

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 4 TERM 2

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from www.nect.org.za
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.

PSRIP
MANAGEMENT DOCUMENT
TERM 2 2021 - 2023
GRADE 4

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Introduction

Welcome colleagues,

We hope that Term 1 proceeded safely and smoothly for you, despite pandemic restrictions, and that your learners have made good progress. We also hope that the routine and core methodologies are feeling more familiar to you at this stage.

Please ensure that, should social distancing protocols continue, you continue to follow the guidelines that follow.

Wishing you a healthy, safe and productive term.

The NECT PSRIP team

Guidelines for Implementing the PSRIP

Continue to focus on technical reading skills

- Please continue to focus on developing your learners' phonic decoding skills, recognition of sight and high frequency words, and oral reading fluency.
- Use Group Guided Reading times to listen to each learner read individually, and to build his or her decoding and comprehension skills.
- Also remember the importance of building learners' extended English vocabulary – a critical aspect of technical reading and comprehension.

Ensure that every learner has access to the Term 2 'PSRIP Reading Worksheet Pack' and a DBE Workbook.

- Wherever possible, schools should try to duplicate the 'Worksheet Pack' to ensure that every learner can take home a pack of Term 2 reading worksheets.
- This, together with the DBE Workbook, will give learners the opportunity to develop their reading skills should rotational teaching continue .

Adjust core methodologies for social distancing

Adjust the following core methodologies to comply with social distancing protocols:

1. **Song/Rhyme** – either ask learners to remain seated at their desks, or ensure that they do not touch each other whilst standing to sing.
2. **Question of the Day** – rather than calling learners to line up at the board to write their answers, tell them to answer from their desks, whilst you document their answers.
3. **Small Group Discussions** – this involves 3-4 learners holding a discussion. Either ensure that learners can sit in socially distanced groups, preferably outside, or else change the activity to have learners working in pairs. This should not involve them moving from their places in class.
4. **Post-Read: Dramatise the story:** This methodology is used infrequently in the intermediate phase. If it does occur, replace it with a different post-read activity, such as a written comprehension.

Work through the SLP in a systematic fashion, do not skip themes.

Please continue to follow the PSRIP approach of working through all themes systematically.

- Teachers must please track the curriculum coverage of the class, or of every rotational group, using the tracker in this document.
- All groups must work through the PSRIP themes systematically.
- The PSRIP has provided sample Term 2 Assessment Tasks and Tools in this document.
- These should be adjusted to ensure that learners are only assessed on work that has been taught.

Orientation to the use of a Structured Learning Programme (SLP)

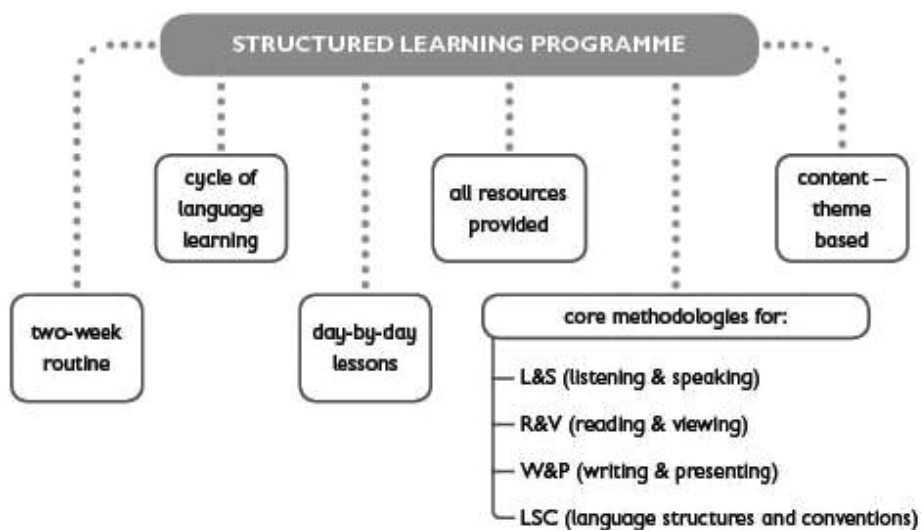
This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

As per policy, the programme is text-based, communicative, integrated and process orientated. In addition, the programme is designed to support the development of technical reading skills and comprehension skills in a structured, explicit manner.

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

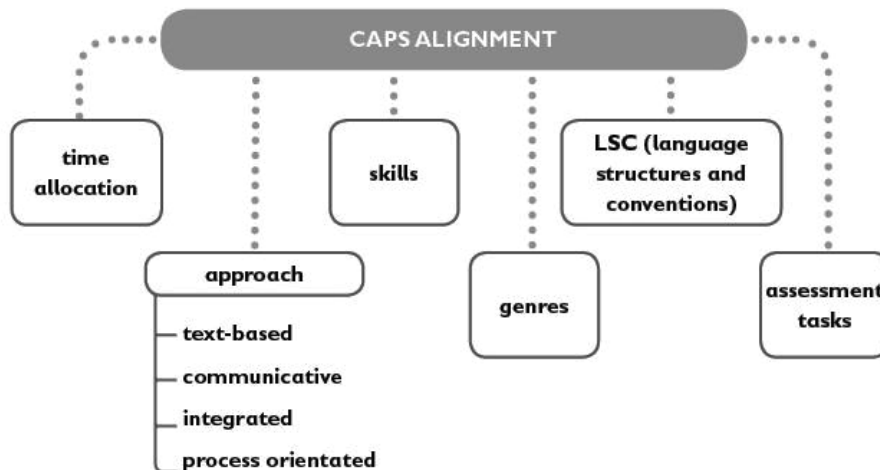
Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this IP EFAL programme, a routine has been designed to effectively teach each component of language in a 10 hour cycle, that extends across two weeks. Within this routine, selected pedagogies, or 'core methodologies' have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two-weeks, as per the cycle routine.



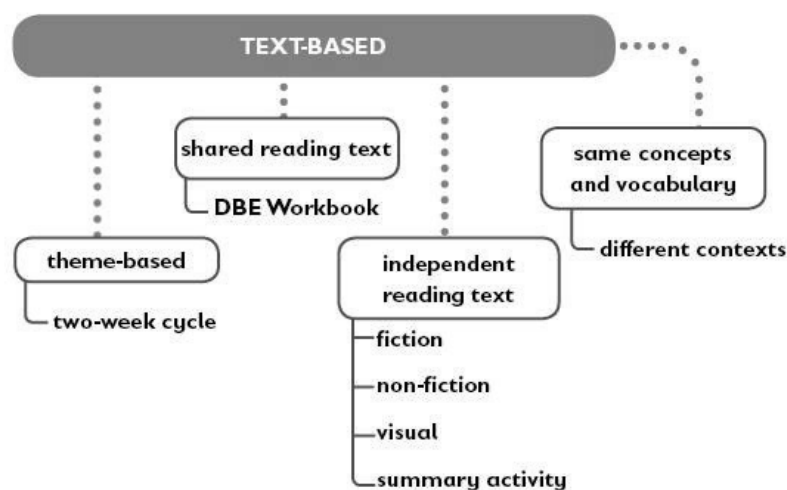
CAPS (Curriculum Assessment Policy Statement) aligned

The programme complies with policy in terms of time allocations, the approach to teaching, the specific skills and genres to be taught, the language structures and conventions to be taught, and the assessment tasks to be implemented.



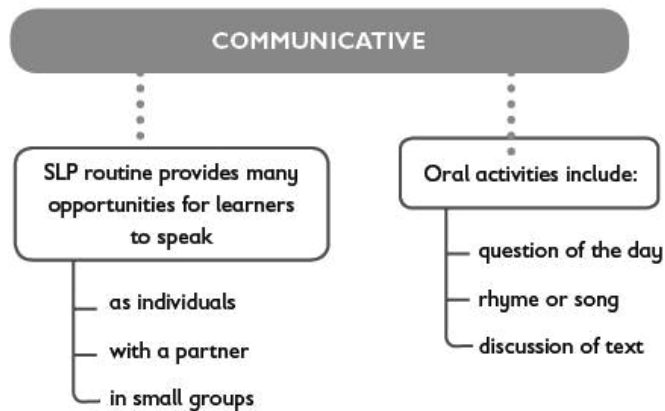
Text-based

A text-based approach relies on the continual use and production of texts. In this programme, learners critically engage with a series of theme-based texts in every cycle. The Shared Reading Text is selected from the **DBE Workbook**, and a variety of independent reading texts are provided in the **Reading Worksheets**. The independent reading texts always include a fiction text, a non-fiction text, a visual text, and summary activity. This gives learners multiple opportunities to engage with texts of different genres in every cycle. Learners also see the same concepts and vocabulary presented in different contexts.



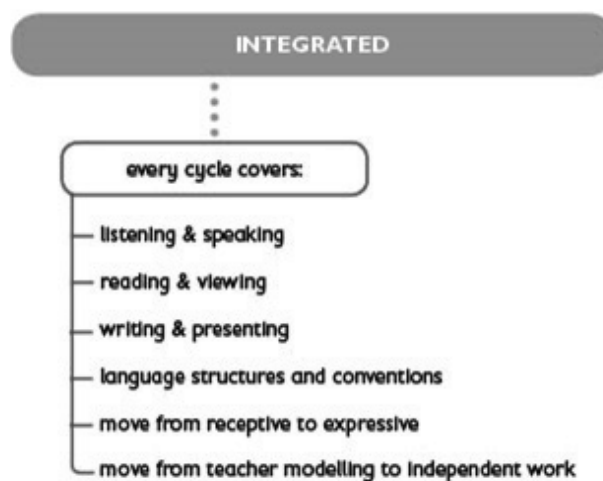
Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups.



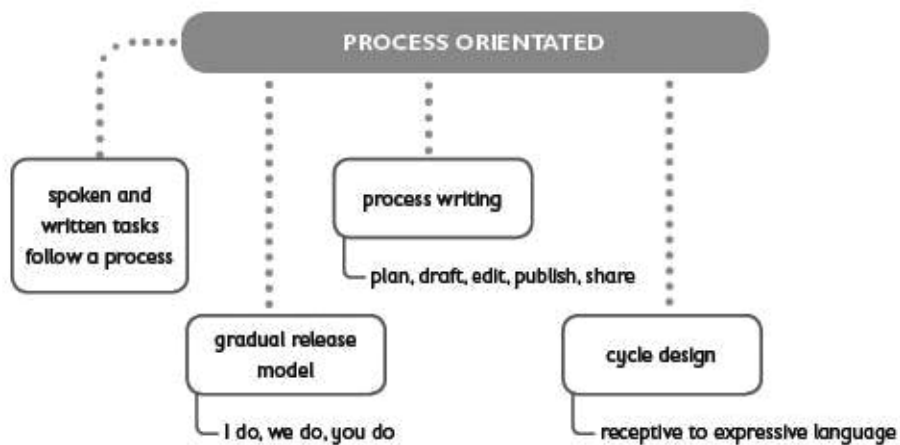
Integrated

The two-week cycle includes an integrated approach to language development by routinely covering all components of language development, moving from the receptive skills of listening and reading, to the expressive skills of writing and speaking. Another aspect of integrated learning that is accounted for is that all lessons move from the teacher first modelling good practice, to learners practicing the skills with a partner or in a group, to finally working independently.



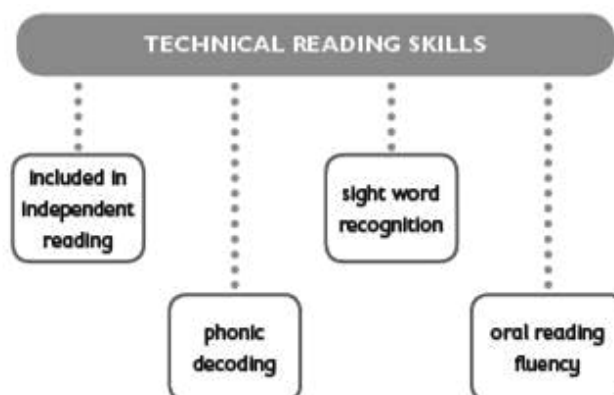
Process orientated

In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is used to produce a text for every cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear and read theme related language.



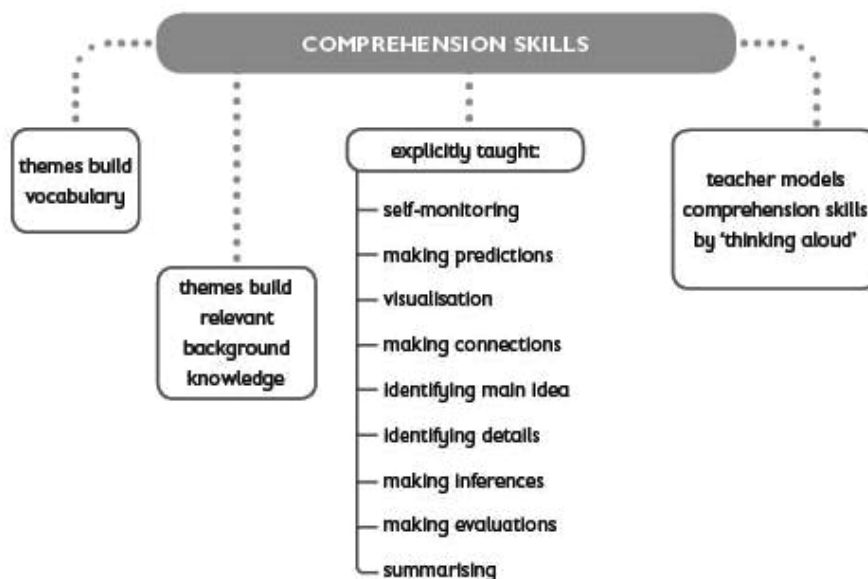
Support technical reading skills

This programme acknowledges that many learners in the intermediate phase have not yet achieved proficiency in terms of reading skills. Because of this, a decoding programme is included as part of the independent reading. This programme focuses on developing phonics, sight word recognition, and oral reading fluency.



Support reading comprehension skills

Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and learners are encouraged to build and use a personal dictionary. Another key factor that is addressed in this programme is that comprehension skills should be explicitly taught. This is done in every cycle, and during shared reading, the teacher models the use of the comprehension skill by 'thinking aloud'.



At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every two weeks, and the same activities are done every two weeks. Once this is mastered, it becomes easy to focus on the content of the cycle, and to really engage with learners in a meaningful way.

Term 2 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 a text that has been read | | | | | |
| 4. Talk about their writing | | | | | |
| VOCABULARY | | | | | |
| Learners should be able to understand and use some of the following vocabulary: | | | | | |
| private | fluent | conversation | fluently | overhear/overheard | accident |
| misunderstanding | accidentally | nosy | corrected | message | country |
| beware | heat | curious | holiday | confused | usually |
| urgent | code | competition | expensive | onlooker | cheap |
| prize | exhausted | collected | relaxed | donate | dreamed |
| advertisement | starving | compartments | fridge | stylish | cupboard |
| organised | addiction | available | credit card | insect | sting |
| fascinated | beehive | expert | pollen | crime | snail |
| intelligent | slimy | thorax | sickness | abdomen | creature |
| antennae | beetle | microscope | pincers | magnifying glass | concentrate |
| judgmental | magical | judge | miserable | peered | species |
| cocoon | hatch | wriggling | unique | identical | pattern |
| caterpillar | life cycle | fuzzy | attach | flapping | stage |
| graceful | usually | Valentine's Day | | | |
| READING: Phonic Decoding | | | | | |
| Learners should be able to decode the following words, as well as other phonic words: | | | | | |
| chicken | chase | chop | nail | rain | pain |
| treat | trash | truck | bird | skirt | shirt |
| thick | thin | bath | ray | stay | today |
| bread | breakfast | break | wing | strong | spring |

Sight & High Frequency Word Recognition

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

| | | | | | |
|-------|---------|-------|---------|--------|--------|
| old | too | Mr | Mrs | time | off |
| help | someone | back | asks | where | called |
| here | says | make | colours | shop | many |
| buy | collect | does | saw | I'm | if |
| make | water | away | good | over | how |
| going | would | took | think | home | didn't |
| ran | know | can't | flowers | tongue | |

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 a cartoon, poster, infographic and a diagram

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 first person perspective, hyperbole, connecting words and simple past tense.
3. Practice the identification and use of theme vocabulary, adverbs, antonyms, determiners, past tense, pronouns, ordinals, alliteration, plural forms, rhyming words, synonyms, and compound nouns.

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 recount
 - Descriptive text
 - Advertisement
 - Procedural text

Term 2 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 WEEK1- 2: |
|----------------|---|---|
| L&S | <ul style="list-style-type: none"> • Listens to story • Discusses story • Describes a person, animal, character • Does a role-play, based on the story | <ul style="list-style-type: none"> • Week 1 Listening: A Private Conversation • Week 1 Speaking: A Private Conversation • Weeks 1-2 Oral: Question of the day |
| R&V | <ul style="list-style-type: none"> • Reads a story • Reads a simple book review | <ul style="list-style-type: none"> • Week 1 Shared Reading: Frog and crow get the wrong message • Week 1-2 Worksheet: My mother's old friend |
| W&P | <ul style="list-style-type: none"> • Writes dialogue • Writes a description of a person/animal/place • Records words and their meanings in a personal dictionary | <ul style="list-style-type: none"> • Week 2 Process Writing: Dialogue • Week 1 Teach the Genre: Dialogue • Weeks 1-2 Oral: Use personal dictionaries |
| LSC | <ul style="list-style-type: none"> • Spelling and punctuation • Direct speech • Proper nouns • Adjectives • Irregular verbs • Vocabulary in context | <ul style="list-style-type: none"> • Week 1: Theme vocabulary • Week 2: Theme vocabulary • Week 1 LSC: Adverbs • Weeks 1-2 Worksheets: Antonyms, comparative adjectives |

| | DBE ATP WEEKS 3-4 | PSRIP WEEKS 3-4: TAKING A TRIP |
|----------------|---|---|
| L&S | <ul style="list-style-type: none"> • Listens to and discusses current issues based on newspaper or magazine article • Listening comprehension • Presents a prepared speech | <ul style="list-style-type: none"> • Week 3 Listening: Vuyo Tshabalala (45) Wins Shopping Prize • Week 3 Speaking: Vuyo Tshabalala (45) Wins Shopping Prize |
| R&V | <ul style="list-style-type: none"> • Reads information text • Reading comprehension | <ul style="list-style-type: none"> • Week 3 Shared Reading: Buying a backpack • Week 3 Teach the Genre: Wonder pencil |
| W&P | <ul style="list-style-type: none"> • Writes a news report based on personal experience or event • Records words and their meanings in a personal dictionary | <ul style="list-style-type: none"> • Week 4 Process Writing: Advertisement • Week 4-5 Oral: Use personal dictionaries |
| LSC | <ul style="list-style-type: none"> • Spelling and punctuation • Uncountable nouns • Simple present to describe universal statements • Future tense • Connecting words • Vocabulary in context • Synonyms • Collocations | <ul style="list-style-type: none"> • Week 3: Theme vocabulary • Week 4: Theme vocabulary • Week 3 LSC: Determiners • Week 3-4 Worksheet: Determiners, adverbs, plurals, negative form |
| | DBE ATP WEEKS 5-6 | PSRIP WEEKS 5-6: INCREDIBLE INSECTS |
| L&S | <ul style="list-style-type: none"> • Listens to information text • Listening comprehension • Listens to a description and describes an object • Practises one daily Listening and Speaking activity | <ul style="list-style-type: none"> • Week 5 Listening: Bernard Greenberg • Week 5 Speaking: Bernard Greenberg • Weeks 5-6 Oral: Question of the day |
| R&V | <ul style="list-style-type: none"> • Reads information text with visuals • Reading comprehension • Compares books/texts read | <ul style="list-style-type: none"> • Weeks 5-6 Worksheet: House Flies |
| W&P | <ul style="list-style-type: none"> • Summarises information text with support • Writes a description of a person/ animal/place • Records words and their meanings in a personal dictionary | <ul style="list-style-type: none"> • Week 5-6 Worksheet: House Flies • Week 6 Process Writing: Descriptive text • Weeks 5-6 Oral: Use personal dictionaries |
| LSC | <ul style="list-style-type: none"> • Spelling and punctuation • Countable and uncountable nouns • Adjective use • Verb 'to be' • Simple past • Adverbs of degree | <ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary |

| | DBE ATP WEEKS 7-8 | PSRIP WEEKS 7-8: BUTTERFLIES |
|----------------|---|---|
| L&S | <ul style="list-style-type: none"> • Listens to and carries out instructions • Gives simple instructions • Practises one daily Listening and Speaking activity | <ul style="list-style-type: none"> • Week 7 Listening: Judgemental Judy • Week 7 Speaking: Judgemental Judy |
| R&V | <ul style="list-style-type: none"> • Reads procedural text • Reads aloud | <ul style="list-style-type: none"> • Week 7 Shared Reading: Butterflies flutter by • Week 7 Teach the Genre: The life cycle of a butterfly • Week 7-8 Worksheet: Interesting Things about Butterflies |
| W&P | <ul style="list-style-type: none"> • Writes simple instructions using a frame • Writes a list with headings • Records words and their meanings in a personal dictionary | <ul style="list-style-type: none"> • Week 8 Process Writing: Procedural text • Weeks 7-8 Oral: Theme vocabulary |
| LSC | <ul style="list-style-type: none"> • Spelling and punctuation • Command form of verbs • Modals • 'must' • 'shall', 'will' to show intention • Adverbs of place • Adverbs of manner • Vocabulary context • Antonyms | <ul style="list-style-type: none"> • Week 7: Theme vocabulary • Week 8: Theme vocabulary • Week 7 LSC: Direct speech • Week 7-8 Worksheet: Direct speech, adjectives, antonyms, prefix 'un', past tense, proper nouns |

Term 2 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

| SKILLS | LISTENING AND SPEAKING (ORAL) | READING & VIEWING | WRITING & PRESENTING | LANGUAGE STRUCTURES & CONVENTIONS |
|-----------|--|---|---|---|
| WEEKS 1-2 | <p>Listens to a story 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"> • Discusses plot, setting and characters • Answers simple questions • Names characters in the story correctly • Retells the story in the right sequence • Expresses feelings about the story • Describes causes and effects of actions or events <p>Describes a person/animal character from story/place from the story</p> <ul style="list-style-type: none"> • Explains what the person/animal/ character/ place looks like • Uses a few new words learnt from story • Uses adjectives <p>Does a role-play, based on the story</p> | <p>Reads a story</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Interprets and explains the message • Uses reading strategies, e.g. makes predictions, uses contextual clues to determine meaning, makes inferences • Retells events in correct sequence • Describes feelings about the text giving reasons • Discusses the main character and other character <p>[READING COMPREHENSION]</p> <p>Book review- does comprehension activity on the text (oral or written)</p> <p>Reads a simple book review</p> <ul style="list-style-type: none"> • Identifies key information, e.g. title of book being reviewed, writer, etc. • Identifies main points • Discusses format of the review • Discusses response to the review | <p>Writes dialogue (using a frame)</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the frame appropriately • Characters' 'speech' follows in logical order • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • <i>writes the names of the characters on the left side of the page</i> • <i>uses a colon after the name of the character who is speaking</i> • <i>use a new line to indicate each new speaker</i> • <i>presents the action in brackets before the words are spoken</i> • <i>sketches a scenario before you start writing.</i> <p>[WRITES A DIALOGUE]</p> <p>Writes a description of a person/animal/place</p> <ul style="list-style-type: none"> • Description is clear • Uses properly constructed complete sentences. • Uses appropriate grammar (adjectives), spelling and punctuation <p>[WRITING: DESCRIPTIVE ESSAY]</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>Spelling</p> <ul style="list-style-type: none"> • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Add –es to form plurals of words ending in -s, -sh, -ch, or -z; e.g. bunch, bunches; brush, brushes <p>• Punctuation: full stop, comma, question mark, exclamation mark, colon, etc.</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Uses direct speech • Uses quotation marks for direct speech • Builds on use of proper nouns, e.g. with capital letter • Uses different types of adjectives • Begins to use irregular forms of some verbs, e.g. run, ran • Constructs simple sentences using subject, verb, object, e.g. 'Bongi / read / her book' • Vocabulary in context • Words taken from shared or individually read texts <p>[LS&C ACTIVITIES]</p> |

Week 1: Misunderstandings

| 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: A Private Conversation • Genre: Personal Recount • Three read • Model comprehension skill: Making connections • Oral comprehension | |
| Tuesday | Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: A Private Conversation • Genre: Personal Recount • Small group discussions to respond to text | |
| Tuesday | Activity 2: Phonics Review Word find with /ch/ and /ai/ | |
| Tuesday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Introduce theme: Misunderstandings • DBE Workbook 1 page 104: Frog and crow get the wrong message • 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 1 page 104: Frog and crow get the wrong message • Genre: Story • Model comprehension skill: I wonder / Making connections • Oral comprehension | |

| | | |
|----------|--|--|
| Thursday | Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Story • Model comprehension skill: I wonder / Making connections • Oral comprehension | |
| Thursday | Activity 2: Teach The Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Story • Teach: I wonder / Making connections | |
| Friday | Activity 1: Shared Reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Personal Recount • Summarise • Comprehension strategy: Making connections / Making evaluations | |
| Friday | Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> • Dialogue • Sample text: A misunderstanding between friends | |

WEEK 1 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 1 | | |
|---|--|----------------|
| Textbook | Supplementary Reading Activity: Reads a story | Date Completed |
| SUCCESSFUL OXFORD Oxford | The missing seeds, 62 | |
| STUDY & MASTER Cambridge | Jack and the beanstalk, 56 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Nobody owns the sky, 60 | |
| VIA AFRICA Via Africa | The boxes, 54 | |
| HEAD START Oxford | I can dance, 48 | |
| SOLUTIONS FOR ALL Macmillan Education | The class concert, 63 | |
| PLATINUM Pearson | A clever idea, 48 | |
| TOP CLASS Shuter & Shooter | Lucas Sithole, a "rolling inspiration", 39 | |

Week 2: Misunderstandings

| Day | CAPS content, concepts, skills | Date completed |
|-----------|--|----------------|
| Monday | Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Dialogue • Topic: Write a dialogue about a misunderstanding between two characters. • 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: First person • Use plan to draft dialogue | |
| 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 dialogue using checklist • Publish and share dialogue | |
| 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 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 2 | | |
|---|--|----------------|
| Textbook | Supplementary Writing Activity: Writes a personal recount | Date Completed |
| SUCCESSFUL OXFORD Oxford | Give a personal recount, 64 | |
| STUDY & MASTER Cambridge | Write about something that happened to you, 63 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Write a story about any type of air or sea transport that you have seen or travelled in, 67 | |
| VIA AFRICA Via Africa | Write to a friend to tell them about something that happened to you or something you did, 57 | |
| HEAD START Oxford | Write about a memory you have of when you enjoyed dancing, 51 | |
| SOLUTIONS FOR ALL Macmillan Education | Write a message, 62 | |
| PLATINUM Pearson | Write about something you did last weekend, 53 | |
| TOP CLASS Shuter & Shooter | Write about a sports event that happened at your school, 43 | |

| Theme Reflection: Misunderstandings | |
|--|-------------|
| 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

| SKILLS | LISTENING AND SPEAKING (ORAL) | READING & VIEWING | WRITING & PRESENTING | LANGUAGE STRUCTURES & CONVENTIONS |
|---------------------|---|---|--|--|
| WEEK 3-4 | <p>Listens to and discusses current issues based on newspaper or magazine article</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to the questions • Discusses the social, moral and cultural values in the text • Participates in a discussion <p>Presents a prepared speech</p> <ul style="list-style-type: none"> • Selects relevant content • Uses beginning, middle and ending • Stays on topic • Uses logical organisation of ideas • Uses presentation skills, e.g. volume, pause, posture <p>[SPEECH]</p> | <p>Reads information text, e.g. new article</p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Discusses headlines • Discusses central idea and specific details • Comments on choice of pictures in text • Explains meaning of unfamiliar words <p>[READING COMPREHENSION]</p> <p>Reflects on texts read during independent/ pair reading</p> <ul style="list-style-type: none"> • Retells story or explains main ideas • Expresses emotional response to texts read <p>[READING FOR ENJOYMENT]</p> | <p>Writes a news report based on personal experience/event</p> <ul style="list-style-type: none"> • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Selects appropriate content • Uses an appropriate frame • Writes a headline/title • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate grammar, spelling and punctuation • Corrects spelling using a dictionary <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITE A NEWS REPORT]</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>Spelling</p> <ul style="list-style-type: none"> • Add –es • ending in -s, -sh, -ch, or -z; e.g. • bunch, bunches; brush, brushes • Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Revises ‘a’ and ‘the’ with nouns. • Begins to understand there is no article with uncountable nouns (e.g. I like fish.) • Simple present to describe universal statements, e.g. ‘The sun sets in the west.’ • Future tense (e.g. ‘I will see him • tomorrow.’ ‘I’m going to see him tomorrow.’) • Develops understanding and use of connecting words showing addition, • sequence and contrast. • Vocabulary in context • Collocations, e.g. Happy birthday, fish and chips <p>[LS&C ACTIVITIES]</p> |

Week 3: Going shopping

| 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 1: Listening Activity <ul style="list-style-type: none"> • Listening Text: Vuyo Tshabalala (45) Wins Shopping Prize • Genre: Newspaper Article • Three read • Model comprehension skill: Search the text • Oral comprehension | |
| Tuesday | Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Vuyo Tshabalala (45) Wins Shopping Prize • Genre: Newspaper Article • Small group discussions to respond to text | |
| Tuesday | Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /tr/ and /ir/ | |
| Tuesday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • 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 1 page 92: Buying a backpack • Genre: Advertisement • Model comprehension skill: Search the text Oral comprehension | |
| Thursday | Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • 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 1 page 92: Buying a backpack • Genre: Advertisement • Teach: Search the text | |

| | | |
|--------|---|--|
| Friday | Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • Written Comprehension • Comprehension strategy: Search the text | |
| Friday | Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Advertisement, poster and notices • Sample text: Wonder pencil | |

WEEK 3 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 3 | | |
|---|---|-----------------------|
| Textbook | Supplementary Reading Activity: Reads information text with visuals / Reads a visual text | Date Completed |
| SUCCESSFUL OXFORD Oxford | Read a weather chart, 73 | |
| STUDY & MASTER Cambridge | Read a weather chart, 64 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Read a poster about a sea cruise, 76 | |
| VIA AFRICA Via Africa | Read an information text with visuals: Winter holidays in South Africa, 62 | |
| HEAD START Oxford | Read the weather report, 56 | |
| SOLUTIONS FOR ALL Macmillan Education | Read the advert, 72 | |
| PLATINUM Pearson | Read a weather map, 58 | |

Week 4: Going shopping

| Day | CAPS content, concepts, skills | Date completed |
|-----------|---|----------------|
| Monday | Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Advertisement • Topic: An advertisement for an item of clothing you want to sell • 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: Hyperbole (Advertising language) • Use plan to draft advertisement | |
| 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 advertisement using checklist • Publish and share advertisement | |
| 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 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 4 | | |
|---|---|----------------|
| Textbook | Supplementary Writing Activity: Writes visual report | Date Completed |
| SUCCESSFUL OXFORD Oxford | Write and present a poster, 79 | |
| STUDY & MASTER Cambridge | Make a poster for a singing competition, 71 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Design a poster, 81 | |
| VIA AFRICA Via Africa | Make a poster, 68 | |
| HEAD START Oxford | Design a poster, 63 | |
| SOLUTIONS FOR ALL Macmillan Education | Create a poster to advertise the talent show, 75 | |
| PLATINUM Pearson | Design a poster, 63 | |
| TOP CLASS Shuter & Shooter | Design a poster, 50 | |

| Theme Reflection: Going shopping | |
|--|-------------|
| 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 |
|----------------------|--|---|--|---|
| WEEKS 5-6 | <p>Listens to information text, e.g. weather report or a description of a place</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies specific details Interprets the information given Relates to personal experience <p>Listens to and responds to simple oral directions</p> <ul style="list-style-type: none"> Follows the directions Shows understanding of vocabulary relating to direction <p>[LISTENING COMPREHENSION]</p> <p>Listens to a description and describes an object</p> <ul style="list-style-type: none"> Identifies the object described correctly Uses words that correctly describe the object Uses some new words Uses adjectives <p>[ORAL PRESENTATION]</p> <p>Practises Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Responds physically to instructions Plays a simple language game | <p>Reads information text with visuals, e.g. charts/tables/ diagrams/ 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: predicting from title and pictures/ visuals Uses reading strategies, e.g. skimming Asks and answers questions Discusses main idea and specific details Interprets the information in the visuals <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>Summarises information text with support</p> <ul style="list-style-type: none"> Fills in missing words in a written summary or in a chart/table/mind-map Uses appropriate vocabulary Uses some new words from the read text <p>[SUMMARISES AN INFORMATIONAL TEXT WITH VISUALS]</p> <p>Writes a description of a person/ animal/place</p> <ul style="list-style-type: none"> Description is clear Uses properly constructed complete sentences. Uses appropriate grammar (adjectives), spelling and punctuation <p>[WRITING: DESCRIPTIVE ESSAY]</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>Spelling</p> <ul style="list-style-type: none"> Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city Words starting with a k sound and followed by e or i: use a k to spell the word <p>Working with words and sentences</p> <ul style="list-style-type: none"> Understands and uses countable nouns (e.g. book – books) Builds on use of adjectives (before nouns), e.g. The small dog Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were Builds on understanding and use of simple past Begins to use adverbs of degree, e.g. ‘very, really, almost, too’ <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Phrasal verbs, e.g. divide up, move in <p>[LS&C ACTIVITIES]</p> |

Week 5: Incredible insects

| 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 1: Listening Activity <ul style="list-style-type: none"> • Listening Text: Bernard Greenberg • Genre: Information text • Three read • Model comprehension skill: Visualise • Oral comprehension | |
| Tuesday | Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Bernard Greenberg • Genre: Information text • Small group discussions to respond to text | |
| Tuesday | Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /th/ and /ay/ | |
| Tuesday | Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Introduce theme: Incredible Insects • DBE Workbook 1 page 112: What do insects look like? • Genre: Poem • 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 1 page 112: What do insects look like? • Genre: Poem • Model comprehension skill: Visualise / Make evaluations • Oral comprehension | |

| | | |
|----------|--|--|
| Thursday | Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 112: What do insects look like? • Genre: Poem • Model comprehension skill: Visualise / Make evaluations • Oral comprehension • Formulate a question about the text | |
| Thursday | Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 112: What do insects look like? • Genre: Poem • Teach: Visualise | |
| Friday | Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 112: What do insects look like? • Genre: Poem • Text illustration • Comprehension strategy: Visualise | |
| Friday | Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> • Story (descriptive text/essay) • Sample text: The wonderful wobbly worm | |

WEEK 5 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 5 | | |
|---|--|----------------|
| Textbook | Supplementary Reading Activity: Reads information text with visuals | Date Completed |
| SUCCESSFUL OXFORD Oxford | Read a poster: Celebrate spring, 76 | |
| STUDY & MASTER Cambridge | Look at the pictures and read the text: Dumi's dancers, 68 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Read a poster about a sea cruise, 76 | |
| VIA AFRICA Via Africa | Read an information text with visuals: Winter holidays in South Africa, 62 | |
| HEAD START Oxford | Read the weather forecast, 76 | |
| SOLUTIONS FOR ALL Macmillan Education | Read the advert, 72 | |
| PLATINUM Pearson | Read a poster, 60 | |
| TOP CLASS Shuter & Shooter | Read a poster: Celebrate spring, 76 | |

Week 6: Incredible insects

| Day | CAPS content, concepts, skills | Date completed |
|-----------|---|----------------|
| Monday | Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Descriptive text • Topic: Write a description of an incredible insect. • 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: Connecting words • Use plan to draft descriptive text | |
| 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 descriptive text using checklist • Publish and share descriptive text | |
| 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 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

| Week 6 | | |
|---|--|----------------|
| Textbook | Supplementary LSC Activity: Develops understanding and use of connecting words showing addition, sequence and contrast. | Date Completed |
| SUCCESSFUL OXFORD Oxford | Adverbs of degree, 84 | |
| STUDY & MASTER Cambridge | Connecting words, 70 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Connecting words, 'and', 'then', or', 80 | |
| VIA AFRICA Via Africa | Use 'a' and 'an' for things you can count and 'some' for things you cannot, 64 | |
| HEAD START Oxford | Practice using connecting words and making comparisons, 59 | |
| SOLUTIONS FOR ALL Macmillan Education | Use linking words, 97 | |
| PLATINUM Pearson | Connecting words, 160 | |
| TOP CLASS Shuter & Shooter | Connecting words, 54 | |

WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 6 | | |
|---|--|----------------|
| Textbook | Supplementary Writing Activity: Write a description | Date Completed |
| SUCCESSFUL OXFORD Oxford | - | |
| STUDY & MASTER Cambridge | Write a description of Jacob while he is dancing, 96 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Match pictures to descriptions, 70 | |
| VIA AFRICA Via Africa | Describe an animal, 94 | |
| HEAD START Oxford | Listen to and write descriptions, 93 | |
| SOLUTIONS FOR ALL Macmillan Education | Write a description of a cheese sandwich, 97 | |
| PLATINUM Pearson | Write a description, 96 | |
| TOP CLASS Shuter & Shooter | Write a description, 76 | |

Theme Reflection: Incredible insects

| | |
|--|-------------|
| 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

| SKILLS | LISTENING AND SPEAKING (ORAL) | READING & VIEWING | WRITING & PRESENTING | LANGUAGE STRUCTURES & CONVENTIONS |
|----------------------|--|---|---|---|
| WEEKS 7-8 | <p>Listens to and carries out instructions, e.g. recipe/instructions for making or doing something</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers questions • Asks questions to obtain information • Listens and responds appropriately • Describes what needs to be done <p>Gives simple instructions</p> <ul style="list-style-type: none"> • Uses correct specific details • Uses correct sequence • Uses the command form of the verb <p>Practises Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a language game | <p>Reads procedural texts, e.g. recipe/instructions for making or doing something</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</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 • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses sequence of instructions • Follows the instructions <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares books read <p>[READING FOR ENJOYMENT]</p> | <p>Writes simple instructions using a frame</p> <ul style="list-style-type: none"> • Number the instructions • Uses correct specific details • Uses the right sequence • Writes the instructions using a frame • Uses verbs correctly • Corrects spelling using a dictionary <p>[WRITING: INSTRUCTIONS]</p> <p>Writes a list with headings</p> <ul style="list-style-type: none"> • Writes a list of items • Uses the correct format • Gives the list a heading • Uses singular and plural correctly <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, | <p>Spelling</p> <ul style="list-style-type: none"> • Words with long vowel sounds: add the • silent –e at the end, e.g. cake, pole, • mine, tune • Spells familiar words correctly, using a personal dictionary • Uses the dictionary to check spelling and meanings of words • Builds on knowledge of sight words and high frequency words <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Uses the command form of the verb, e.g. Stop. • Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission • Uses ‘must’ to show necessity • Begins to use ‘shall’ and ‘will’ to show intention. • Uses adverbs of place (here, there) • Uses adverbs of manner (e.g. quickly, slowly) <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Antonyms (words that are opposite in meaning, e.g. loud/soft) • Words taken from shared or individually read texts <p>[LS&C ACTIVITIES]</p> |

| Week 7: Butterflies | | |
|----------------------------|--|-----------------------|
| 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 1: Listening Activity <ul style="list-style-type: none"> • Listening Text: Judgemental Judy • Genre: story with a procedure • Three read • Model comprehension skill: Visualise • Oral comprehension | |
| Tuesday | Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Judgemental Judy • Genre: story with a procedure • Small group discussion to respond to text | |
| Tuesday | Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /br/ and /ng/ | |
| Tuesday | Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Introduce theme: Butterflies • DBE Workbook 1 page 128: Butterflies flutter by • Genre: Instructional 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 1 page 128: Butterflies flutter by • Genre: Instructional text • Model comprehension skill: I wonder / Visualise • Oral comprehension | |
| Thursday | Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 128: Butterflies flutter by • Genre: Instructional text • Model comprehension skill: I wonder / Visualise • Oral comprehension • Formulate a question about the text | |
| Thursday | Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 128: Butterflies flutter by • Genre: Instructional text • Teach: I wonder... / Visualise | |

| | | |
|--------|---|--|
| Friday | Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 128: Butterflies flutter by • Genre: Instructional text • Text illustration • Comprehension strategy: I wonder / Visualise | |
| Friday | Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> • Procedural Text • Sample text: The life cycle of a butterfly | |

WEEK 7 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

| Week 7 | | |
|---|---|-----------------------|
| Textbook | Supplementary Reading Activity: Reads information text with visuals / Reads procedural texts | Date Completed |
| SUCCESSFUL OXFORD Oxford | A successful business, 94 | |
| STUDY & MASTER Cambridge | Read vegetable garden instructions, 82 Read information key on seed pack, 85 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Road safety rules and steps, 99 | |
| VIA AFRICA Via Africa | Read an information text with pictures: Kites, 78 Read a procedural text: How to play morabaraba, 80 | |
| HEAD START Oxford | Recipe for cheesy baked potatoes, 74 | |
| SOLUTIONS FOR ALL Macmillan Education | Yummy chocolate biscuit squares, 94 | |
| PLATINUM Pearson | Malaria, 78 | |
| TOP CLASS Shuter & Shooter | Read a procedural text: how to make a puzzle, 67 | |

Week 8: Butterflies

| Day | CAPS content, concepts, skills | Date completed |
|-----------|--|----------------|
| Monday | Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Procedural text • Topic: Describe what you do to get ready to come to school each day! • Planning Strategy: Make 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: Simple present tense (universal statements) • Use plan to draft procedural text | |
| 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 procedural text using checklist • Publish and share procedural text | |
| 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 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

| Week 8 | | |
|---|--|-----------------------|
| Textbook | Supplementary Writing Activity: Writes about a procedure with support / Labels and/or completes a visual text | Date Completed |
| SUCCESSFUL OXFORD Oxford | Write instructions on how to plait reeds, 93 | |
| STUDY & MASTER Cambridge | Label the pictures, 89 | |
| INTERACTIVE ENGLISH St Mary's Interactive Learning | Copy the map and outline your trip, 105 | |
| VIA AFRICA Via Africa | Draw and label a diagram, 85 Write about how to make a kite, 86 | |
| HEAD START Oxford | Write a recipe, 77 | |
| SOLUTIONS FOR ALL Macmillan Education | Write a description of how to make a cheese sandwich, 97 | |
| PLATINUM Pearson | Write the procedure to treat scorpion stings, 82 | |
| TOP CLASS Shuter & Shooter | Write a paragraph and label a drawing, 68 | |

Theme Reflection: Butterflies

| | |
|--|-------------|
| 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 2 2021 Programme of Formal Assessment

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

| GRADE 4 TERM 2 2021 PROGRAMME OF FORMAL ASSESSMENT | | | | | | |
|--|--|-----------|---|---------------|----------------------|----------------|
| TASK | ACTIVITY | MARKS | WEEK | DAY | LESSON | DATE COMPLETED |
| 1 | Read aloud <i>(see rubric below)</i> | 20 | Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons. | | | |
| 4 | Write a transactional text <i>(see rubric below)</i> | 10 | 2 | Mon, Wed, Fri | Writing | |
| 5 | Controlled Test: Response to text <i>(see assessment task and memorandum below)</i> | 40 | 9 | Mon - Fri | Group Guided Reading | |
| Total | | 70 | | | | |

Term 2 Assessment Tasks, Tools & Memoranda

| TASK 1 READ ALOUD | | | | |
|--------------------------------|--|---|---|--|
| MARKS | Maximum total of 20 | | | |
| OBJECTIVE | Demonstrates oral reading fluency | | | |
| IMPLEMENTATION | <ul style="list-style-type: none"> Listen to individual learners read aloud throughout Term 2 Do this during Group Guided Reading | | | |
| ACTIVITY | <ol style="list-style-type: none"> During Group Guided Reading, settle the group to read a text silently. Next, listen to each learner read aloud from DBE Workbook 1, page 78, The Terrible Twins. Explain that the learner will have 1 minute to read. Instruct the learner to read this text out loud to you. Time the learner. Take note of the number and type of errors made. When 1 minute is up, instruct the learner to stop reading and assess using the rubric below. | | | |
| | 1-2 | 3-4 | 5-6 | 7-8 |
| FLUENCY | The learner reads less than 70 words correctly in a minute. | The learner reads 70 - 90 words correctly in a minute. | The learner reads 90 - 110 words correctly in a minute. | The learner reads 110 words or more correctly in a minute. |
| | 1 | 2 | 3 | 4 |
| DECODING SKILLS | The learner struggles to decode phonetically regular words and common sight words independently. | The learner decodes some phonetically regular words and common sight words independently. | The learner comfortably decodes many phonetically regular words and common sight words independently. | The learner comfortably decodes most phonetically regular words and common sight words independently. |
| | 1 | 2 | 3 | 4 |
| VOLUME & EXPRESSION | The learner reads in a quiet voice. The reading does not sound natural like talking to a friend. | The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend. | The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend. | The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage. |

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

| TASK 4 TRANSACTIONAL WRITING: DIALOGUE | | | |
|---|---|--|--|
| MARKS | Maximum total of 10 | | |
| OBJECTIVE | Writes a dialogue about a misunderstanding between two friends | | |
| IMPLEMENTATION | <ul style="list-style-type: none"> In Week 2 the process writing task requires learners to write a dialogue where each character speaks 5 times | | |
| ACTIVITY | <ol style="list-style-type: none"> Write a dialogue about a misunderstanding between two friends. Work through the process writing lessons as per the lesson plan. Collect learners' dialogues 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. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner has not followed the format of the dialogue with regards to the required layout and punctuation. There is no organisation or flow. | The learner has structured the dialogue with most of the layout and punctuation correctly. The dialogue can be followed and flows logically. | The learner has structured the dialogue according to the correct layout, lines left and punctuation. The structure allows the reader to follow the writing easily and be drawn in. |
| 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 used the correct punctuation. The characters' words are not in the first person. There are no sentences in the past tense, or the past tense has not been used correctly. 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 has included most of the correct punctuation. The characters mostly speak in the first person. Some sentences are in the past tense. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has correctly punctuated the dialogue (colon after each speaker; actions in brackets). The characters speak in the first person with some sentences in the past tense. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| TASK 5 RESPONDS TO TEXT | |
|--------------------------------|---|
| MARKS | Maximum total of 40 |
| OBJECTIVE | <ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Summary (5) • Language Structures and Conventions (10 marks) |
| IMPLEMENTATION | <ul style="list-style-type: none"> • These assessments do not have to be written in one session. • The assessments can be administered during group guided reading time in Week 9. |
| ACTIVITY | <ol style="list-style-type: none"> 1. Hand out the assessment tasks to learners. 2. Read through the texts and papers once, and explain what is required of learners. 3. Collect the assessments after each session and mark them using the memorandum provided. |

TERM 2 TASK 5 CONTROLLED TEST: RESPONDS TO TEXTS

QUESTION 1: READING COMPREHENSION

NAME: _____

Instructions:

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



| | |
|----------|--|
| 1 | Linda walked into the house and shivered! It suddenly felt cold and was starting to get dark outside even though it was only half past five. |
| 2 | Every year it was the same thing when the seasons changed. At the beginning of Spring Linda sneezed because of the pollen. At the beginning of Winter, she got a cold. Linda was used to it. A new season always made her feel full of energy because it meant a change. |
| 3 | Although it was chilly, Linda enjoyed Winter. She loved playing netball at school. She liked finding her coat, her woolly jerseys and her scarf which were at the back of her cupboard. Best of all, it would soon be Winter holidays and exams would be over. Then she could snuggle up with her hot chocolate and read for as long as she wanted in bed. |

QUESTION 1: CHANGE OF SEASON

- 1. Why did Linda shiver? (1)**

Linda shivered because _____

- 2. What happened to Linda at the start of Spring and at the start of Winter? (2)**

At the start of Spring Linda _____.

At the start of Winter _____.

- 3. Name three things Linda liked about Winter. (3)**

Linda liked _____
_____.

- 4. What can you infer about how Linda felt about getting sick? (2)**

I can infer that she _____.

- 5. Which season is your favourite? Why? (3)**

My favourite season is _____, because _____
_____.

- 6. What do you see when you visualise Linda dressed for the cold? (2)**

I can visualise Linda _____
_____.

- 7. Find and write down a word in the text that means: (2)**

nippy - _____

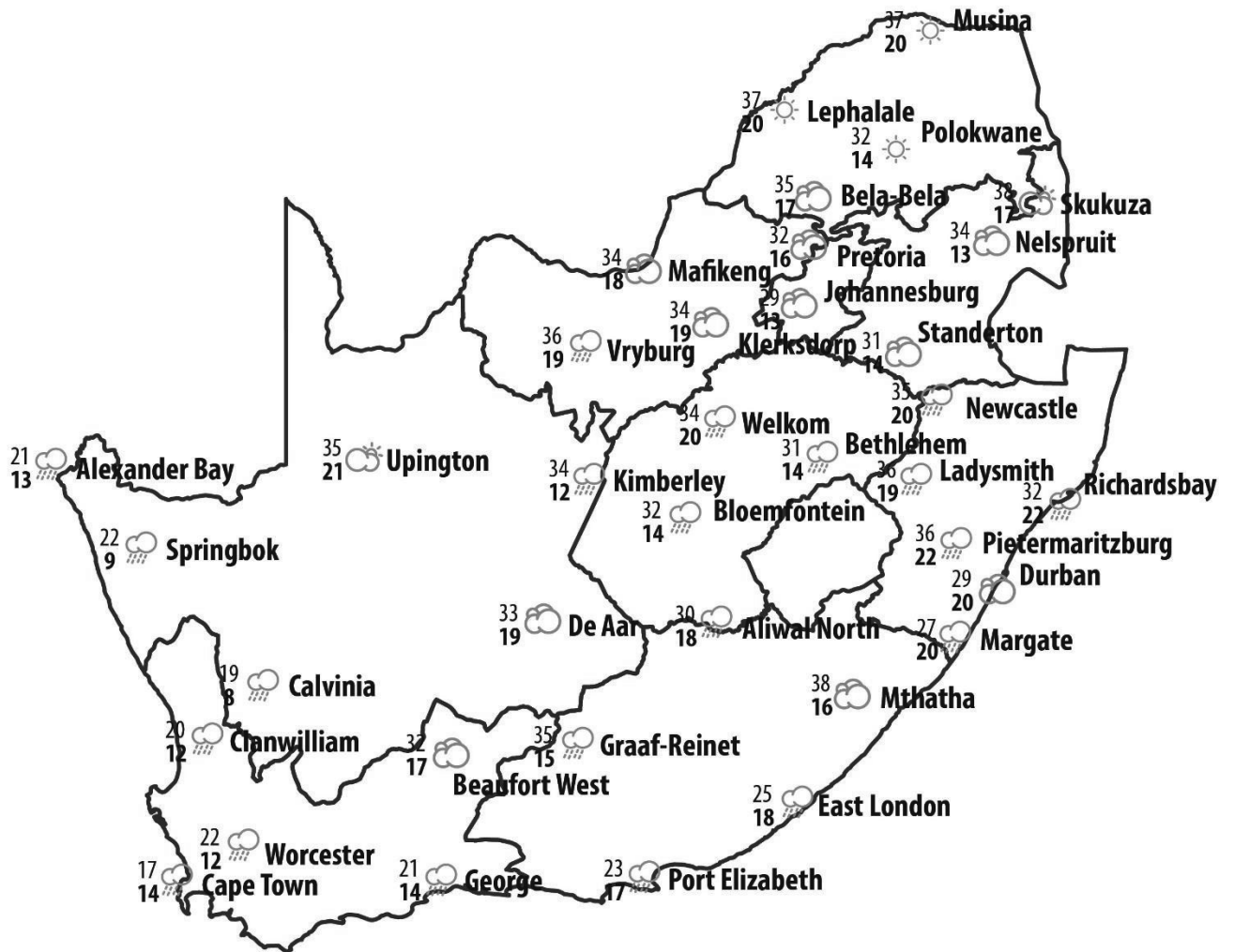
wardrobe - _____

15 MARKS

TERM 2 TASK 5 RESPONDS TO TEXTS

QUESTION 2: VISUAL COMPREHENSION

NAME: _____



1. Which season do you think this? Why do you think so? (2)

The season is _____ because _____
_____.

2. Where is the coldest minimum temperature predicted and how cold will it be? (2)

The coldest place is _____ and the temperature will be _____.

3. Name a city which will be rainy. (1)

4. What can you infer about the temperatures the more north you go? (2)

I can infer that the temperatures become _____

_____.

5. How do you think the city of Welkom get its name? (2)

I think Welkom got its name _____

_____.

6. Port Elizabeth has a nickname. It is known as the Windy City. If you had to give your city or town a nickname, what would it be? (1)

I would call my town/city _____.

10 MARKS

TERM 2 TASK 5 RESPONDS TO TEXTS

QUESTION 3: SUMMARY

NAME: _____

QUESTION 3: Summary.

Read the text *Change of Season* again.

Complete the summary:

1. Linda walked into the house _____
2. Every year she _____
3. A new season made her feel _____
4. Linda loved Winter because _____
5. Her favourite thing about Winter was _____

5 MARKS

TERM 2 TASK 5 RESPONDS TO TEXTS

QUESTION 4: LANGUAGE STRUCTURES AND CONVENTIONS

NAME: _____

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'Change of Season' once again.
- Complete the following:

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

- a. common noun (paragraph 2) _____ (1)
- b. proper noun (paragraph 1) _____ (1)
- c. adjective (paragraph 3) _____ (1)
- d. connector (paragraph 2) _____ (1)

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

As they were about to go shop at mountainside mall, Lindas friend bulelwa lent her a coat.

3. Rewrite this sentence in the future tense. (1)

Linda looked for her coat and scarf.

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

Linda loved Winter holidays. She could snuggle up in bed.

10 MARKS

GRADE 4 TERM 2: CONTROLLED TEST RESPONDS TO TEXT MEMORANDUM

QUESTION 1: READING COMPREHENSION MEMORANDUM

1. She shivered because it was cold / the weather was getting colder / Winter was coming. (1)
2. At the start of Spring she sneezed because of pollen and at the start of Winter she got a cold.(2)
3. Linda liked playing netball at school. She liked finding her winter clothes and she likes snuggling in bed and reading. (3)
4. I can infer that Linda did not mind sneezing / getting sick / she was not bothered by sneezing. (2)
5. My favourite season is Spring because all the flowers come out and it starts to get warmer. (own answers with reasons) (3)
6. I visualise Linda wearing a big red coat, a green woollen hat with a pom-pom and brown boots. (own answers) (2)
7. nippy – cold or chilly
wardrobe – cupboard (2)

15 MARKS

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

1. This is Spring. The date says 6th November and that is Spring in South Africa. Some places are hot and some cooler, so it's not Summer or Winter. (2)
2. The coldest temperature is 8° in Calvinia.(2)
3. CT / Worcester / George / EL / Bloem / Kimberly / PMB / Alexander Bay / Calvinia / Springbok /Clanwilliam / G-Reinet / any one (1)
4. The further north you go, the hotter it gets. It's cooler closer to the coast, but inland it's hotter. (2)
5. Learners need to think of a reason – something about the people there welcomed others, or the people felt very welcome and happy to be there. Any suitable answer with a creative understanding of the name. (2)
6. Any suitable answer. (1)

10 MARKS

QUESTION 3: SUMMARY MEMORANDUM

1. Linda walked into the house and shivered.
2. Every year she sneezed because of the pollen in Spring and got a cold at the start of Winter.
3. A new season made her feel full of energy because it meant a change.
4. Linda loved Winter because she could play netball at school, wear her warm Winter clothes and snuggle up in bed and read.
5. Her favourite thing about Winter was reading in bed with her hot chocolate for as long as she wanted.

5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT MEMORANDUM

1. Find an example of the following parts of speech:
 - a. common noun (paragraph 2) year / seasons / pollen / cold (1)
 - b. proper noun (paragraph 1) Linda (1)
 - c. adjective (paragraph 3) chilly / woolly / Winter / hot (1)
 - d. connector (paragraph 2) because (1)

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

As they were about to go shop at Mountainside Mall, Linda's friend Bulelwa lent her a coat.

3. Rewrite this sentence in the future tense. (1)

Linda will look for her coat and scarf.

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

Linda loved Winter holidays because she could snuggle up in bed.

10 MARKS

Term 2 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: I HAVE A SHARP PAIN!

1. What is wrong with my nail?
I have a sharp pain in my nail.
2. How did Mr Black want to fix my nail?
Mr Black wants to chop off the nail.
3. Why do I run out into the rain?
I run from Mr Black's sharp copper.

GROUP GUIDED READING TEXT: THE ITALIAN VISITOR

1. Which country was the special visitor from?
The special visitor was from Italy.
2. Which word did Isabella not say correctly? What did she say?
Isabella did not say love the heat correctly. She said 'luva di hit.'
3. If you were in that class listening to Isabella's mistake, what would you have done?
If I were in that class, I would have... (See learners' answers).
4. Change the following sentence into the first person starting with 'I': She goes to Tanzania to learn Swahili.
I go to Tanzania to learn Swahili.
5. Look at the picture of Isabella. She is surrounded by many things that come from Italy. See how many things you can name.
(See learners' answers).

FICTION TEXT: MY MOTHER'S OLD FRIEND

1. What are two things we learn about Mrs Gumede in this story?
We learn that Mrs Gumede is old and is friends with Thabo's mother.
2. Thabo was meant to say: 'Hello Mrs Gumede. How are you feeling today?' But he did not. What question do you think he asked Mrs Gumede?
I think Thabo said: 'How old are you Mrs Gumede?'
3. Find an antonym (opposite) word in the text for young?
An antonym for young is old.
4. Change this sentence into the first person: She is lying in her bed, as she is sick.
I am lying in my bed, as I am sick.

NON-FICTION TEXT: VALENTINE'S DAY IN JAPAN

1. What kinds of gifts do people give each other on Valentine's Day around the World?
People give each other cards, chocolates, and beautiful flowers.
2. In Japan, why do only girls and women in Japan, give chocolates as gifts on Valentine's Day?
In Japan, only girls and women give chocolates on Valentine's day because a company accidentally told people that only women could buy chocolates for men on Valentine's Day.
3. A company in Japan is a Japanese company. What will a company in South Africa be?
A company in South Africa will be a South African company.
4. Complete the sentences below with these determiners: a/the/an/many/enough
There are many countries in the world where Valentine's Day is celebrated.
A chocolate is always the perfect gift.

VISUAL TEXT: VISIT TO THE ZOO

1. Where does Pete think the monkey is?
Pete thinks the monkey is in jail.
2. Why does Pete think this?
Pete thinks this because he is behind bars.
3. Do you think we should keep animals in a zoo? Give a reason for your answer.
I think we... (See learners' answers)
4. Put the following words in alphabetical order: monkey, mouse, moth, mule, mongoose, mole
Mole, mongoose, monkey, moth, mouse, mule.

SUMMARY: THE ITALIAN VISITOR

1. *The Grade 4 class had a visitor from a girl from Italy.*
2. *She wanted to see what school was like in South Africa.*
3. *She could not speak English fluently.*
4. *The teacher asked her to tell the class something about her country.*
5. *She said that Italian people loved the heat.*
6. *The class thought that she meant that Italian people love to hit and fight.*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: A DAY AT THE SHOPS

1. Who likes to go to the shops?
My mum, dad and I like to go to the shops.
2. What does dad like to shop for?
Dad likes to shop for cheap shirts.
3. What does mum like to shop for?
Mum likes to shop for an expensive skirt.

GROUP GUIDED READING TEXT: MAMA THEMBI'S DREAM SHOPPING TRIP

1. What did Mama Thembi's children spend the whole day doing?
Mama Thembi's children spent the whole day inside, running around and asking for food.
2. What are two things that Mama Thembi would buy for herself?
Two things that Mama Thembi would buy for herself were expensive jewelry and beautiful red shoes.
3. Put the sentences below in the past tense:
 - *The children ran around all day.*
 - *Mama Thembi made them lunch.*
4. Change the adjectives in the sentence below to their superlative form to show hyperbole:
 - a) *The children were the naughtiest children in the world.*
 - b) *Mama Thembi was the most tired she had ever been at the end of that rainy day.*

FICTION TEXT: NEO AND HIS FATHER MAKE BREAKFAST

1. What did Neo and his father find in the fridge?
Neo and his father found an old piece of bread in the fridge.
2. Why do you think Neo and his father wrote a shopping list before they went shopping?
I think that they wrote a shopping list so that they don't forget anything.
3. List the four things that they bought at the shops?
The four things that they bought at the shops were eggs, bread, butter and milk.
4. Rewrite the following sentence and fill in the missing pronouns using the words from this list: himself, he, they, his, he
Neo was hungry. He went to the shop to buy some food for himself. When he got home, his brother also wanted some and so they ate together.

NON-FICTION TEXT: SHOPPING ADDICTION

1. What is a shopping addiction?
A shopping addiction is when people can't stop shopping/buy things they don't need.
2. Name two emotions that people with a shopping addiction usually feel.
The two emotions that people with a shopping addiction usually feel are unhappy and lonely.

3. Why can it be dangerous to use a credit card?
It can be dangerous to use a credit card because the bank charges you extra money to use a credit card/you don't have the money/you will get into debt.
4. A prefix becomes before the root word and changes the meaning: happy-unhappy. Rewrite the following sentence and change the underlined words by adding a prefix:
The shop was uncomfortable and untidy.

VISUAL TEXT: BUSI'S BEST BOOKS

1. What kind of sale is Busi's Best Books having?
Busi's Best Books is having an opening sale.
2. How much of a discount is Busi's Best Books offering on all books?
Busi's Best Books is offering a 50% discount on all books.
3. Which things are offered to attract customers?
The things that are offered to attract customers are free coffee, free cake and prizes.
4. Alliteration is when we repeat the same sound in words that follow each other. An example is 'frogs feel funny'. Find an example of alliteration in the above poster.
An example of alliteration is Busi's Best Books.

SUMMARY: NEO AND HIS FATHER MAKE BREAKFAST

1. *Neo and his father were hungry but there was no food in the house.*
2. *They wrote a shopping list.*
3. *They went to the shops and bought eggs, bread, butter and milk.*
4. *They cooked and ate buttered toast and scrambled eggs.*
5. *They felt much happier.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: WHERE DO INSECTS STAY?

1. Where do insects stay all day?
*Some insects sit in a ray of sun.
Some insects are in the bath.
Some insects are in my shoes.*
2. What are the many boxes for?
The many boxes are for many insects.
3. How will the bugs get into the boxes?
I will chase the bugs into the boxes.

GROUP GUIDED READING TEXT: INTERESTING FACTS ABOUT HONEYBEES

1. What is the only job of the male bees?
The only job of the male bees is to mate with the queen.
2. What is one way that honeybees help humans?
One way that honeybees help humans is by making honey to eat.
3. Whose job do you think is the most important in the beehive: the queen, the workers or the male bees? Give a reason for your answer.
I think the ... has the most important job because ... (See learners' answers)
4. Which of the bees can sting?
The bees that can sting are the female worker bees.
5. Connectors join sentences. Join the sentences below using one of these connectors: and/ because/ but
 - a. *Many people are scared of all honeybees but male honeybees do not have stings.*
 - b. *The worker bees get pollen from the flowers and they do all the work.*

FICTION TEXT: LOOKING FOR DUNG

1. Why was Dewar up early?
Dewar was up early to hunt ox/animal dung.
2. What did Dewar's mother need a ball of dung for?
Dewar's mother needed a ball of dung to feed the baby dung beetles.
3. Where does Dewar live?
Dewar lives in the African bush.
4. Complete each sentence with one of these deter: a, an, the, many, some
 - a. *There is a dung beetle on the road.*
 - b. *There are many kinds of dung beetles.*
 - c. *Some dung beetles are known as scarab beetles.*
 - d. *The dung beetle is a kind of insect.*

NON-FICTION TEXT: INTERESTING ANT FACTS!

1. What are the three kinds of ants?
Three kinds of ants are the queen ant, the female workers and the males.
2. What jobs do the worker ants do?
Worker ants take care of the colony/defend the colony/protect the queen/ gather or kill food.
3. What weight can worker ants carry?
Worker ants can carry 20 times their body weight.
4. Rewrite the following sentence putting commas in the correct places.
Worker ants protect the queen, defend the colony, gather food and take care of the babies.

VISUAL TEXT: HOUSE FLIES

1. How long can a house fly live for?
A house fly can live for 30-60 days.
2. What do house flies eat?
House flies eat liquids.
3. What do house flies do when they sit on solid food?
When house flies sit on solid food, they turn solids into liquids with their spit.
4. The plural for **fly** is **flies**. Look at the following words that also end in 'y'. Change them into the plural: city, sky, story, puppy
The plural of city is cities.
The plural of sky is skies.
The plural of story is stories.
The plural of puppy is puppies.

SUMMARY: HOUSE FLIES

1. *The three parts of a fly's body: head, thorax, abdomen*
2. *Number of legs: six*
3. *Number of eyes: two*
4. *Number of antennae: two*
5. *How do flies move: fly*
6. *What do flies eat? Liquids*

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: THE COCOON AND THE BUTTERFLY

1. What time of the year is it?
It is Spring.
2. What does a butterfly not have?
A butterfly does not have a tongue.
3. What does the butterfly sip for breakfast?
The butterfly sips Spring flowers.

GROUP GUIDED READING TEXT: WHY DUNG BEETLE IS SO STRONG

1. Why did Woman and Man ignore Dung Beetle?
The Woman and the Man ignored the Dung Beetle she was not strong and beautiful like the butterfly.
2. How did Dung Beetle get their attention?
The Dung Beetle got their attention by becoming strong.
3. How do you know this story is not real?
I know this story is not real because... (See learners' answers).
4. Dung Beetle changed herself to try and impress Woman and Man. Do you think Dung Beetle should have done this? Give a reason for your answer.
Yes, I think she was right because...
Or
No, I think she was wrong because... (See learners' answers).
5. Write the sentence below into the present tense:
Dung Beetle trained very hard.
Dung Beetle trains very hard.
6. What do you think the moral of the story is? Choose one of the answers from the list below:
 - *If you work hard, you can achieve much.*

FICTION TEXT: I COULDN'T TELL YOU IF I TRIED!

1. What did I find?
I found a little wormy.
2. Where did I put the little worm?
I put the little worm in a small box.
3. When I opened the box, I found a surprise. What was the surprise?
The surprise I found was that the worm had turned into a butterfly.
4. Find two words in the poem that rhyme. Write them down.
Two words in the poem that rhyme are tried and flied.

NON-FICTION TEXT: INTERESTING THINGS ABOUT BUTTERFLIES

1. How many stages are there in a butterfly's life?
There are four stages.
2. Where do butterflies get the glue from to attach their eggs to the leaves?
Butterflies make the glue themselves.
3. Write the verb from the first sentence.
The verb in the first sentence is are.

VISUAL TEXT: THE LIFE CYCLE OF A BUTTERFLY

1. How many stages are there in a butterfly's life cycle?
There are four stages in a butterfly's life cycle.
2. Complete the sentences below using the ordinal words: first, second, third, fourth
The first stage of the cycle starts with the egg; the second stage is the caterpillar stage; the third stage is the chrysalis; the fourth stage is the butterfly stage.
4. Make compound words by joining words from each column:

| | |
|---------------|---------------|
| <i>friend</i> | <i>ship</i> |
| <i>grass</i> | <i>hopper</i> |
| <i>lady</i> | <i>bug</i> |
| <i>sun</i> | <i>rise</i> |
| <i>rain</i> | <i>bow</i> |

SUMMARY: INTERESTING FACTS ABOUT BUTTERFLIES

Summary: Interesting facts about butterflies

1. *A butterfly's life is made up of 4 different stages.*
2. *These are the egg stage, the caterpillar stage, chrysalis stage and the butterfly stage.*
3. *Butterflies attach their eggs to leaves.*
4. *Some types of butterflies only live for a week and other species of butterflies live for a year in the butterfly stage.*
5. *The pattern on each butterfly's wings is unique.*

