

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
FACILITATOR'S RESOURCE PACK
ENGLISH
GRADE 4
TERM 2-2025
WEEKS 7&8



TERM 1 / 2 / 3 / 4 WEEK 1 / 3 / 5 / 7 / 9					
	Day 1	Day 2	Day 3	Day 4	Day 5
SKILL	LESSON 1: <u>LISTENING AND SPEAKING</u> (30 min.)	LESSON 3: <u>LISTENING AND SPEAKING</u> (30 min.)	LESSON 5: READING AND VIEWING (30 min.)	LESSON 7: READING AND VIEWING (30 min.)	LESSON 9: READING AND VIEWING (30 min.)
SKILL	LESSON 2: <u>LISTENING AND SPEAKING</u> (30 min.)	LESSON 4: READING AND VIEWING (30 min.)	LESSON 6: READING AND VIEWING (30 min.)	LESSON 8: READING AND VIEWING (30 min.)	LESSON 10: WRITING & PRESENTING (30 min.)

TERM 1/2/3/4 WEEK 2/4/6/8/10					
SKILL	Day 6	Day 7	Day 8	Day 9	Day 10
	LESSON 11: LANGUAGE STRUCTURES & CONVENTIONS/WRI TING & PRESENTING (30 min.)	LESSON 13: LISTENING AND SPEAKING (30 min.)	LESSON 15: WRITING & PRESENTING (30 min.) WRITING PROCESS: PRE-WRITING	LESSON 17: WRITING & PRESENTING (30 min.) WRITING PROCESS: DURING WRITING	LESSON 19: WRITING & PRESENTING (30 min.) WRITING PROCESS: POST-WRITING
SKILL	LESSON 12: LANGUAGE STRUCTURES & CONVENTIONS (30 min.)	GROUP-GUIDED READING (30 min.)			LESSON 20: READING AND VIEWING: Consolidation (30 min.)
		GROUP IN PAIRS/INDIVIDUAL			
		LESSON 14: GROUP 1/2	LESSON 16: GROUP 1/2	LESSON 18: GROUP 2/3	
		GROUP AT EDUCATOR			
		LESSON 14: GROUP 2/3	LESSON 16: GROUP 2/3	LESSON 18: GROUP 1/2	

ACTIVITY 2.1: LISTENING AND SPEAKING FOLLOWING DIRECTIONS

You are going to play an instructions game with your partner. Both partners will take turns to read the instructions and follow the instructions.

Learner A: Read the following instructions to your partner. Speak as clearly as you can, but not slowly. Repeat only if your partner asks you to.

1. Go to Start	Write the number of attendees in the class.
2. Go 3 squares right	Write the day that comes after Tuesday.
3. Go 2 squares up	Write the colour of a carrot.
4. Go 3 squares left	Draw a train.
5. Go 1 square down	Write the language you are speaking now.
6. Go 1 square right	Draw two rulers.
7. Go 2 squares down	Draw a girl playing the guitar.
8. Go 2 squares right	Draw a knife and a fork.
9. Go 2 squares up	Draw a cell phone.
10. Go 1 square left	Write the name of a black and white bear.
11. Go 1 square down	Draw a heart.
12. Go 1 square left	Write the number of players in a football team.
13. Go 2 squares up	Write the capital of England.
14. Go 1 square right	Draw a hamburger.
15. Go 3 squares down	Write what you need to take a photo.
16. Go 2 squares left	Draw a frog.

<https://pin.it/TOeK9Sv>

Following Instructions

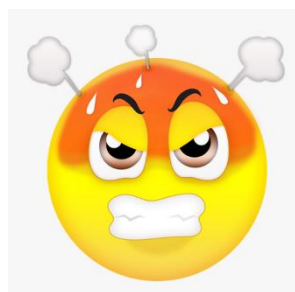
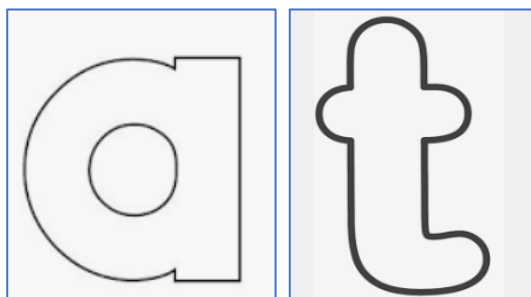
Learner 2: Do as your partner instructs you to do. Write or draw according to your partner's instructions. If you did not hear or understand, ask your partner to repeat or explain. E.g. Sorry, I did not hear you. Could you repeat that please?

Start			

ACTIVITY 2.2: LISTENING AND SPEAKING PHONICS

Decoding Skills: Phonic sounds

The following sounds are focus sounds: **a** ; **t**. Teachers/groups write the name of each image on a flashcard and place it on the vocabulary wall underneath the correct sound.



ACTIVITY 2.3: LISTENING AND SPEAKING PHONICS (Extension Activity) This is not part of the presentation.

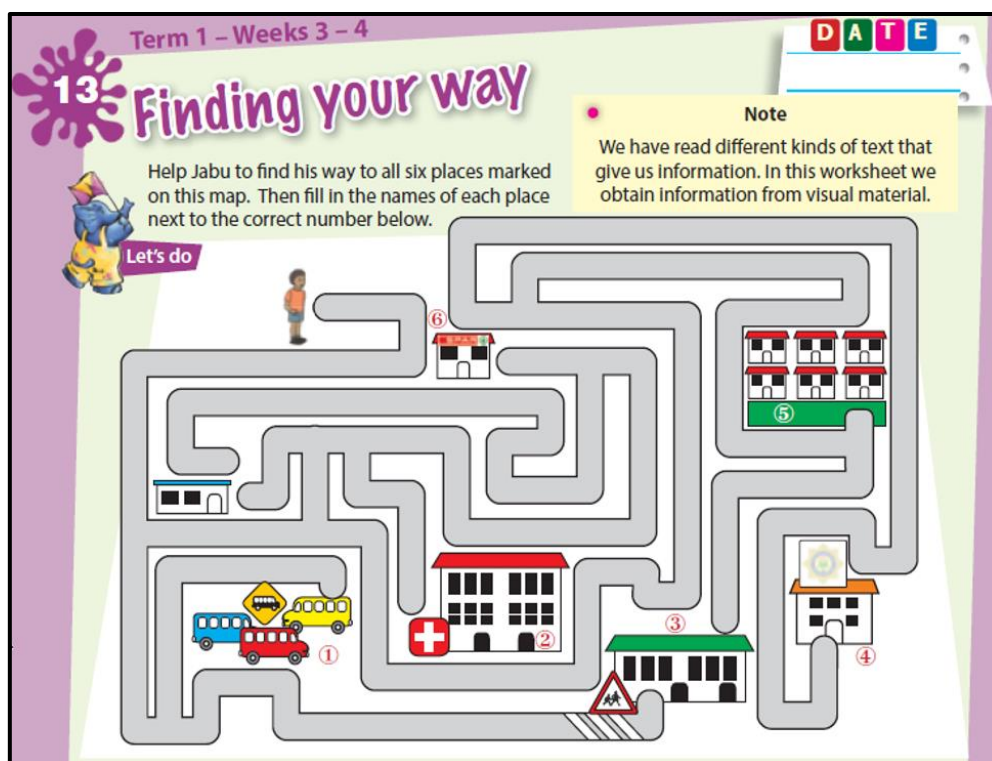
Student B - Answer Key			
	London		orange
English		panda	
Start (number of students in class) e.g. 18	11		Wednesday
		camera	

Look for words with an 'a' for apple and 't' for tiger sound in the grid. Write it down.

[illegible]

LESSON 3.2 – READING AND VIEWING – MAKING PREDICTIONS

Use any one of the following texts and the Making Predictions graphic organiser to demonstrate how you would teach the comprehension strategy, making predictions, to learners.



Instructional text A

Date: _____

Let's do

- 1 Cut out the pencil toppers from the cut out pages at the back of the book.
- 2 Cut out the pencil topper on the thick outer lines.
- 3 Fold along the dotted line.
- 4 Unfold the topper and spread with glue
- 5 Let the glue dry for a few minutes.
- 6 Take a pencil. Wrap the bottom white strip of the pencil topper around the top of the pencil about 1 cm from the top.
- 7 Hold it firmly and tape the wrap to the pencil.

Just checking

I can	😊	☹️
read informational text, e.g. a weather chart		
write an informational text		
give information from a story		
write a story		
write a description of a character		
read and understand the message of a fable		
write a fable		
use adjectives		
give the degrees of comparison such as big, bigger, biggest		
use personal pronouns (he, she or it)		
use possessive pronouns (yours and mine)		
use demonstrative pronouns (these and those)		
identify the subject and object in sentences		
give the correct form of the verb to agree with the subject		
use the correct articles (a, an and the)		
give the correct plurals		
give the correct antonyms of words		
use the simple past tense		
use the future tense		
use the present tense		
identify different kinds of verbs (main verbs, transitive verbs, intransitive verbs)		
give the correct regular and irregular verbs		
identify stative verbs		
use finite and infinite verbs correctly		
use the correct auxiliary verbs		
break up words into syllables		

TEACHER: Sign _____
Date _____
133

Instructional text B

Term 1 – Week 7-8

Let's talk

Let's do

28 Make a pompom chick

Read the instructions and then explain to your friend what you must do to make this chick.

What you need

- A ball of yellow knitting wool
- 1 pipe cleaner or twist tie
- Eyes, beak and feet from cut-out page
- Strong glue

How to make your pompoms

- 1 Draw two large circles, exactly the same, on a piece of cardboard. Now cut them out.
- 2 Draw two smaller circles inside the two large circles. Cut them out, so that your large cardboard circles now have a hole in the middle.
- 3 Put the circles together, and wrap the yellow wool through the hole in the middle and around the outside until the circles are fully covered. You can use two or three strands of wool together to cover the circles more quickly.
- 4 Using sharp scissors, cut the wool between the edges of the two circles.
- 5 Insert the pipe cleaner or the twist tie through the middle to make legs for the chick.

- Place a strand of wool between the cardboard circles and tie it tightly. Make two knots, then remove the cards.
- Now make the small pompom with the two small circles. Do exactly the same, except that this pompom doesn't need legs.

Now make your chick.

- 6 Glue the two pompoms together.
- 7 Bend the pipe cleaner or twist tie to make two legs for the chick.
- 8 Cut out the feet, eyes and beak from the cut-out page at the back of your book.
- 9 Glue these onto the pompoms.

Let's write

Give your chick a name.	
What do you need to make the pompoms?	
What do you need the glue for?	

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Instructional text C

Term 1 – Weeks 7 – 8

25 Making a fruit salad

DATE _____



Let's read

Recipe for a fruit salad

Ingredients

2 apples	2 teaspoons of sugar
2 bananas	1 pawpaw
1 orange	1 pineapple

Method

1. Peel the apples and cut into cubes.
2. Slice the bananas.
3. Peel the pawpaw and cut into cubes.
4. Peel the pineapple and cut into cubes.
5. Mix the fruit in a bowl.
6. Squeeze the orange.
7. Pour the juice over the salad.
8. Sprinkle with sugar.



Let's write





What kind of writing is this recipe? Tick the correct box.

Instructional text D

Term 2 – Weeks 7 – 8

57 Let's make faces

DATE _____

PARTY FACES



Let's talk





Ingredients

- 12 Marie biscuits
- 1 cup Icing sugar
- $\frac{1}{4}$ teaspoon of pink food colouring
- $\frac{1}{4}$ teaspoon of blue food colouring
- Smarties
- Jelly tots
- Liquorice shoelaces

Method

Put icing sugar in a bowl and add 2 tablespoons of water. Mix until smooth.

Divide the icing into 2 bowls. Add different colouring to each bowl.

Spread biscuits on a tray.

Cover them with the icing using a blunt knife.

Decorate the biscuits to look like faces using the Smarties, Jelly tots and the shoelaces.

Leave to set.

Underline the verbs at the start of each instruction.

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Making predictions graphic organiser

Text title _____



Text evidence

Prediction



Text evidence

Prediction



Text evidence

Prediction

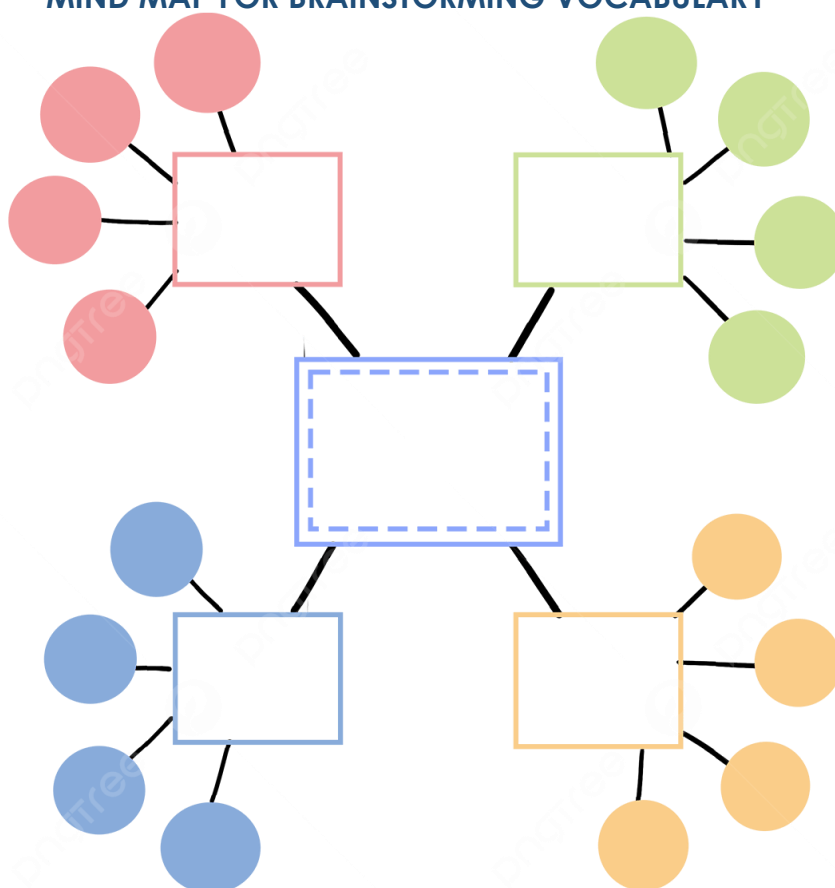
LESSON 4.1 – LSC – FUTURE TENSE

- Work in groups. Work with the Now and Future images. Groups will imagine what Cape Town will look like in the future and construct ideas using the thinking stem, *In the future ...*



LESSON 5.1 – WRITING AND PRESENTING: PRE-WRITING STRATEGIES

MIND MAP FOR BRAINSTORMING VOCABULARY



Use the K-W-L-chart to organise your ideas.

KWL-CHART: THINKING ROUTINE

Think about your topic: _____

What do you already know? What do you want to know? What have you learnt?

K

W

L

MAURITANIA