent/pair reading 	<ul style="list-style-type: none"> • Week 5 Shared Reading: A birthday (story with a dialogue) • Week 5 Teach the Genre: Best friends forever! (narrative essay) • Weeks 5-6 Worksheet: Long distance friends (story with dialogue) • Weeks 5-6 Worksheet: Summary (the importance of having friends) • Weeks 5-6 Worksheet: How to be a good friend (story with dialogue)
W&P	<ul style="list-style-type: none"> • Writes a dialogue • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 6 Process Writing: Story which includes a dialogue • Weeks 5-6 Oral: Theme vocabulary
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Punctuates correctly <p>Working with words and sentence</p> <ul style="list-style-type: none"> • Begins to use connecting words to show choice • Begins to recognize and use reported speech. • Direct speech. • Uses quotation marks for direct speech • Uses commas for separating nouns in a list • Uses apostrophes for showing possession <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from reading texts 	<ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary • Week 5 LSC: Revise direct speech • Weeks 5-6 Worksheets: negative form, idioms, direct speech, suffixes
	DBE ATP WEEKS 7-8	PSRIP WEEKS 7-8: WEDDING TRADITIONS AND LAWS
L&S	<ul style="list-style-type: none"> • Participates in conversation on a familiar topic • Practices Listening and Speaking • Choose one daily practice activity 	<ul style="list-style-type: none"> • Week 7 Listening: Marriage in Strange Times (story) • Week 7 Speaking: Marriage in Strange Times (story) • Week 7-8 Oral Activities: Listening and speaking activities
R&V	<ul style="list-style-type: none"> • Reads information text • Reading comprehension • Summarises the text with help 	<ul style="list-style-type: none"> • Week 7 Shared Reading: My cousin's wedding (information text) • Week 7 Post-Read: Oral recount of information text • Week 7-8 Worksheet: Marriage traditions around the world (information text) • Week 7-8 Worksheet: Summary (A Jewish wedding)

W&P	<ul style="list-style-type: none"> Writes a paragraph using a frame Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> Week 8 Process Writing: Descriptive paragraph Week 7-8 Oral Activities: Use personal dictionaries
LSC	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary <p>Working with words and sentence</p> <ul style="list-style-type: none"> Begins to recognize and use reported speech. Uses adverbs of place and manner Builds on understanding and use of present progressive <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from reading texts Compound words Joining prefixes and suffixes to the base word 	<ul style="list-style-type: none"> Week 7: Theme vocabulary Week 8: Theme vocabulary Week 7 LSC: Present progressive tense Week 7-8 Worksheet: present progressive tense, suffixes, negative form, synonyms, apostrophes

GRADE 4-6 REVISED ROUTINE: ROTATIONAL TEACHING

- This revised routine is designed for schools that have implemented rotational teaching due to Covid.
- This routine assumes that learners only have ONE HOUR of EFAL per week.
- The ATPs specify the completion of 3 main tasks in a 2-week cycle:
 1. Listening and Speaking
 2. Reading
 3. Writing
- The revised routine is not ideal, but aims to cover the main components of EFAL, as required by the ATP.
- LSC should be taught incidentally as part of shared reading and writing lessons.
- Each of the activities below must be completed in a 30 minute period.
- Homework activities must be clearly explained and closely monitored.

WEEK	Activity 1	Activity 2	Homework
WEEK 1	Vocabulary and Decoding: 1.1. Teach vocabulary 1.2. Phonics review 1.3. Paired reading: decodable text	Shared Reading: 2.1. Pre-Read 2.2. First-Read 2.3. Second Read	Learners must take their Reading Worksheets and exercise books home. They must: <ul style="list-style-type: none"> • Practice reading the phonic words aloud • Practice reading the decodable text aloud • Complete the 'Word Find' • Learn the meanings of vocabulary words • Practice reading the independent texts
WEEK	Activity 3	Activity 4	Homework
WEEK 2	Writing: 3.1. Teach the genre	Writing: 4.1. Planning 4.2. Drafting	Writing: 5.1. Editing 5.2. Publishing

Classroom Management

- Please arrange learners to work in 'mixed-ability' pairs during rotational teaching.
- This does not mean that they should sit very close to each other, but they will be required to do some paired work, either inside or outside the classroom.

Week 1 Activity 1.1

Teach Vocabulary

1. Teach learners the vocabulary included in the first Monday of the cycle.
2. Some of this vocabulary is drawn directly from the texts. Some of the vocabulary will enable learners to talk and write about the texts.
3. Use the 'PATS' methodology to teach new vocabulary.
4. PATS is an acronym for Point, Act, Tell and Say.
 - **P - POINT** to a picture or real item, if possible.
 - **A - ACT** out the theme word, if possible.
 - **T - TELL** learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - **S - SAY** the word in a sentence, and have the learners repeat the word after you.
5. It is not always possible to do all four actions for each theme word – just do what is appropriate.
6. Once you have taught the theme vocabulary for the week, learners must add the new theme vocabulary to their personal dictionaries, together with their own definition, and/or picture and sentence.

Week 1 Activity 1.2

Phonics Review

1. A phonics review programme has been designed to cover most of the 44 English graphemes over the course of the year.
2. This is a short activity where teachers can explicitly teach English Phonics to learners who are struggling to read. It will also improve the spelling of all learners.
3. Phonics, knowing the sound of each letter or group of letters, and blending the sounds together to form words, is the key building block of reading and writing.
4. Implement the activity as follows:
 - a. **Show learners the flashcard of each sound.**
 - b. Point to each sound and say it, get learners to repeat after you. Do this three times.
 - c. **Show learners the flashcards of the example words.**
 - d. Point to the letters and sound out the word. Get learners to repeat this after you. Do this with each example word.

- e. **Write the word find table on the chalkboard.**
- f. Review each sound in the table. Show learners how to build words using sounds from the table.
- g. **Tell learners to copy down the table, and to build as many words as possible over the two week cycle.**

Note: It is important for all EFAL teachers to know the English phonic sounds. Use the PSRIP English Phonics Video to help you master these sounds.

Week 1 Activity 1.3

Paired Reading: Decodable Text

1. Learners must work in their mixed ability pairs for this activity.
2. Instruct learners to have their learner books ready for this activity.
3. Tell learners to start by reading the phonic and sight words aloud.
4. Then, partners should take turns to read the decodable texts aloud. Tell learners to help each other by sounding out words and then reading them if they get stuck.
5. They should reread these texts until they are fluent.
6. Once learners have read the decodable texts fluently, they can move on to reading the independent texts.
7. You may instruct learners to complete some of the comprehension activities for homework.
8. As learners complete the paired reading task, call individual learners to your desk. Listen to these learners read and help to build their decoding skills and oral reading fluency.
9. Also use this time to complete individual oral or reading assessment tasks.

Week 1 Activity 2.1

Shared Reading: Pre-Read

1. Ask learners to turn to the Shared Reading text.
2. Start by telling learners to take a minute to look at the text features.
 - This includes features such as the title, the layout, paragraphs, diagrams, pictures, sub-headings, captions, and so on. (*You should incidentally teach learners about new text features as they appear.*)
 - Ask learners: What do these features tell us about the text we are about to read?
 - At first, you may have to provide some further prompts, such as:

- Do you think this is a fiction or non-fiction text? Why?
 - What kind of fiction or non-fiction text do you think this is? Why?
3. Read and explain the meaning of the title.
 4. Finally, ask learners predictive questions, like:
 - a. What do you think this text is about?
 - b. What do you think we will learn from this text?

Week 1 Activity 2.2

Shared Reading: First Read

1. Tell learners to follow as you read the shared reading text aloud, and to listen carefully and think as you read the text.
 - Read each paragraph or section fluently and clearly.
 - As you read, use gestures, actions and facial expressions. Change tone of voice (expression) to enhance meaning.
 - Where necessary, stop and explain a word or phrase to learners.
 - If you need to code switch, you may do so. This helps to give learners a basic understanding of the text.
2. At the same time, during the First Read, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading, and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' focusses on one or two main comprehension strategies. This is to lead learners to a deeper understanding of the text by showing them how to use these comprehension strategies.
3. Finally, give learners the opportunity to answer questions.
 - The first two questions are recall questions to gauge a straightforward understanding of the text.
 - Ask different learners to answer these questions.
 - Thereafter, there are 1-2 questions that demand more critical thinking.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.

- Then call on a few learners to share their answers.
- Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.

Week 1 Activity 2.3

Shared Reading: Second Read

1. Write the follow up questions on the board before the lesson.
2. Read through and explain these questions to learners.
3. Explain to learners that you are going read the text once again.
4. Tell learners to follow as you read the text once again.
5. If the text includes dialogue, you may want to include some learners in this second 'read aloud', by allocating different characters to different learners.
6. Read each paragraph or section fluently and clearly.
 - As you read, embed meaning by using gestures, actions, facial expressions and vocal expression.
 - Where necessary, stop and explain a word or phrase to learners. For the Second Read, you should no longer code-switch.
7. This repeated reading helps learners to move from a basic understanding of the text, to a deeper level of understanding and meaning making.
8. Once again, model 'thinking about the text' for learners.
 - In the lesson plan, the text is written in two columns.
 - In the second column, you will see 'thinking aloud' prompts.
 - Read the text in Column 1, and then say the text in Column 2.
 - Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. Learners must clearly be able to see when you are reading and when you are 'thinking aloud'.
 - You will notice that the 'thinking aloud' shows learners how to think about the text in a deeper manner, to ensure that learners really start to think more critically about the text.
9. Next, give learners the opportunity to answer questions written on the chalkboard.
 - Allow learners the chance to turn and talk and discuss their answers with a partner.
 - Then call on a few learners to share their answers.

- Show learners that there can be more than one correct answer to these questions, and that learners may have different ideas and opinions.
10. Finally, if time permits, ask learners to formulate a question about the text.
- Ask learners to independently think of a question that they can ask about the text.
 - If necessary, remind learners of some of the question words or phrases, for example: who; what; when; where; how; why; in your opinion; do you think; list; etc.
 - It is a good idea to create an 'Anchor Chart' of 'question words' for your classroom. This chart is always there to remind learners of the kinds of questions they can ask.
 - Tell learners to turn and talk, and share their questions with each other.
 - Then, ask a few learners to share their questions with the class.
 - Give other learners the opportunity to answer these questions.

Week 2 Activity 3.1

Process Writing: Teach the Genre

1. The writing process begins by teaching learners about the specific genre.
2. Make sure you understand the genre by reading through the lesson plan carefully.
3. Work through the steps in the lesson plan to explain the genre and task to learners.
4. This includes explaining:
 - the purpose of the text
 - the audience
 - the structure
 - the language features
 - the appropriate register
5. Tell learners to write down the brief summary notes about the genre in their exercise books.

Week 2 Activity 4.1

Process Writing: Planning

1. This lesson focuses on teaching learners how to plan their writing using one of the following strategies:
 - A writing frame
 - A mind map
1. Tell learners that very few writers start their process without planning.

2. Start this lesson by modelling the planning process for learners, so that they know exactly what to do. The lesson plan guides you on how to do this.
3. Write up your plan on the board to see, following this process:
 - Explain to learners that writers always think about what they are going to write.
 - Model this by explaining your thoughts out loud, so that learners can hear them.
 - Use the planning template to create your own writing plan.
4. Next, give learners a few minutes to think about what they are going to write.
5. Allow learners to turn and talk, and share their ideas with a partner.
6. Remind learners that their personal dictionaries, the theme wall in the classroom, and the class dictionary are all resources that may be used.
7. Finally guide and support learners as they use the planning template to complete their own plans.

Week 2 Activity 4.2

Process Writing: Drafting

1. Explain to learners that once they have completed their plan, they need to complete a draft of their writing.
2. Before the lesson begins, rewrite your completed plan from the previous lesson on the board.
3. Then, write the drafting frame on the board.
4. Briefly model how you use your completed plan to write a draft.
 - Start by explaining the drafting frame.
 - Next, model how you use your plan to create a draft by following the guidelines in the drafting frame.
 - Show learners that a draft is not the final piece of writing. Demonstrate that it is okay to make mistakes, or to change your mind and rewrite something.
 - Explain that a draft may look messy, but that is okay, as this is when you figure out sentence structure, the best words to use, the order of your thoughts, etc.
5. Then, tell learners to start writing their own draft.
6. Remind them that a draft is meant to have changes and errors, that there is no need to feel any fear or anxiety about committing their ideas to paper – they are supposed to have doubts and to make changes.
7. As learners complete their draft, walk around the classroom, and hold mini-conferences.

8. As you hold mini-conferences, take note of any common challenges that learners seem to be experiencing.
 - Call learners to attention, and re-explain the area where learners are experiencing challenges.
9. Tell learners to complete their drafts for homework, should they not finish in class.
10. Ensure that learners have copied down the drafting frame to work from.

Week 2 Homework Activity 5.1

Process Writing: Editing

1. At the start of the term, find some time for learners to copy down the standard editing checklist below:

Standard Editing Checklist
1. Is my spelling correct?
2. Is all punctuation correct? (capitals, full stops, commas, speech marks, etc.)
3. Have I left any words out?
4. Have I used the correct format?
5. Is my writing the correct length?
6. Is my writing original? (my own idea)
7. Have I used the LSC correctly? (which LSC?)

2. Explain to learners that they will complete their draft and then edit their work for homework.
3. Explain that they should use this standard editing checklist to help them with each writing task.
4. Remember to tell learners which specific LSC must be edited.

Week 2 Homework Activity 5.2

Process Writing: Publishing & Presenting

Explain to learners that these are the final step in the writing process.

Publishing:

1. Explain to learners that once they have edited their writing, they must publish it as part of their homework.
2. Tell learners that it is important for us to finalise our writing, after the editing phase.
3. Tell learners to do this by rewriting their drafts as final pieces, ensuring that they incorporate all the edits that were made.
4. Remind learners that it is human nature to want to read work that is well presented, so encourage learners to set out their writing properly, and to write as neatly as possible.

Presenting:

1. Tell learners to read their writing to a family member or friend.
2. Finally, collect learners' books in order to assess their writing.
3. Even though you are not required to formally assess all writing tasks completed, please read and comment on the learners' published writing.

Term 4 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Maintains the conversation Respects others' ideas <p>Plays a more complex language game</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak <p>Practices Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Plays a simple language game Gives and follows simple Instructions /directions Tells own news Retells a story heard or read 	<p>Reads a story</p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure /funny/fantasy/real life stories</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies, e.g. predicting what will happen next Answers and begins to ask more complex questions Retells story in sequence using connecting words Guesses and explains reasons for actions in the story Explains the cause and the effect in the story. Gives a personal response to the text <p>[READING COMPREHENSION]</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Compares books/texts read <p>[READING FOR ENJOYMENT]</p>	<p>Writes a friendly letter</p> <ul style="list-style-type: none"> Uses a correct format Selects appropriate content for the topic Uses topic and supporting sentences to develop coherent paragraphs Links paragraphs using connecting words and phrases Uses a variety of vocabulary Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the dictionary to check spelling and meanings of words Uses the writing process Brainstorms ideas using mind maps Produces first draft Revises Proofreads Writes final draft Presents neat, legible final draft with correct spacing between paragraphs <p>[WRITING: FRIENDLY LETTER]</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. <p>[PERSONAL DICTIONARY]</p>	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut <p>Working with words and sentences</p> <ul style="list-style-type: none"> Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of subject verb concord, e.g. There is one book/There are two books ... Uses 'will' to indicate something that will happen, e.g. There will be a storm today Builds on use of prepositions that show position (on, under, above) Uses question marks Uses exclamation marks <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different unrelated meanings, e.g. flour/ flower) <p>[LS&C ACTIVITIES]</p>

Week 1: Food around the world		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Rachel's Passover Seder • Genre: Story • Third read • Model comprehension skill: Search the text • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Rachel's Passover Seder • Genre: Descriptive paragraph • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /kn/ /ea/ and /ow/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • Introduce theme: Food around the world • DBE Workbook 2 page 132: Celebrating our differences • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 132: Celebrating our differences • Genre: Story • Model comprehension skill: Search the text • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 132: Celebrating our differences • Genre: Story • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 132: Celebrating our differences • Genre: Story • Teach: Search the text 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 132: Celebrating our differences • Genre: Story • Oral recount • Comprehension strategy: Search the text / Summarise 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Narrative essay / Story • Sample text: An interesting snack! 	

WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity: Reads a story	Textbook
SUCCESSFUL OXFORD Oxford	Grandma and Thuli at the market, 158	
STUDY & MASTER Cambridge	Surf's up for Lunga, 144	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Safety first, 175	
VIA AFRICA Via Africa	The fallen angel cake, 142	
HEAD START Oxford	Getting water, 134	
SOLUTIONS FOR ALL Macmillan Education	The ant and the dove, 166	
PLATINUM Pearson	Timimoto, 138	
TOP CLASS Shuters	Jamela's dress, 114	

Week 2: Food around the world

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Personal letter • Topic: Write a personal letter to someone to thank them for a traditional meal. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Using question marks • Use plan to draft a personal letter 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit personal letter using checklist • Publish and share personal letter 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 2 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 2 TEXTBOOK ACTIVITIES: Writing

Week 2		
Textbook	Supplementary Writing Activity: Writes a friendly letter	Textbook
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Writes a friendly letter, 164	
INTERACTIVE ENGLISH St Mary's Interactive Learning	-	
VIA AFRICA Via Africa	Write an invitation, 157	
HEAD START Oxford	Write a message, 151	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write a message, 150	
TOP CLASS Shuters	Write a letter, 152	

WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	LSC Activity: Using question marks	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning		
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	-	
TOP CLASS Shuters	Complete the sentences using exclamation marks or question marks, 117	

Theme Reflection: Food around the world

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

Weeks 3-4 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 3-4 is aligned to Weeks 7-8 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listens to interviews/talk show</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main ideas Asks relevant questions Responds appropriately Gives opinions <p>Practices Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Plays a simple language game Gives and follows simple instructions/directions Tells own news Retells a story heard or read 	<p>Reads information text with visuals, e.g. charts/tables/ mind- maps/ maps/ pictures</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information Answers and begins to ask more complex questions, e.g. Why? How do you think? Interprets and discusses visuals <p>[READING COMPREHENSION]</p> <ul style="list-style-type: none"> SUMMARISES the text with support, e.g. fills in missing words in a written summary <p>[SUMMARY]</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Retells story or main ideas in 3 to 5 sentences Expresses emotional response to texts read. <p>[READING FOR ENJOYMENT]</p>	<p>Draws, labels and/or completes a visual text, e.g. chart/tables/ mind- maps/ maps/pictures</p> <ul style="list-style-type: none"> Captures the information correctly Shows the links between different parts of the visual correctly Writes sentences describing the chart Uses appropriate vocabulary Uses the dictionary to check spelling and meanings of words <p>[WRITING: VISUAL TEXT]</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. <p>[PERSONAL DICTIONARY]</p>	<p>Spelling</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses connecting words to show addition (and) and sequence (then, before) Develops understanding and use of connecting words showing addition, sequence and contrast. Begins to use connecting words to show cause-and-effect (so that) Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Joining prefixes or suffixes to a base word <p>[LS&C ACTIVITIES]</p>

Week 3: Archaeology and palaeontology		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Archaeology and Palaeontology • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb' • Genre: Information • Third read • Model comprehension skill: Making connections • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb' • Genre: Information text • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /oy/ /oi/ and /ar/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Model comprehension skill: Make connections • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Model comprehension skill: Make connections • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Teach: Make connections 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Written comprehension • Comprehension strategy: Make connections 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Advertisement posters and notices • Sample text: Australopithecus africanus 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Reading Activity: Information Text with visuals	Date Completed
SUCCESSFUL OXFORD Oxford	The Zip Zap circus school, 168	
STUDY & MASTER Cambridge	Wheels, 156	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Boy drowns at Camps Bay, 180	
VIA AFRICA Via Africa	Read a visual text, 152	
HEAD START Oxford	Reading graphs, 142	
SOLUTIONS FOR ALL Macmillan Education	Why is it important to stop water pollution and conserve water? 179	
PLATINUM Pearson	Visual text with pictures, 148	
TOP CLASS Shuters	Scan for information, 140	

Week 4: Archaeology and palaeontology		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Poster • Topic: Make a poster to teach someone about any creature of your choice. This poster must include a diagram. • Planning Strategy: Use a mind-map 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	

Tuesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 	
Wednesday	Activity 1:	LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Connecting words to show addition and sequence • Use plan to draft a poster 	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 4 	
Friday	Activity 1:	Writing Editing and Publishing <ul style="list-style-type: none"> • Edit poster using checklist • Publish and share poster. 	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 	
Friday	Activity 3:	<ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 4 TEXTBOOK ACTIVITIES: Writing

Week 4		
Textbook	Writing Activity: Draws and labels a visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a timetable, 173	
STUDY & MASTER Cambridge	Design your own car, 160	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 197	
VIA AFRICA Via Africa	Design a poster, 156	
HEAD START Oxford	Write and draw a poster, 150	
SOLUTIONS FOR ALL Macmillan Education	Make a poster, 187	
PLATINUM Pearson	Design and produce a poster, 151	
TOP CLASS Shuters	Create your own poster, 127	

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	LSC Activity: Connecting words	Date Completed
SUCCESSFUL OXFORD Oxford	Connecting words, 170	
STUDY & MASTER Cambridge	Language, 158, 164	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 193	
VIA AFRICA Via Africa	Retell a story using connecting words, 143	
HEAD START Oxford	Connecting words, 158	
SOLUTIONS FOR ALL Macmillan Education	Use linking words, 186	
PLATINUM Pearson	Connecting words, 160	
TOP CLASS Shuters	Using connecting words to join sentences together, 128	

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

Weeks 5-6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens to a story with dialogue</p> <p>Choose from Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Predicts what will happen next • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the story • Retells story in the right sequence • using connecting words <p>[PRESENTS DIALOGUE DONE DURING WRITING]</p> <p>Practices Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions/directions • Tells own news • Retells a story heard or read 	<p>Reads a story with dialogue</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. predicting, using contextual clues • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the Story <p>[READING COMPREHENSION]</p> <ul style="list-style-type: none"> • Summarizes story with help • Identifies which parts of the story is the dialogue • Role plays the story or a part of the Story <p>[SUMMARY]</p> <p>Reads a diary or diary entries</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies and discusses the person writing the diary • Expresses feelings stimulated by the text <p>[READING COMPREHENSION]</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Relates to own life <p>[READING FOR ENJOYMENT]</p>	<p>Write a dialogue</p> <ul style="list-style-type: none"> • Selects content appropriate • Uses the frame • Uses direct speech for dialogue • Extends sentences by adding adjectives and adverbs • Uses extended vocabulary including pronouns and connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words <p>[WRITING: DIALOGUE]</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. <p>[PERSONAL DICTIONARY]</p>	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Punctuates correctly: comma, colon, semi colon, inverted commas, question • mark, exclamation mark, full stop <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Begins to use connecting words to show choice (e.g., either...or...). • Begins to recognize and use reported speech. • Develops use of direct speech. • Uses quotation marks for direct speech • Uses commas for separating nouns in a list • Uses apostrophes for showing possession <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

Week 5: Friendship

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Friendship • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: In Good Times and Bad • Genre: Story • Third read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> • Re-read Text: In Good Times and Bad • Genre: Story • Individual discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /qu/ /ow/ and /aw/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 108: A birthday • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 108: A birthday • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 108: A birthday • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 108: A birthday • Genre: Story • Teach: Make inferences 	

Friday	Activity 1: Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 108: A birthday • Genre: Story • Written comprehension • Comprehension strategy: Make inferences 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Narrative essay (Story) • Sample text: Best friends forever! 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Reading Activity: Story/ Narrative Essay with Dialogue	Date Completed
SUCCESSFUL OXFORD Oxford	A river adventure, 181	
STUDY & MASTER Cambridge	Looking pretty, 168	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Nkosi Johnson, 202	
VIA AFRICA Via Africa	The ant and the grasshopper, 160	
HEAD START Oxford	Jenny's in a rush, 152	
SOLUTIONS FOR ALL Macmillan Education	A present for granny, 191	
PLATINUM Pearson	Mr Patel gets a visit, 156	
TOP CLASS Shuters	Surprise! 131	

Week 6: Friendship		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Story (narrative essay) • Topic: Write a story about someone who is a selfless friend! This story must include a conversation (dialogue) between two characters. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	

Tuesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 2 	
Wednesday	Activity 1:	LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: REVISE: Direct speech • Use plan to draft a story 	
Wednesday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 	
Thursday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 4 	
Friday	Activity 1:	Writing Editing and Publishing <ul style="list-style-type: none"> • Edit story using checklist • Publish and share story. 	
Friday	Activity 2:	Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 5 	
Friday	Activity 3:	<ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 6 TEXTBOOK ACTIVITIES: Writing

Week 6		
Textbook	Writing Activity: Story with dialogue	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a story, 184	
STUDY & MASTER Cambridge	Write a story with dialogue, 176	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story using direct speech, 209	
VIA AFRICA Via Africa	Write a story with dialogue, 165	
HEAD START Oxford	Write a story about friendship, 157	
SOLUTIONS FOR ALL Macmillan Education	Write your own story, 197	
PLATINUM Pearson	Write a story with a dialogue, 161	
TOP CLASS Shuters	Writing your own story, 135	

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	LSC Activity: Direct Speech	Date Completed
SUCCESSFUL OXFORD Oxford	Direct speech and reported speech, 179	
STUDY & MASTER Cambridge	Direct speech and quotation marks, 170	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Direct speech, 207	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	Direct speech, 161	
PLATINUM Pearson	Direct and reported speech, 170	
TOP CLASS Shuters	Punctuating dialogue, 133	
DBE WORKBOOK 2	Direct and indirect speech, 77	

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

Weeks 7-8 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 7-8 is aligned to Weeks 3-4 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <p>Asks relevant questions and responds to questions Maintains the conversation Expresses opinions Respects others' ideas</p> <p>Practices Listening and Speaking</p> <p>(Choose one for daily practice)</p> <p>Performs a simple rhyme, poem or song Plays a simple language game Gives and follows simple instructions/ direction Tells own news Retells a story heard or read</p>	<p>Reads information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <p>Pre-reading: predicts from the title and pictures Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information Answers and begins to ask more complex questions, e.g. Why? How do you think? Interprets and discusses visuals</p> <p>[READING COMPREHENSION]</p> <p>Summarizes the text with support, e.g. fills in missing words in a written summary</p> <p>[SUMMARY]</p>	<p>Writes a paragraph using a frame</p> <p>4-5 sentences 30-40 words Uses appropriate content Uses a variety of vocabulary including pronouns and connecting words and phrases. Uses appropriate grammar, spelling and punctuation Uses the dictionary to check spellings and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p>[PERSONAL DICTIONARY]</p>	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary</p> <p>Working with words and sentences</p> <p>Begins to recognize and use reported speech. Uses adverbs of place (here, there) Uses adverbs of manner (e.g. quickly, slowly) Builds on understanding and use of present progressive</p> <p>Vocabulary in context Words taken from shared or individually read texts Compound words, e.g. playground Joining prefixes or suffixes to a base word</p>

Week 7: Wedding traditions and laws

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Wedding traditions and laws • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Marriage in Strange Times • Genre: Story • Third read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Marriage in Strange Times • Genre: Story • Group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /st/ and /igh/ and /oa/ 	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 116: My cousin's wedding • Genre: Instructions • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 116: My cousin's wedding • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared Reading Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 116: My cousin's wedding • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 2 page 116: My cousin's wedding • Genre: Information text • Teach: Make inferences 	

Friday	Activity 1:	Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 116: My cousin's wedding • Genre: Information text • Oral recount • Comprehension strategy: Make inferences 	
Friday	Activity 2:	Teach the Genre <ul style="list-style-type: none"> • Descriptive essay • Sample text: My sister's wedding 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Reading Activity: Information text	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Read an information text, 183	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an information text, 217	
VIA AFRICA Via Africa	Read an information text, 154	
HEAD START Oxford	Read an information text, 149	
SOLUTIONS FOR ALL Macmillan Education	Read an information text, 201	
PLATINUM Pearson	Read an information text, 148	
TOP CLASS Shuters	Reads an information text, 138	

Week 8: Wedding traditions and laws

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Descriptive paragraph • Topic: Write a descriptive paragraph describing your ideal wedding! You can pretend you are planning your own wedding, or attending someone else's wedding. • Planning Strategy: Draw a picture and write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Present progressive tense • Use plan to draft a descriptive paragraph 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit newspaper article using checklist • Publish and share descriptive paragraph 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: Writing

Week 8		
Textbook	Writing Activity: Paragraph	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a paragraph, 193	
STUDY & MASTER Cambridge	Write a paragraph, 181	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph, 222	
VIA AFRICA Via Africa	Write a paragraph, 174	
HEAD START Oxford	Write about feelings, 136	
SOLUTIONS FOR ALL Macmillan Education	Write a paragraph, 208	
PLATINUM Pearson	Write a paragraph, 172	
TOP CLASS Shuters	Writing a paragraph, 141	

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

Term 4 2021 Programme of Formal Assessment

1. There are three formal assessment tasks for Grade 4 Term 4 2021.
2. Please complete these tasks as detailed below.

GRADE 4 TERM 4 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
7	Oral presentation of project (20 marks) <i>(see rubric below)</i>	20	<i>Continuation from Term 3:</i> Listen to individual learners present throughout the term during group guided reading lessons.			
8	Transactional writing: personal letter <i>(see rubric below)</i>	10	2	Mon, Wed, Fri	Writing	
9	Controlled Test: Response to Texts <i>(see sample questions and memoranda below)</i>		Weeks 9-10			
	Question 1: Literary / Non-Literary	15				
	Question 2: Visual	10				
	Question 3: Summary	5				
	Question 4: LSC	10				
Total		70				

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
MARKS	Maximum total of 20				
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4				
ACTIVITY	<p><i>Note: All project activities are embedded in the lesson plan.</i></p> <p>Stage 3 Learners present their research projects during the following lessons for the duration of Term 3 and 4:</p> <ul style="list-style-type: none"> ○ Group Guided Reading 				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
CONTENT and STRUCTURE	1-2	3-4	5-6	7-8	9-10
10 MARKS	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and a conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
FLUENCY and EXPRESSION	1-2	3-4	5-6	7-8	9-10
10 MARKS	The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	Learner presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

FORMAL ASSESSMENT TASK 8: TRANSACTIONAL WRITING			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a personal letter		
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 2 the process writing task requires learners to write a personal letter 		
ACTIVITY	<ol style="list-style-type: none"> Work through the process writing lessons as per the lesson plan. Collect learners' letters at the end of the week for formal assessment. 		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings.
STRUCTURE	0	1	2
	The learner's letter has not followed the correct structure.	The learner has attempted to structure the letter correctly.	The learner has used the correct structure and layout of a personal letter.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	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 uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use the correct greeting and farewell. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used informal language with the correct greeting and farewell. The learner successfully edits their own work to correct grammar, spelling and punctuation.

Formal Assessment Task 9: Response to Texts

Please note that sample questions and corresponding memoranda are included below. You may choose to use these questions or to adapt or replace them, in accordance with directives from your District / Province.

GRADE 4 TERM 4: PAPER 2 ASSESSMENT TASKS

Name	Class
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QUESTION 1: *Recipe For Success*

Instructions:

- Read the story below twice.
- The numbers on the left side are the paragraph numbers.
- Answer the questions that follow.



1

Luthando and Bomi wanted to surprise Mama Elsie on her birthday. They woke up early in the morning and tip-toed to the kitchen. They found the recipe for Mama Elsie’s favourite chocolate cake in the recipe book. They took out all the ingredients they needed and started following the instructions. They worked hard, trying to make sure they did everything correctly.

2

When they had finished baking, they put the cake in the oven. They didn’t think Mama Elsie would like to clean the kitchen on her birthday, so they made sure everything was washed and packed away.

3

As the 40 minutes baking time was up, Mama Elsie came into the kitchen. “What’s that delicious smell?” she asked taking a deep breath.

4

Luthando and Bomi were so excited to show Mama Elsie her birthday cake, but when they took it out the oven, the cake had flopped! It was still flat!

5

The boys were disappointed, but Mama Elsie was so happy they had tried so hard to make her feel special. She put on the kettle and they all had tea and flat chocolate cake.

6

“Mm, delicious! I think this is my best birthday cake ever!” she smiled contentedly.

1. What did Luthando and Bomi want to do to surprise Mama Elsie for her birthday? _____

[1]

2. What word (paragraph 1) tells us they went very quietly into the kitchen? _____

[1]

3. What was Mama Elsie's favourite kind of cake? (paragraph 1)

[1]

4. For her birthday, the boys baked her a cake. What was the other nice thing Luthando and Bomi did for Mama Elsie on her birthday? (paragraph 2)

[1]

5. How long did the cake take to bake? (paragraph 3)

[1]

6. What tells us that Mama Elsie did not know about the cake? (paragraph 3)

[2]

7. What was the problem with their cake? (paragraph 4)

[1]

8. Why do you think the cake was flat? _____

[2]

9. What word best describes Mama Elsie's reaction to the flat cake:
angry / grateful / disappointed (paragraph 4) _____

[1]

10. Have you ever baked or cooked something? How did it turn out?

[2]



11. What would you suggest Luthando and Bomi do for Mama Elsie's birthday
next year? _____

[2]

TOTAL: 15 MARKS

QUESTION 2: VISUAL TEXT

Banana Bread

<p>1</p> <p>Mix sugar and butter.</p>  <p>1¼ cup sugar</p> <p>½ cup butter</p>	<p>2</p> <p>Add eggs and milk.</p>  <p>2 eggs</p> <p>½ cup buttermilk</p>	<p>3</p> <p>Mash 3 ripe bananas. Add to the bowl.</p>  <p>Add 1 teaspoon vanilla.</p> 
<p>4</p> <p>Mix in dry ingredients.</p>  <p>2½ cups flour</p> <p>1 teaspoon baking soda</p> <p>1 teaspoon salt</p>	<p>5</p> <p>Mix well.</p>  <p>Pour batter into a greased loaf pan or muffin pan</p> 	<p>6</p> <p>Bake at 350° for 30-35 minutes.</p> 

1. How many eggs do you need to make Banana Bread?

[1]

2. Is flour a wet ingredient or a dry ingredient? _____

[1]

3. Why do you think the bananas need to be ripe? _____

[1]

4. Write out $\frac{1}{2}$ in letters. _____

[1]

5. What is the third step to do when you are making Banana Bread? Write it as a full sentence. _____

[1]

6. When you are baking at home, which is more important, washing your hands or having an adult with you? Why? _____

[2]

7. Choose the correct answer: A person whose job is cooking and baking is called a designer / journalist / chef. _____

[1]

8. Do you think it is more special if someone bakes a cake for you at home or buys it from the shop? Why? _____

[2]

TOTAL: 10 MARKS

QUESTION 3: SUMMARY

Instructions:

- Read the text 'Recipe for Success' again.

Complete the summary:

1. What was the story about? _____

[2]

2. What problem arose in the story? _____

[1]

3. How was the problem resolved? _____

[1]

4. What did you like most in the story? _____

[1]

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'Recipe for Success' once again.
- Complete the following:

Complete the summary:

1. Find and copy the following words:

- a) proper noun (paragraph 1) _____ [1]
- b) adverb (paragraph 1) _____ [1]
- c) adjective (paragraph 3) _____ [1]
- d) connector (paragraph 4) _____ [1]

2. Rewrite this sentence – fill in all the missing punctuation marks.

"Thank you so much for my beautiful birthday surprise said mama elsie.

[4]

3. Rewrite this sentence in the future tense.

They wake up early in the morning.

[1]

4. Join these two sentences using the correct connector: but / because / and

Luthando and Bomi tried to follow all the recipe's instructions. The cake was still a flop.

[1]

TOTAL: 10 MARKS

GRADE 4 TERM 4: PAPER 2 Memorandum

QUESTION 1: *RECIPE FOR SUCCESS*

Instructions:

- Read the story below twice.
- The numbers on the left side are the paragraph numbers.
- Answer the questions that follow.

- 1. What did Luthando and Bomi want to do to surprise Mama Elsie for her birthday? [1]** They wanted to bake her a surprise birthday cake.
- 2. What word (paragraph 1) tells us they went very quietly into the kitchen? [1]** tip-toed
- 3. What was Mama Elsie's favourite kind of cake? [1] (paragraph 1)** Mama Elsie's favourite cake was chocolate cake.
- 4. In addition to baking a cake, what was the other nice thing Luthando and Bomi did for Mama Elsie on her birthday? [1] (paragraph 2)** In addition to baking a cake, they also cleaned up the kitchen and packed everything away.
- 5. How long did the cake take to bake? [1] (paragraph 3)** The cake took 40 minutes to bake.
- 6. What tells us that Mama Elsie did not know about the cake? [2] (paragraph 3)** She did not know about the cake because she asked what the smell was.
- 7. What was the problem with their cake? [1] (paragraph 4)** The problem was the cake did not rise. It was flat.
- 8. Why do you think the cake was flat? [2]** The cake was flat because they did not add the right ingredients. / the oven was too hot / too cold / they opened the oven while it was baking. / learner's own answer.
- 9. What word best describes Mama Elsie's reaction to the flat cake: angry / grateful / disappointed [1] (paragraph 4)**
- 10. Have you ever baked or cooked something? How did it turn out? [2]**
Learner's own response.
- 11. What would you suggest Luthando and Bomi do for Mama Elsie's birthday next year? [2]** I would suggest they try bake another cake that does not flop. / I would suggest they do something different and make Mama Elsie a card. / I would suggest they buy her a present. / learner's own response.

TOTAL: 15 MARKS

QUESTION 2: VISUAL TEXT

1. **How many eggs do you need to make Banana Bread? [1]** You need two eggs.
2. **Is flour a wet ingredient or a dry ingredient? [1]** Flour is a dry ingredient.
3. **Why do you think the bananas need to be ripe? [1]** The bananas need to be ripe because then they are softer and easier to mix. / The bananas need to be ripe because they do not taste good if they are unripe. / learner's own response.
4. **Write out $\frac{1}{2}$ in letters. [1]** half
5. **What is the third step to do when you are making Banana Bread? Write it as a full sentence. [1]** You must mash three ripe bananas and add these to the bowl. The add a teaspoon of vanilla.
6. **When you are baking at home, which is more important, washing your hands or having an adult with you? Why? [2]** I think washing your hands is more important because you have to be clean with no germs when you bake. / I think having an adult with you is more important because the oven is hot and can be dangerous / you might need help with measuring / you might need help with the instructions / learners' own response with a reason.
7. **Choose the correct answer:** A person whose job is cooking and baking is called a designer / journalist / chef. [1]
8. **Do you think it is more special if someone bakes a cake for you at home or buys it from the shop? Why? [2]** Learner's own response with a reason.

TOTAL: 10 MARKS

QUESTION 3: SUMMARY

Read the text *Recipe for Success* again.

Complete the summary:

1. **What was the story about? [2]** The story is about Luthando and Bomi baking their mom a surprise birthday cake.
2. **What problem arose in the story? [1]** The problem was that the cake was flat.
3. **How was the problem resolved? [1]** The problem was resolved when their mother still loved the cake.
4. **What did you like most in the story? [1]** Learner's own response.

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'Recipe for Success' once again.
- Complete the following:

1. Find and copy the following words:

- a) proper noun (paragraph 1) Luthando / Bomi / Mama Elsie [1] any one
- b) adverb (paragraph 1) early / hard / correctly [1] any one
- c) adjective (paragraph 3) delicious [1]
- d) connector (paragraph 4) but / and [1] any one

2. Rewrite this sentence – fill in all the missing punctuation marks. [4]

“Thank you so much for my beautiful birthday surprise said mama elsie.

“Thank you so much for my beautiful birthday surprise, ” said Mama Elsie.

3. Rewrite this sentence in the future tense. [1]

They woke up early in the morning.

They will wake up / are going to wake up early in the morning.

4. Join these two sentences using the correct connector: but / because / and [1]

Luthando and Bomi tried to follow all the recipe's instructions. The cake was still a flop.

Luthando and Bomi tried to follow all the recipe's instructions but the cake was still a flop.

TOTAL: 10 MARKS

Term 4 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: MELISSA MAKES A MEAL

1. Where do the vegetables grow?
The vegetables grow in the garden.
2. What must Melissa be careful with?
Melissa must be careful with the knife.
3. What does Melissa have a knack for?
Melissa has a knack for food.

NON-FICTION TEXT: THE HISTORY OF BILTONG

1. Who were the first people to preserve meat by hanging it to dry?
The first people to preserve meat by hanging it to dry were the Khoisan people
2. What did the Dutch settlers add to the dried meat?
Dutch people added a green herb called coriander.
3. What do you think it means to preserve food?
I think to preserve food means to keep it edible for longer.
4. What food would you like to take to eat if you were going on a long journey?
I would take... to eat on a long journey. (see learner's answers)
5. Punctuate the following sentences correctly using a question mark, a full stop or an exclamation mark to end the sentence.
 - a. *Where are you going?*
 - b. *I love eating biltong!*
 - c. *Stop that right now!*
 - d. *Do you prefer to eat fruit or vegetables?*
 - e. *I've never made biltong.*
 - f. *How is biltong made?*
6. Biltong is a word that comes from the Dutch language. Match up these other words that also come from Dutch with their meanings:
 - a. *Biltong - a four-wheeled vehicle pulled by oxen or horses*
 - b. *Bully - someone who hurts or frightens someone else*
 - c. *Wagon - a four-wheeled vehicle pulled by oxen or horses*
 - d. *Iceberg - ice that broke off from glaciers and is floating in the sea*
 - e. *Tickle - to touch or stroke lightly with fingers*
 - f. *Meerkat - a small, grey animal that sometimes sits up on its back legs*
 - g. *Veld - open land or grassland in South Africa*
 - h. *Nasty - unkind or unpleasant behaviour*

NON-FICTION TEXT: THE NATIONAL FOOD OF SCOTLAND

1. What is the national food dish in Scotland?
The national food dish in Scotland is Haggis.
2. Would you like to eat Haggis? Why or why not?
I would / would not like to eat Haggis because... (see learners' answers)

Why is it a tradition for the Scottish people to eat Haggis on the 25th?
3. A poet from Scotland is a Scottish poet. Complete the following with the correct proper adjectives: (Remember to use capital letters.)
 - a. A writer from South Africa is a South African writer.
 - b. Food from Italy is Italian food.
 - c. Traditions from Nigeria are Nigerian traditions.
 - d. Folktales from China are Chinese folktales.
 - e. People from Zimbabwe are Zimbabwean people.

FICTION TEXT: SIPHO'S BIRTHDAY MEAL

1. What kind of food did Siphso always want to eat?
Siphso always wanted to eat Mexican food.
2. Do you prefer to eat food you know, or do you like to try new food and flavours? Why?
I prefer to... because... (see learners' answers)
3. List four things that you can eat in a Mexican restaurant.
Four things that you can eat are tortillas, minced meat, avocado and salsa.
4. Why did Siphso's mouth water? Circle the correct answer:
 - a. He was thirsty
 - b. He was hungry for Mexican food
 - c. He had a sore mouth

VISUAL TEXT: DIAGRAM OF A SEDER PLATE

1. How many foods are on the Seder plate?
There are nine foods on the Seder plate.
2. Which of these foods would be sweet?
The food that would be sweet is the apple, honey and nuts.
3. Which foods are next to the lettuce?
The foods next to the lettuce are shank bone and the horseradish.
4. Name the one item on the plate which is not solid food, but a liquid.
The item which is liquid is the saltwater.

SUMMARY: SIPHO'S BIRTHDAY MEAL

Summary: Siphos birthday meal

1. *This text is about Mexican food.*
2. *I liked that Siphos knew why he liked Mexican food so much. (see learners' answers)*
3. *I learnt that Mexican food is eaten in almost every country in the world (see learners' answers)*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: IMAGINE HISTORY

1. What does the person in the story like to imagine?
The person in the story likes to imagine lives from history.
2. What helps the person in the story imagine lives from history?
Ancient things help the person in the story imagine lives from history.
3. What change over time?
Lives change over time.

FICTION TEXT: THE GREAT ZIMBABWE RUINS

1. Where is Mr Mabuwa's favourite place to visit?
His favourite place to visit is the Great Zimbabwe ruins.
2. Who built the city of Great Zimbabwe?
The people who built the city of Great Zimbabwe were the ancestors of the Shona people.
3. Why does Mr Mabuwa like visiting the Great Zimbabwe ruins?
He likes visiting the Great Zimbabwe ruins because it is a magical place.
4. What makes you proud to African?
I am proud to be African because my ancestors built an amazing city without machinery, electricity or technology.
5. Use a connector that shows addition to connect the two sentences. Remember, a connector that shows addition can be and or in addition
I would love to visit the Great Zimbabwean Ruins see their beauty so I always ask other people for their ideas I read lots of information before I decide where to travel.
6. Write down the word which is NOT a correct synonym for the following words:
 - a. *beautiful – unattractive*
 - b. *happy – miserable*
 - c. *smile – frown*
 - d. *massive – tiny*
 - e. *ancient – new*

FICTION TEXT: A SPECIAL ANNIVERSARY GIFT

1. Why did the twins decide to dig in their garden?
The twins decided to dig in their garden because they wanted to find their parents something for their wedding anniversary.
2. Why did their mother say there was an animal in the garden?
Their mother said there was an animal in the garden because there were two holes in their garden.
3. Choose the correct connecting words to complete the following sentences: additionally / afterwards / in addition / then / next
*The twins were both in Grade 4, additionally they were both in the same class.
First, they thought about a present for their parents, next they decided to see what they could find in the garden.
The twins dug in the garden then they gave their parents the stone.*
5. Homonyms are words that are pronounced the same but have different spellings and meanings. For example: two / too / to are homonyms. Choose the correct word in each sentence:
 - a. I want to go to my friend's house.
 - b. Everyone went to the party and I wanted to go too.
 - c. In my family there are two children.
 - d. There are too many people in the room.

NON-FICTION TEXT: THINGS BURIED IN PEOPLE'S GARDENS

1. What did the couple from California find in their garden?
The couple from California found a tin in the garden.
2. What would you like to find buried in your garden?
I would like to find an old vase in my garden.
3. Change the following sentences into the past tense:
 - a. *The dog loved digging holes in the garden.*
 - b. *It was amazing to see what was buried in the ground.*
 - c. *They were so happy to find the valuable coins.*
4. Old and new are antonyms because they have opposite meanings. Complete the sentences with the antonyms of the given words.
 - a. *I hate to dig in the garden.*
 - b. *The tin in the ground was smooth.*
 - c. *The graves had been in the dark for centuries.*
 - d. *It is always hard to find treasure.*
 - e. *You have to be very strong to dig a deep hole.*

VISUAL TEXT: LET'S BE ARCHAEOLOGISTS!

1. Which parts of the two skulls do you think look the same?
I think the parts that look the same are the eyes and the nose. (see learners' answers)
2. Which parts of the two skulls do you think look different?
I think the parts that look different are the mouth and the back of the skull. (see learners' answers)
3. Who do you think has a bigger brain and why?
I think the human child has a bigger brain because the skull looks bigger.
4. An archaeologist studies the ancient past by looking for the objects left by the people who lived long ago. Write down all the objects that an archaeologist may find from the list below:
 - a. coins
 - b. bones
 - c. tools
 - d. buildings
 - e. fossils
 - f. ancient pieces of art

SUMMARY: THINGS BURIED IN PEOPLE'S GARDENS

Summary: Things buried in people's gardens

1. *The text is about different things that people find buried in their garden.*
2. *I liked that people have found many weird and wonderful things in the garden.*
3. *I learnt that in New Orleans they found an old graveyard.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: FRIENDS TO THE RESCUE

1. Who is hurt?
The queen is hurt.
2. How do the queen's friends help her?
The queen's friends help her by encouraging her and helping her and telling her to imagine something good.
3. Who came to the queen's rescue?
Her friends came to the queen's rescue.

FICTION TEXT: HOW TO BE A GOOD FRIEND

1. What is a very important skill to learn?
A very important skill to learn is how to be a good friend.
2. Why do selfish children struggle to be good friends?
Selfish children struggle to be good friends because they don't not think of their friends (see learners' answers)

3. At Jabulani Primary School the teachers had to ask the children what it means to be a good friend. From this information, what can you infer was happening at Jabulani Primary School?
I can infer that there was a lot of fighting between friends.
4. Can you add your own idea to the list of what it means to be a good friend?
I think to be a good friend also means to always listen to your friend when they need to talk. (see learner's answers)
5. Put the following sentences into direct speech:
Lindiwe said, 'Amanda is my best friend.'
Ayanda said, 'I am glad to have so many friends.'
6. Choose the correct meaning of the idiom:
A fair-weather friend is a friend who... (b. is only with you in good times)

FICTION TEXT: LONG DISTANCE FRIENDS

1. What was making Kagiso sad about leaving?
Kagiso was sad because he was sad to leave his friend David.
2. What can you infer about how Sam feelings for his brother?
I can infer that Sam's feelings for his brother were love and care. (see learners' answers) .
3. Punctuate the following sentences correctly to show direct speech.
'Hello David, I miss you', said Kagiso.
'Kagiso, I miss you too! How are you?' asked David from South Africa.
4. Complete these sentences using words that start with 'ex-'. You can find the first one in the text.
 - a. *Kagiso was so excited to talk to his friend.*
 - b. *You and your friend can study for the exam.*
 - c. *Kagiso did not expect to see his friend on the phone.*
 - d. *When you explore outdoors with your friends, always drink water and wear a hat.*

NON-FICTION TEXT: THE IMPORTANCE OF HAVING FRIENDS

1. Why is it important for children to have friends?
It is good for children to have friends because it helps them develop socially and emotionally/it helps them become kinder and more generous/it helps them learn to share, take turns and listen.
2. Why do you think it is important for friends to listen to each other?
I think it is important because you should know how your friend is feeling/pay them more attention/it will help you be more understanding (see learners' answers)
3. What are three things that good friends do not do?
Good friends do not bully, hit or tease.
4. Circle the explanation that matches the idiom:
 - a. *They had a big fight, but after they spoke about it, they cleared the air.*
 - b. *blow fresh air / to remove bad feelings between people / ended the friendship*
 - c. *b. They had always helped each other through thick and thin.*

one is fat, one is thin / through the changes / through anything, no matter how difficult

VISUAL TEXT: BEING A GOOD FRIEND

1. How many children said being kind is what a good friend does?
10 children said being kind is what a good friend does.
2. What did the fewest children think was important about being a good friend?
The fewest children thought that listening was the most important.
3. Which do you think is the most important characteristic to be a good friend?
Why do you think so? I think... because...(see learners' answers)
4. Complete the sentences using words that end in – ship.
friend – wor – space – champion – member-
 - a. *I am not sure what I saw in the sky, but it looked like a spaceship.*
 - b. *Every Sunday we go to church and sing and worship with the pastor.*
 - c. *You need a membership to take books out of the library.*
 - d. *Friendships are very important for everyone, young and old.*
 - e. *They trained very hard and won the soccer championship!*

SUMMARY: THE IMPORTANCE OF HAVING FRIENDS

Summary: The importance of having friends

1. *The text is about the importance of having friends.*
2. *I liked that the text shows us how important friendships are.*
3. *I learnt that it is normal for friendships to not always be easy.*

WEEKS 7 & 8 MEMORANDA

DECODABLE TEXT: LOVE IS LOVE

1. What was Bongani full of?
Bongani was full of lots of love.
2. What were some people trying to stop?
Some people were trying to stop Bongani's marriage.
3. What is Bongani's own choice?
Bongani's own choice is who he loves.

NON-FICTION TEXT: MARRIAGE TRADITIONS AROUND THE WORLD

1. Why do brides in Mauritius want to be chubbier before they get married?
Brides in Mauritius want to be chubbier because it is a sign of financial wealth.
2. Why do the German couple have to clean up the broken dishes?
The German couple have to clean up the broken dishes because it tests how well the couple work together during difficult times.

3. Do you think it is fair that Scottish people only cover the bride and not the groom in smelly things? Why or why not?
I think it is / is not fair that Scottish people only cover the bride and not the groom in smelly things, because...(see learners' answers)
4. How would you feel if you were covered in disgusting, smelly things as part of your wedding tradition?
I would feel...(see learners' answers)
5. Change the following underlined simple past verbs into the present progressive tense.
 - a. *They are learning about different wedding traditions.*
 - b. *They are meeting with all the family before the wedding.*
 - c. *All their friends and family are attending their wedding.*
 - d. *They are working together very well as a married couple.*
6. Some nouns end in –tion. Complete the sentences below with words that end in –tion. The beginnings of these words are listed below.
na – opera – celebra – pollu – ac – sta – tradi –
 - a. *He went to the hospital to have an operation.*
 - b. *Too much pollution in the air is unhealthy.*
 - c. *It is an old tradition to give gifts to the bride and groom.*
 - d. *The whole nation waved flags and sang the anthem.*
 - e. *We waited at the bus station for an hour for them to arrive.*
 - f. *We loved the car chases and action scenes during movie.*
 - g. *Their wedding was a real celebration of love.*

FICTION TEXT: A JEWISH WEDDING

1. Who walked the bride down the aisle?
Both parents walked the bride down the aisle.
2. Which part of the Jewish wedding do you like the most?
The part of the Jewish wedding that I like the most is the couple broke the glass which symbolises that even in the happiest times, they will remember the hard times. (see learners' answers)
3. Change the following sentences into the negative:
 - a. *The couple is not fasting before the ceremony.*
 - b. *The family is not giving gifts to the new couple.*
 - c. *They are not all eating too much food.*
 - d. *Everyone is not dancing the whole night.*
4. What does it mean 'to fast'?
'To fast' means to not eat anything for a long period of time.

NON-FICTION TEXT: A HINDU MARRIAGE

1. What is a Mandup?
A Mandup is a wedding stage.
2. Who do you think are the important people in this wedding ceremony?
I think the most important people in this wedding ceremony are the bride and the groom (see learners' answers)
3. Number each of the following statements to show the correct order in which they happen.
 - a. 2 *The bride is given to her new family by her parents.*
 - b. 3 *The couple make a commitment to each other for their married life together.*
 - c. 6 *There is a big wedding party, with lots of dancing and celebrating.*
 - d. 4 *The bride and groom say seven promises of commitment.*
 - e. 1 *When all the important people are comfortable and seated, the wedding begins.*
 - f. 5 *The family and friends give their wishes and blessings to the new couple.*
4. Choose the correct answer. Sacred is a synonym for: c. *holy*

VISUAL TEXT: HINDU WEDDING STAGE OR MANDUP

1. Would you change anything on this plan and why?
I would / would not change anything of this plan because...(see learners' answers)
2. Why do you think the bride's family sit by the groom, and the groom's family sit by the bride?
I think they sit this way because it symbolises that the bride and groom share family/so that the families can get to know the bride and the groom (see learners' answers)
3. Why do you think the priest and sacred fire are in the centre?
I think the priest and sacred fire are in the centre because it is sacred and so very important/the main part of the ceremony/it is special (see learners' answers)
4. Add apostrophes to the following underlined words to show possession.
 - a. *The bride's mother cried with happiness and love.*
 - b. *We waited for the priest's blessing.*
 - c. *You could see the children's excitement.*
 - d. *The guest's gifts would be very useful in the couple's new house.*
 - e. *The family's welcome made the bride feel at home.*

SUMMARY: A JEWISH WEDDING

Summary: A Jewish Wedding

1. *This text is about Jewish wedding ceremonies.*
2. *I liked that both parents walk the bride down the aisle.*
3. *I learnt that when they smash the glass with their feet it is to symbolize that the couple will be there for each other.*