



Western Cape
Government
FOR YOU



Wes-Kaapse
Regering

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LESSON PLAN
ENGLISH
GRADE 4
TERM 2-2025
WEEKS 1&2



TWO WEEK CYCLE

L&S (Listening & Speaking: 30 min. x 4 = 2 hrs)

W&P: (Writing & Presenting: 30 min. x 4 = 2 hrs)

R&V (Reading & Viewing: 30 min. x 10 = 5 hrs)

LS&C: (Lang. Structures & Conventions: 30 min. x 2 = 1 hr)

ATP 2023-2024 (ATP 2023-2024, Page 7)

TERM 2

WEEKS	LISTENING & SPEAKING (L&S)	READING & VIEWING (R&V)	WRITING & PRESENTING (W&P)	LANGUAGE STRUCTURES & CONVENTIONS (LS&C)
1-2	Listen to a poem / song - Recall main idea. - Discuss central idea / message. - Refer to own experience. - Identify rhythm and comment on its effect on the listener. - Express feelings evoked by the poem. - Present song / quoted lines.	Read a poem / song. - Use a suitable text from a textbook or the teacher's resource file. - Discuss main idea(s). - Express feelings evoked by the poem / song. - Identify rhythm and rhyme and their effect. - Divide words into syllables to understand rhythm. Read with understanding. - Use reading strategies. - Skim read for main ideas. - Search read for supporting details. - Make predictions. - Infer meaning from unfamiliar words and images. Use reading comprehension strategies. - Visualization - Make connections - Predictions - Make inferences Reading methodology: Read aloud / Drop all and read / Group guided reading / Paired reading / Independent reading of the poem. Assessment for learning – In preparation for reading aloud Read for enjoyment. Poems / Reading book should be read daily for at least 30 minutes.	Write a simple poem / song. - Use appropriate content. - Use appropriate structure and format. - Plan, design and revise a poem / song. - Use appropriate rhythm and rhyme. - Use knowledge of syllables to develop rhythm. - Write down words and their meanings in a personal dictionary. - Plan, write a first draft and refine writing. Use the writing process. - Planning / pre-writing - Essay - Review - Editing - Proofread - Presentation Create a personal dictionary in which new words and their meanings are written down. A Word Wall can also be used. Use a dictionary for spelling and vocabulary development (drawing / sentence in which word is used / explanation of word). Use a reading journal to manage the reading process.	Work with words. Abstract nouns, other types of nouns, compound words, borrowed words, personification, alliteration, rhyme. Work with sentences. Simple sentences Compound sentences. Spelling and punctuation Spelling and spelling patterns, truncation, question mark Vocabulary in context.

GR. 4: ENGLISH		TWO WEEK CYCLE
TERM 2	Poetry	WEEK 1

TERM 1 / 2 / 3 / 4				WEEK 1 / 3 / 5 / 7 / 9			
SKILL	Day 1	Day 2	Day 3	Day 4	Day 5		
	LESSON 1: Listening & Speaking (30 min.) Listening process: Pre-Listening • Theme • Prediction • Vocabulary • Text-type • Features of text	LESSON 3: Listening & Speaking (30 min.) Listening process: Post-Listening • Response to text	LESSON 5: Reading & Viewing (30 min.) SHARED READING Reading process: During Reading • 3 Reads • Use comprehension strategies	LESSON 7: Reading & Viewing (30 min.) SHARED READING Reading process: Post-reading • Literary & visual comprehension: Consolidation & remedial action	LESSON 9: Reading & Viewing (30 min.) SHARED READING Reading process • Informal reading aloud - preparation/ application • Integrate LSC		
SKILL	LESSON 2: Listening & Speaking (30 min.) Listening process: During Listening • 3 Reads	LESSON 4: Reading & Viewing (30 min.) SHARED READING Leesproses: Pre-Lees • Woordeskat-ontwikkeling/in konteks	LESSON 6: Reading & Viewing (30 min.) SHARED READING Reading process: Post-reading • Literary Comprehension Activity • Visual Comprehension Activity	LESSON 8: Reading & Viewing (30 min.) SHARED READING Reading process: Reading Aloud • Informal Reading Aloud: Assessment criteria	LESSON 10: Writing & Presenting (30 min.) SHARED WRITING • Teach genre • Teach writing format		
	Assessment for learning: Discussion Vocabulary development activities	Assessment for learning: Discussion Text features: poetry	Assessment for learning: Literary & Visual Reading comprehension	Assessment for learning: Practise reading aloud	Assessment for learning: LSC - application Independent reading		

GR. 4: ENGLISH		TWO WEEK CYCLE
TERM 2	Poetry	WEEK 2

TERM 1 / 2 / 3 / 4						WEEK 2 / 4 / 6 / 8 / 10					
SKILL	Day 6		Day 7		Day 8		Day 9		Day 10		
	LESSON 11: LANG. STRUCTURES & CONVENTIONS/WRITING & PRESENTING (30 min.) - Marking & remediation of LSC - Formal teaching of Language Structure/Convention introductory to writing format - Follow language process.		LESSON 13: LISTENING & SPEAKING (30 min.) - Discuss subject matter and values - Thematic vocabulary expansion		LESSON 15: WRITING & PRESENTING (30 min.) WRITING PROCESS: PRE-WRITING - Develop writing frame & graphic organiser with learners - Planning		LESSON 17: WRITING & PRESENTING (30 min.) WRITING PROCESS: DURING WRITING - Criteria as per Rubric - Draft 1 - Editing: Checklist		LESSON 19: WRITING & PRESENTING (30 min.) WRITING PROCESS: POST-WRITING - Final draft - Present		
	Assessment for learning: Application of vocabulary		Assessment for learning: Planning, using graphic organiser		Assessment for learning: Draft 1 Editing: Checklist		Assessment for learning: Final draft: Rubric Remedial measures				
SKILL	LESSON 12: LANG. STRUCTURES & - CONVENTIONS (30 min.) Application of LSC introductory to writing format		GROUP GUIDED READING (30 min.)				LESSON 20: READING & VIEWING: CONSOLIDATION (30 min.) Test: - Vocabulary - Spelling - Language in Context				
			GROUP IN PAIRS/INDIVIDUAL LEARNERS - Group 1: Independent/Skilled readers (Strong readers) - Group 2: Developing readers (Average readers) - Group 3: Emerging readers (Weak readers)								
			LESSON 14: GROUP 1/2 - Read text in pairs - Retell text in pairs - Individual: Answer contextual questions.		LESSON 16: GROUP 1/2 - Read text independently - Discuss answers to questions. - Complete decoding activity - Apply comprehension strategies to new text (comprehension activity): pairs/individual				LESSON 18: GROUP 2/3 Assess application of decoding skills: Pairs/individual/educator		
			GROUP WITH EDUCATOR								
			LESSON 14: GROUP 2/3 - Support decoding: sounds, words & sentences - Reading aloud: Decodable texts		LESSON 16: GROUP 2/3 - Support the application of decoding skills: - Reading aloud: Decodable texts				LESSON 18: GROUP 1/2 - Assess application of decoding skills /comprehension strategies: Pairs/individual/educator - Reading aloud		
			Assessment for learning: LSC – application activities		Assessment for learning: Application of decoding skills. Application of vocabulary.				Assessment for learning: Application of decoding skills. Application of comprehension strategies.		Assessment for learning: Application of decoding skills. Comprehension Activity.

Lesson 1 – 3 & 13: LISTENING & SPEAKING

Term	2	Week	1 & 2	Day	1-2 & 7	Time	2 hrs
Text Type	Poetry			Date			
Theme	Monsters						
Skill	Listening & Speaking (Process)						

LANGUAGE SKILL/ SUBSKILL	SOURCE	EDUCATOR ACTIVITY	LEARNER ACTIVITY	ASSESSMENT FOR LEARNING (Learner Resouce Pack)	DATE COMPLETED
ATP-activities Introductory activities: Introduce theme of the cycle - Make predictions. - Explain/clarify vocabulary.	Addendum 1: Pictures depicting fury/anger – group 1 & questions Addendum 2: Gallery Walk: Look at a series of pictures & questions to activate prior knowledge Addendum 3: Vocabulary	METHODOLOGY: READING ALOUD Follow the Listening Process: Pre-, during and post-listening.			
		I DO / WE DO	WE DO / YOU DO	YOU DO	
		PRE-LISTENING (Lesson 1)			
		A. Theme of Cycle (Addendum 1) Activate prior knowledge and introduce theme, <u>Monster: Monster-Emotions</u>, by showing Group 1 pictures. Prediction questions using the series of images – Group 1.	Look at pictures. Make connections. Participate in class/ group discussions.		
		B. Make predictions Activate prior knowledge (Addendum 2) Read title aloud. Show Group 2 pictures: Pictures illustrate the emotion – anger. Think about / discuss predictions using flashcards: <i>I wonder.</i> <i>I think.</i> <i>I know.</i>	Make visual connections. Make predictions, prompted by suitable questions.	Oral questions. Feedback. Discussion. Observation.	
		C. Vocabulary (Addendum 3) Explain/Clarify identified vocabulary to assist with comprehension.	Apply understanding.		
D. Text type and features Explain the differences between poetry and short stories:	Apply understanding of the different genres.				

		○ Title ○ Paragraphs / Stanzas ○ Sentences / Lines ○ Tells the story of events / emphasis on rhythm and emotions.			
• Listen to a poem. • Identify rhythm.	Addendum 4: Poem: Anger – Debbie Palphreyman	DURING LISTENING (Lesson 2)			
		Anger – Debbie Palphreyman (Adapted) (Addendum 4) Reading: Educator reads the text aloud to learners. Learners <i>LISTEN</i> to the text (they do not have copies of the text at this stage). <u>Read 1:</u> • Read text aloud with expression and suitable intonation. <u>Read 2:</u> • Read the first 4 lines of the poem aloud. <i>Jack pushed me, made me fall, Sophie said I wasn't tall, Paul called me a rude name, Teacher said I was to blame.</i> • Learners to clap the rhythm of the first 4 lines aloud. • Play RHYMING WORDS WITH A BALL – toss the ball to a learner; say a word (educator's own choice) and learner responds by saying a word which rhymes. • Learners to complete worksheet pertaining to listening comprehension activity. • Pause at strategic	<u>Read 1:</u> • Listen actively (without a copy of the poem) • Use senses to make connections. • Visualise the poem. <u>Read 2:</u> • Clap the rhythm of the first 4 lines. • Learners make rhyming words with the words they hear. • Make notes: Complete activity while educator reads. <u>Read 3:</u> • Answer questions. • Complete the listening comprehension	Activity: Learner Resource Pack: Make notes <u>Read 2:</u> • Start the listening activity during the reading of the poem. <u>Read 3:</u> • Complete listening	

		moments. • Re-read certain sections and ask questions to strengthen learners' understanding. (See activity). <u>Read 3: Questions:</u> (Oral/Written) • Read the poem aloud again. Pause at strategic places and ask questions about the title, characters, context, problem/conflict, solution, atmosphere/mood, rhythm and rhyme. • Learners complete listening comprehension activity. • Assess the activity together. • Apply remediation.	activity. • Assess answers as a class, including the educator. • Ask questions/clarify any misconceptions. • Do corrections.	activity. • Self/Peer marking, with educator.	
• Recall main/key idea. • Discuss central idea / message. • Refer to own experience. • Express emotions aroused by the poem.	Addendum 1: Images depicting the value: Monster-emotions Addendum 5: Questions around the theme, sentences/phrases & vocabulary Addendum 12: Thematic expansion of vocabulary	POST-LISTENING: Response to Text (Lesson 3 & 13) Working in pairs or as individuals, respond to the text. A. SUMMARY- THE SKILLS: • Facilitate learners' ability to identify central theme/message. B. THEME of CYCLE: VALUE: Monster-emotions. (Addendum 1) • Show pictures relating to the emotion (group 1) again, so that learners can apply it to their own lives. • Read the poem again. (Addendum 2) • Show learners the worksheet with image depicting <u>fury</u> , along with sentence starters. • Discuss the emotion, which is the key idea, and	Turn & Share (30 sec - 1min): discuss the central idea/message. • Look at pictures, and make connections to own experience. • Participate in class discussion around the emotion, fury. • Reflection. • Clarify understanding by giving synonyms as a vocabulary exercise..	Feedback. • Discussion. • Reflection. Activity: Learner Resource	

		analyse the manner in which the poem addresses the theme: ○ <i>How did you feel after listening to the poem?</i> ○ <i>Have you ever been this angry?</i> ○ <i>Who or what made you feel like this?</i> ○ <i>Why did this person/thing/event anger you so much?</i> • Lead discussion around the theme. (Addendum 3) • Expand on vocabulary relating to the theme. C. GROUP- AND INDIVIDUAL RESPONSE TO TEXT (Addendum 5) • Group learners in mixed-ability groups. • Supply sentence starters / write on board. • Facilitate feedback session.	• Use sentence starters to complete the activity.	Pack: Applying vocabulary	
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LESSON 4 – 9: READING & VIEWING

Term	2	Week	1 & 2	Day	2 - 5	Time	3 hrs
Text Type	Poetry			Date			
Theme	Monsters						
Skill	Reading and Viewing: The Reading Process: The Worry Monster Poem (Anon) https://www.facebook.com/ElsaSupport/photos/this-is-my-worry-monster-poem-written-3-years-ago-in-response-to-an-elsa-who-had/16295909605166						

LANGUAGE SKILL/ SUBSKILL	SOURCE	EDUCATOR ACTIVITY	LEARNER ACTIVITY	ASSESSMENT FOR LEARNING (Learner Resource Pack)	DATE
ATP - activities		METHODOLOGY			
		Follow the reading process: Pre-, during and post-reading.			
		I DO / WE DO	WE DO / YOU DO	YOU DO	
		PRE-READING (Lesson 4)			
Use comprehension strategies	Addendum 6: Title & Pictures Addendum 7: Vocabulary Addendum 8: Reading strategies – Search read Addendum 9: Text features	• PREDICTION (Addendum 6) • Make predictions using contextual clues: • Title • Pictures • Background/Prior knowledge: • Lead discussion about monsters _ both literal and figurative meanings. Questions, e.g. : • <i>Does the Worry Monster look scary? Why/Why not?.</i> • <i>What kind of worries do you have?</i> • <i>Would a Worry Monster help you to feel better? Why/Why not?</i> • <i>Why does the poet say that it's important to share worries?</i> • VOCABULARY (Addendum 7) • Revise vocabulary learned in listening activity. • Explain/clarify new vocabulary using flashcards, eg. <i>Frown, to share, to trust, key, the light of day.</i> • Follow PATS: P – Point to the word	• Make predictions. • Answer contextual questions. • Share knowledge about the subject and build on own experience. • Say new vocabulary aloud, along with educator. • Division into syllables: Learners to clap the syllables. • Word recognition: Learners to identify the base/root of the new words. • Foster understanding using a Word	• Discussion • Feedback • Application of phonological awareness. • Application of LSC.	
• Visualising • Making predictions					
• Infer meaning of new/unfamiliar					

vocabulary using the images. • Use reading strategies: ◦ Skim read for main ideas. ◦ Search read to find supporting ideas. • Divide words into syllables to understand rhythm. • Identify rhythm and rhyme and their effects.		A – Act out the word T – Tell others what the word means S – Say the word • READING STRATEGIES: (Addendum 8) • Skim read: Ask learners to briefly run their eyes through the poem to determine what it is about. • Search read: Guide suitable questions. • Review external structure of poem. • Give an end word from the poem, e.g. head / down / key. The learners to give words of their own that rhyme with words given. • TEXT FEATURES (Addendum 9) • Consolidation of the features/format of a poem: Title / poet / line / stanza / rhyme / rhythm / similes and metaphors / personification / typography / alliteration.	Wall. • Skim read to identify the emotion.. • Discuss the main idea. • Answer questions. • Find the rhyming words. • Identify the external structure of poem. • Identify figurative devices: ◦ Simile/Metaphor ◦ Alliteration	• Application of reading strategies. Activity: Learner Resource Pack: Text Features	
Read a poem: <i>The Worry Monster</i> – Anonymous Use comprehension strategies: • Visualising • Making predictions • Making connections • Inferring Assessment for learning – preparatory to reading aloud: Reading for enjoyment	Addendum 10: Reading Texts Aloud	DURING READING (Lesson 5) (Addendum 10) <u>Read 1:</u> • Read the poem aloud. <u>Read 2:</u> • Read poem aloud. • Pause at strategic places. • Consolidation of the <u>external structure</u> of the poem. • Consolidation of the <u>internal structure</u> of the poem. • Model the comprehension strategies by thinking aloud:	<u>Read 1:</u> • Listen and read/follow with educator. <u>Read 2:</u> • Listen / follow and listen to modelling of comprehension strategies. • Understand the external and internal structure of a poem. • Understand strategies as modelled by educator in thinking aloud.	• Observation • Independent reading	

Read poems daily for at least 30mins. These do not have to relate to the theme. Reading methodologies: Reading aloud / Shared reading / "Drop all & read"		- Visualise - Predict - Ask questions - Clarify - Infer Reread certain passages to support understanding. <u>Read 3: Questions:</u> Oral Guide the questioning.	<u>Read 3:</u> Read and follow with educator and answer questions orally.	Oral questions.	
Assessment for learning: External and internal structure of poem.	Addendums 11 & 12 Literary & Visual comprehension activities – Memos	POST-READING: Response to Text (Lesson 6 – 9)			
		(Addendum 11 & 12) Reading comprehension – Questions: Oral / Written Guide questioning. Explain/clarify instructions. Analysis: Analyse the external and internal structure of poem.	Answer questions. Analyse text. Mark answers. Do corrections.	Activity: Learner Resource Pack Complete reading comprehension activities: - Literary and - Visual Consolidate the above. Self/ peer editing.	

LESSON 9, 11 & 12: LANGUAGE STRUCTURES & CONVENTIONS

Term	2	Week	1 & 2	Day	5 & 6	Time	60 min
Text Type	Poetry			Date			
Theme	Monsters						
Skill	Lang. Structures and - Conventions: Integrated & formal teaching						

FORMAL TEACHING (Lesson 11 & 12)

LANGUAGE SKILL/ SUBSKILL	SOURCE	EDUCATOR ACTIVITY	LEARNER ACTIVITY	ASSESSMENT FOR LEARNING	DATE
Work with words: Abstract nouns, other types of nouns, compound words, borrowed words, personification, alliteration, rhyme. Work with sentences: Simple sentences, compound sentences. Spelling and punctuation Spelling and spelling patterns/rules, apostrophe, question mark. Vocabulary in context.	Learner resource Pack	I DO / WE DO	WE DO / YOU DO	YOU DO	
		• Teach the language concept (explicitly) and demonstrate using suitable examples. • Do the examples with the learners. • Give sufficient consolidation exercises. • Follow up: Mark assessment for learning. • Apply remediation.	• Listen and apply understanding. • Apply new language concepts with educator. • Complete consolidation exercises. • Follow up by marking with educator in class. • Ask educator questions to clarify any misconceptions.	• Complete consolidation exercises.	
LSC to be integrated throughout (Lesson 9)					

SUMMARY OF LANG. STRUCTURES AND CONVENTIONS: Week 1 & 2

WEEK	Work with words	Work with sentences	Vocabulary and Making Meaning	Spelling and punctuation
1 & 2	Continuous: • Abstract Nouns • Other types of Nouns • Compound Words • Borrowed Words • Figures Of Speech • Rhyme & Rhythm DBE-Book 1: pages 60 - 62	Day 6: • Simple sentences, compound sentences. DBE - Book 1: Pg. 85	Continuous: • Antonyms • Synonyms	Continuous: Spelling: • Spelling (apostrophe) DBE - Book 1: Pg. 84 Punctuation: • Question Mark DBE - Book 1: Pages 84 & 65

LESSON 10/15/17 & 19: WRITING & PRESENTING

Term	2	Week	1 & 2	Day	5 & 7-10	Time	2 hrs
Text Type	Poetry			Date			
Theme	Monsters						
Skill	Writing and Presenting: The Writing Process						

LANGUAGE SKILL/ SUBSKILL	SOURCE	EDUCATOR ACTIVITY	LEARNER ACTIVITY	ASSESSMENT FOR LEARNING	DATE
Write a simple poem / song. • Use suitable content. • Use appropriate structure and format. • Plan, develop and refine poem / song. • Use appropriate rhythm and rhyme. • Use knowledge of syllables to develop awareness of rhythm. • Use a variety of vocabulary relating to the theme.	Addendum 13: Shared Writing	METHODOLOGY: Follow the writing process: Pre-, during and post-writing.			
		I DO / WE DO	WE DO / YOU DO	YOU DO	
		PRE-WRITING & SHARED WRITING (Lesson 10)			
		• Teach the genre. • Focus on the unique elements of poetry: ○ <u>Rhyming words</u>: ✓ Allow learners to name objects that they see, eg. 'Chair'. ✓ List the words and ask learners to give rhyming words, eg. cool, fool, pool etc. ✓ List the rhyming words. (Addendum 13) • Use words from the descriptive paragraph Term 1, Weeks 3&4 to make rhyming words. • Use sentences from the descriptive paragraph in graphic organiser. ○ Illustrate the <u>sparing use of words</u>: ✓ Write appropriate sentences on the board – flowing from T1, Wks 3&4.. ✓ Shorten the sentences into lines, as per poetic diction. ○ Illustrate the rearrangement of <u>word order</u>: ○ Teach format: ○ Stanzas	• Listen attentively while educator explains. • Ask questions for clarity. • Contribute during shared writing activity.	• Oral questions. • Discussion. • Application of prior knowledge.	

		○ Lines ○ Figures of Speech			
• Plan, write a first draft and refine writing. • Use appropriate language, spelling and punctuation. Use the writing process: • Planning • First Draft • Revision • Editing • Proof Reading • Presenting	Addendum 13: Shared Writing Learner Resource Pack: Pg. 10 - 13	DURING WRITING (Lesson 15 & 17)			
		Planning: • Develop mindmap and writing frame with learners. First Draft: • Support learners during the writing of their first drafts. Proof reading and editing: • Give learners a targeted checklist. • Clarify/explain checklist with learners. Final Draft: • Instruct learners to write and illustrate final drafts.	Planning: • Complete graphic organiser. First draft: • Write first draft. Proof reading and editing: • Read first draft. • Use checklist to correct errors and improve writing. Final draft: • Write corrected/improved version.	• Complete graphic organiser and write first draft. • Use checklist. • Write final draft. • Illustrate poem.	
Use the writing process: • Planning • First Draft • Revision • Editing • Proof Reading • Presenting	Addendum 13: Shared Writing Learner Resource Pack	POST-WRITING (Lesson 19)			
		• Mark final drafts and note general errors. • Give feedback and apply remediation. Presentation of final drafts: • Give learners the opportunity to present/display their final drafts.	• Hand in final drafts for assessment. • Listen to/read feedback. Presentation of final drafts.	• Do corrections/ • make improvements.	

LESSON 17, 20 & 22: GROUP GUIDED READING

Term	2	Week	1 & 2	Day	7-9	Time	90 min
Text Type	Poetry			Date			
Theme	Monsters						
Skill	Reading and Viewing: Group Guided Reading						

LANGUAGE SKILL/ SUBSKILL	SOURCE	METHODOLOGY: GROUP GUIDED READING I DO / WE DO / YOU DO	
		• Group 1: Independent/Skilled readers (Strong readers) • Group 2: Developing readers (Average readers) • Group 3: Emerging readers (Weak readers)	

Reading strategies: - Assessment for learning – as preparation for reading aloud. - Shared reading. - Independent reading of the poems. - Reading for enjoyment.	Addendum 14: Sounds, words and sentences/ Decodable Texts https://bit.ly/AfrikaansHT-Interaktiewe-Plakkaat Learner Resource Pack: Word search/ Crossword: Pg. 15 - 22	EDUCATOR ACTIVITIES I DO / WE DO Group with educator		LEARNER ACTIVITIES WE DO / YOU DO Group in pairs/individual			
		DAY 1					
		GROUP 2/3: (Lesson 14) - Support decoding: sounds, words and sentences. - Reading aloud: Decodable texts.		GROUP 1/2: (Lesson 14) - Read text in pairs. - Retell text in pairs..			
		DAY 2					
		GROUP 2/3: (Lesson 16) - Support the application of decoding skills. Pairs/individual - Reading aloud: Decodable texts.		GROUP1/2: Lesson 16) - Read text independently - Complete decoding activity - Apply comprehension strategies to new text (comprehension activity): pais/individual			
		DAY 3					
		GROUP 1/2: (Lesson 18) - Assess decoding activity/comprehension activity: pairs/independent/educator. - Reading aloud.		GROUP 2/3: (Lesson 18) Assess decoding activity/comprehension activity: pairs/independent/educator.			

LESSON 20: ASSESSMENT FOR LEARNING / CONSOLIDATION

Term	2	Week	1 & 2	Day	10	Time	60 min
Text Type	Poetry			Date			
Theme	Monsters						
Skill	Reading and Viewing / Writing: Assessment of Learning						

LANGUAGE SKILL/ SUBSKILL	SOURCE	EDUCATOR ACTIVITY	LEARNER ACTIVITY	ASSESSMENT FOR LEARNING	DATE COMPLETED
Assessment of learning.	Addendum 16: Assessment for learning – memo	METHODOLOGY: CONSOLIDATION			
		YOU DO			
		TEST			
		• Set informal test comprising the following: ○ Vocabulary ○ Spelling & spelling patterns ○ Language in Context	• Write test. • Peer Assessment with educator's guidance. • Ask questions if unsure. • Do corrections.	Assessment for Learning in preparation for Assessment of Learning.	

Addendum 1: Listening: Pre-Listening - Prediction

Gallery Walk (Group 1): I am so angry!

Picture A



Picture B



Picture C



Picture D



Prediction Questions: Gallery Walk (Group 1)

Picture A:

- **What is the boy doing?** (He is jumping up and shouting.)
- **Which facial expressions tell us that he is very angry?** (Huge gaping mouth, shouting / eyes are squeezed shut / eyebrows are raised.)

Picture B:

- **Describe the body language that tells us that this person is angry.** (Shoulders raised / hands are fisted.)
- **What visual technique is used by the artist to show the boy is angry?** (Artist has drawn clouds / steam next to ears.)

Picture C:

- **How can we tell from looking at her mouth that the girl is angry?** (Her mouth is pursed downwards.)
- **What do her folded arms tell us?** (She is angry / frustrated)

Picture D:

- **How do you think this girl feels?** (Angry / frustrated)
- **Why do you say so?** (Arms are raised / mouth indicates shouting / eyebrows are raised / there are mini-lightning bolts/zigzag-symbols drawn alongside her body.)

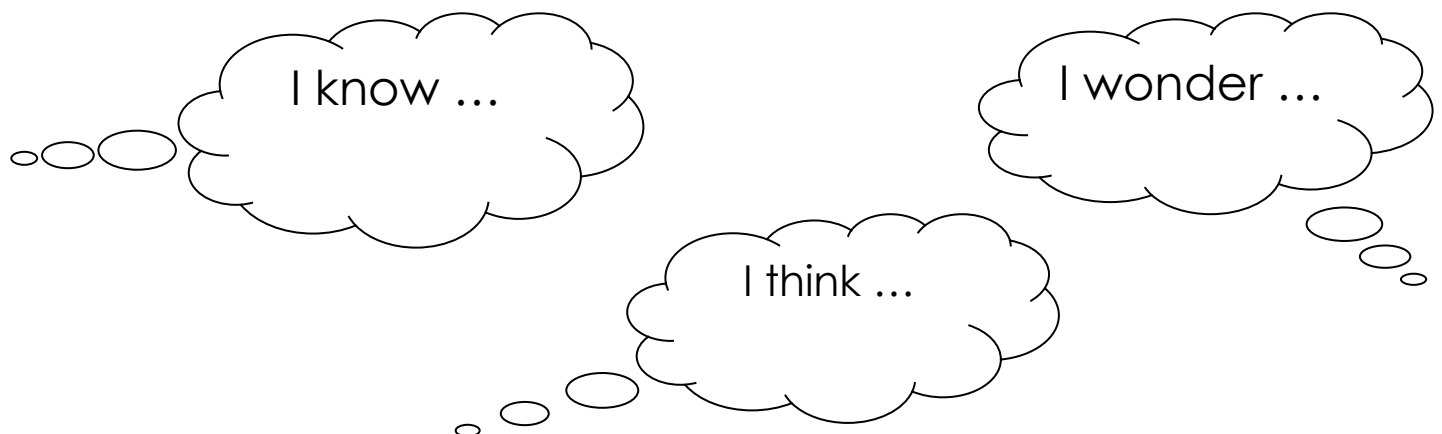
General:

- **Which emotion is depicted in all of these pictures?** (Fury / Anger)
- **How can we tell this?** (Their body language illustrates it.)

Addendum 2: Listening: Pre-Listening – Prediction Questions: Title & Pictures Gallery Walk (Group 2)

Title and Pictures: **ANGER**

- I know** from looking at her body that the person is feeling ..., because...? (**Picture A**)
- I think** that she also feels? (**Picture B**)
- I wonder** why she is feeling this way. (**Picture C**)
- What can you predict** about the poem by looking at the title and the pictures?



Prediction Questions: Gallery Walk (Group 2):

TITLE: ANGRY

Picture A

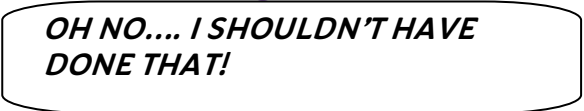
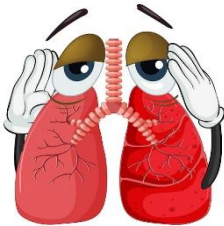


Picture B



Picture C

Addendum 3: Listening: Pre-Listening – Vocabulary

trigger	Something that makes, us feel angry or upset. It can be compared to pulling the trigger of a gun. 
adrenaline	A chemical released in our bodies when we are angry. 
flee	To run away from something or someone. 
To do something rash	To do something without thinking about the consequences. 
Shallow breathing When we take short breaths, instead of breathing deeply – this happens when we feel very strong emotions, e.g. fear or anger.  	

Addendum 4: Listening: During Listening – Reading Aloud

- **Read 1: ANGER – Debbie Palphreyman** (Adapted)
- **Read 2: Graphic organiser** (Learner Resource Pack): Making notes. Encourage learners to listen actively.
- **Read 3: Answer questions** and complete worksheet.

ANGER

Jack pushed me, made me fall,
Sophie said I wasn't tall,
Paul called me a rude name,
Teacher said I was to blame.

All these things trigger me,
My anger's there for all to see.
Adrenaline surges through my veins,
And causes me to feel such pain.

This helps my body you see,
To be ready to fight or to flee.
A face that's very red and hot,
A heart that beats quite a lot.

My breathing is shallow and fast,
Like sickness I hope won't last.
If I'm not careful I'll do something rash,
Like giving someone a great big bash.

Or kicking and hurting someone I know,
And then I know I'd feel very low.
I might even damage something special to me,
Such as a boot or shoe when I kick a tree.

So, what should I do when triggers appear?
I need to plan it, so it is clear.
There are lots of ways to calm myself down,
No one wants to see my great big frown.

I can count to ten, hide in a den,
Run very fast so anger can't last.
I can breathe slow and deep,
Or even have a little weep.

What I must do is very clear,
I don't want others to show me fear.
It's so important you see,
To not hurt others, property, or ME!

Debbie Palphreyman (Adapted)

Possible questions around the theme:

- a) Who is the poet?
- b) Who is the SPEAKER in the poem?
- c) What emotion is expressed in the poem?
- d) Why is the speaker angry?
- e) What sort of things does this speaker do when she is angry?
- f) How does this emotion affect the speaker's body?
- g) Have YOU ever been this angry? Who/what made you feel this way?
- h) What calming strategies does this speaker suggest in the poem?
- i) What could YOU do to calm yourself down?
- j) What should we NOT do when we feel this way?

Addendum 5: Listening: Post-Listening – Response to Text: Let's Talk!

Synonyms for ANGER	
anger 	fury rage wrath indignance irritation

Possible Sentence starters:

- The poem is about ...
- I know that the speaker is very angry, because ...
- I have felt the same as the speaker, when ...
- In my opinion, anger can be dangerous when ...
- When the speaker feels like this, she can ... to calm herself down.
- This would/wouldn't work for me, because ...
- Do you think it's ok to be angry? Why do you say so?

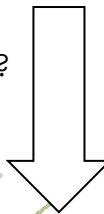
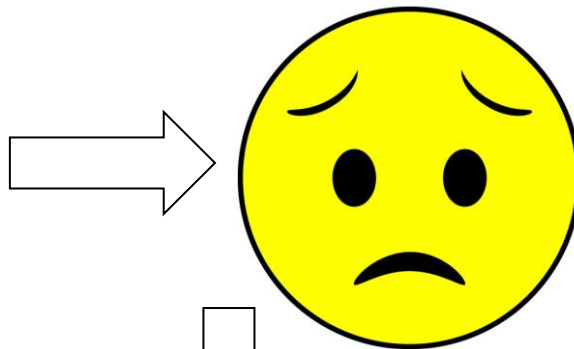
Addendum 6: Reading and Viewing: Pre-reading – Prediction.

Title: The Worry Monster Poem

- What is the **title** of this poem?
- What can you **infer/predict** about the **theme** of the poem?

Pictures:

- What do you **see** in the two pictures?
- How does the image in the emoji **feel**?
- **Why** do you say so?
- **How** is the emoji **different** from the 'monster' below?



Addendum 7: Reading and Viewing: Pre-Reading – Vocabulary

frown: A facial expression indicating worry, fear, sadness, or confusion.



To share: this means to give to others or invite them to join in with you.



To trust someone: to believe that someone is good, truthful, and strong.



key: an item which unlocks a door.



the light of day: a period of sunshine, after the darkness of night.



Addendum 8: Reading and Viewing: Pre-reading – Reading Strategies:

Search Read

The Worry Monster Poem

I am your Worry Monster

I'm always here for you.

So, when a worry pops in your head

I'll tell you what to do ...

Just get a piece of paper,

Draw or write it down.

Pop the paper in my mouth -

I'll take away that frown!

I'll eat up all your worries,

And keep them safe in me.

Until you feel like talking,

As sharing is the key.

To get rid of all your worries

(Most won't like the light of day)

Share them with the ones you trust,

And watch them fly away.

(Anonymous)

<https://www.facebook.com/ElsaSupport/photos/this-is-my-worry-monster-poem-written-3-years-ago-in-response-to-an-elsa-who-had/16295909605166>

Questions:

- What do you think the line, "I'm always here for you", means?
- What advice does the Worry Monster give to us, to help us stop worrying?
- What does the Worry Monster promise to do with our worries?
- What, according to the Worry Monster, is the way to get rid of worries for good?
- Do you think that the Worry Monster is a REAL creature? Why/Why not?
- What are some of the worries that YOU have?
- What message do you think the poet is conveying in this poem?

Addendum 9: Reading & Viewing: Pre-reading – Text Features

CONSOLIDATION: Study the labels on the right hand-side. Learners to identify text features; educator to record answers on the board.

The Worry Monster Poem

I am your Worry Monster
I'm always here for you.
So, when a worry pops in your head
I'll tell you what to do ...

[Just get a piece of paper,
Draw or write it down.

Pop the paper in my mouth -
I'll take away that frown!]

I'll eat up all your worries,
And keep them safe in me.
Until you feel like talking,
As sharing is the key.

To get rid of all your worries
(Most won't like the light of day)
Share them with the ones you trust,
And watch them fly away.

(Anonymous)

Title

Line

Stanza

Alliteration

Typography

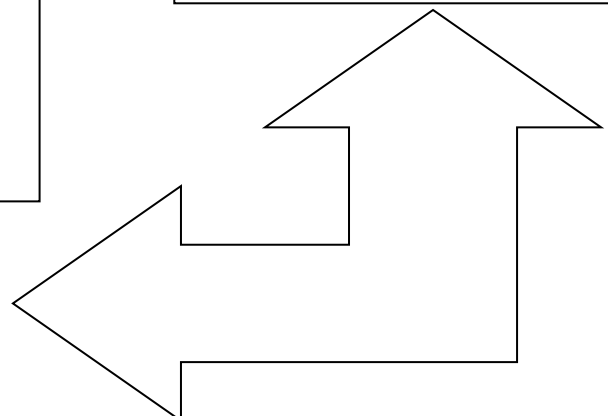
Poet

Metaphor

Rhyming words

Rythm

Label the different text features...



Addendum 10: Reading & Viewing: During Reading – 3 Reads

Read 1: Text	Read 2: Model reading aloud as per criteria, along with comprehension strategies.	Read 3: Questions
Title of poem: The Worry Monster Poet: Anonymous or Unknown Pictures: Emoji and Monster:	I wonder what a Worry Monster is? I can infer from the title and pictures that the poem must be about something sad or scary, because of the frowning emoji. The poem is labelled Anonymous, which means that the poet's name is unknown.	What do think the title of the poem means? What do you think this poem is about? Make inferences based on the title and the pictures.
Stanza 1: Line 1 Line 2 Lines 3 & 4	I know that the speaker in the poem is the monster itself. This is because of the use of "I". I can tell that this is not a horrible monster, because it promises to always be there for the person. I think that this monster is the kind that wants to help us, not hurt us. It says in Line 4 that it wants to give us advice.	How can we tell that the monster is the speaker? What does it mean when someone says that they are "always there for you"? What can we infer about the monster's attitude in these two lines? Explain why you think so.
Stanza 2: Line 5 - 8	I know from this Stanza that the Worry Monster has a plan for helping us deal with our worries.	What are the steps that we must follow, according to the Worry Monster? Identify one example of alliteration in this Stanza. What does the monster mean when it says "I'll take away that frown"?
Stanza 3: Lines 9 & 10	I wonder what the Monster means when it says it will eat up all the worries, and keep them safe inside itself.	Do you think that the Worry Monster is a real creature? What can you infer from these two lines that indicate that it may not really exist?

Lines 11 & 12	I can tell that the Monster will hold these worries until a certain point/time in the future.	What is the proper/permanent solution for getting rid of our worries? Explain what the monster means when it says that "sharing is the key". Is this a literal or figurative expression?
Stanza 4: Line 13 & 14 Lines 15 & 16	I know that the Monster thinks that worries often disappear when they are exposed to or shared with others. I can infer that the Monster doesn't recommend sharing our worries/fears with just anybody.	What is the figurative expression used to describe how worries disappear when they are shared with others. Why do you think that this is written in brackets? With whom should we share our worries/fears? Can you name examples of people in your own lives who fall into this category?

Addendum 10: Reading & Viewing: Post-reading – Literary/Reading

Comprehension: Memo

Question	Answer	Levels 1 & 2	Level 3	Levels 4 & 5
1	a) A monster	1		
2	The poem is about a monster who helps us to get rid of our worries.	1		
3	piece, paper OR pop, paper	1		
4	frown	1		
5	When we talk about our worries, or share our fears, they beome far less scary.		1	
6	We need to talk to people we trust, because they will do their best to help us.		1	
7	This is the only line written in brackets. The Monster is giving us an explanation/clarifying his meaning. <i>Any suitable explanation.</i>		2	
8	No, the Worry Monster does not exist in real life. The poet is using the Worry Monster to show us how to cope with our feelings. <i>No mark awarded without valid reason.</i>			1
9	Yes, worry or fear can definitely be a 'monster emotion'. When I am worried or scared, then that is all I can think about, and it makes me very unhappy. <i>YES/NO: Learner must have adequate justification to be awarded the mark</i>			1
Total: Cognitive levels as per Barrett's Taxonomy		4	4	2
		40%	40%	20%

Addendum 11: Reading & Viewing: Post-Reading – Visual Comprehension:

Memo

Question	Answer	Levels 1 & 2	Level 3	Levels 4 & 5
1	② <i>Answer must be circled.</i>	1		
2	<u>One adult and one child</u> <i>Answer must be underlined.</i>	1		
3	b) In the classroom	1		
4	c) He is shouting.	1		
5	Mouth is gaping wide open. Eyebrows are raised. He is leaning over the child.. His hair is standing up straight/ backwards. Lines are drawn to emphasise shouting. <i>Any 2 suitable answers.</i>		2	
6	Yes, the teacher and learner are both wearing ties which indicates school uniform./ The boy is holding a book/assignment in his hands. No, this could be a father and son. The father could have been in formal work attire and the son may not have changed out of his school uniform yet. <i>YES/NO: The learner must have suitable justification to be awarded the mark.</i>		1	
7	The boy did not complete his homework. / The boy did badly in a test. <i>Any suitable answer that could be a credible cause.</i>		1	
8	The boy must complete his homework. / He must complete assignments timeously and/or study for tests. <i>Any suitable answer that speaks to effect.</i>			1
9	I would be angry/cross, because I would want to be treated as a human being with value. / I would feel very hurt, because no-one likes to be humiliated. <i>Any suitable advice with a supporting reason.</i>			1
Total: Cognitive Levels as per Barrett's Taxonomy		4	4	2
		40%	40%	20%

Addendum 12: Listening/Writing: Post-Listening – Vocabulary expansion on theme: Monster-Emotions

happy 	glad excited pleased elated jubilant To walk on air In seventh heaven
sad 	unhappy gloomy heart sore depressed Feeling blue
nervous 	anxious worried uncomfortable stressed on edge
frustrated 	disappointed powerless baffled throw in the towel bite on one's teeth don't know which way to turn

Addendum 13: Writing and Presenting: Shared Writing

- Learners are going to write a poem about THEMSELVES.
- The purpose is to **model** the genre and format (I DO) and thereafter to write it with the learners. (WE DO)
- Use the descriptive sentences – Term 1, Weeks 3 & 4 (WRITING SKILLS): Mandu's Granny Lolita.
- Rhyming Words: Allow learners to use the words in the table below, to form rhyming words along with educator. Write the list of words on the board.
- HOW to EDIT sentences and write **poetic lines** is not self-evident to learners. This must be facilitated and guided by educator. The shared writing frame should assist with this process.

WORDS	RHYMING WORDS
grey	prey, day, may, say, clay, hay, pay, etc.
lips	
dance	
top	
story	
cloud	
funny	

SHARED WRITING – How to write a Poem (Lines)

Sense	Illustrate/ Model HOW to use words sparingly and to experiment with word order. These are examples of sentences from Term 1 WEEKS 3 & 4 (descriptive paragraph) Educators may also add their own sentences about Granny Lolita. • Sentence • Written as a line of poetry.
Sight 	Granny Lolita has gray hair. It curls crazily and sticks up all over the place. She always wears crimson lipstick. Re-written:
Hearing 	When Granny Lolita hears rock-and-roll music, she begins to dance and sway her hips. She wears her hippie-pants and a colourful headband. Re-written:
Smell 	My Granny smells like baby powder. I know when Granny bakes, because then the whole house smells like biscuits. Re-written:
Touch/Feel Emotions 	Granny loves to tell stories about when she was young. I love my Granny. Re-written:
What makes each person unique?	She is very funny, because she loves to play tricks on my mother, like putting salt in her coffee. Re-written:

Now use the **last word** of each line to practise rhyming words with learners once again.

Addendum 14: Group Guided Reading – Sounds, words, and sentences.

 FOUNDATION PHASE: INTERACTIVE POSTER https://bit.ly/AfrikaansHT-Interaktiewe-Plakkaat (NOTE: Make use of the translate to English option!)		
• Follow the sounds as per the poster.		
Sounds / Words / Sentences • Three co-consonants at the beginning of the words: spr-, skr-, str-. • Words that end in -d / -t.		• Sounds • Gr. 3 • PPT (with decodable texts) • Activities
spr skr str		

Addendum 15: Assessment For Learning – Memo

1. **Dictation:** ask in a sentence, for context

(6)

- a) A learned word using spr-, skr-, str- .
- b) Haven't
- c) worries
- d) holidays
- e) A learned word using spr-, skr-, str- .
- f) A learned word using spr-, skr-, str- .

2. **Match** the word with its definition.

trigger	A facial expression indicating sadness or worry.
frown	Something that causes us to feel upset or angry.
trust	A belief in the goodness of other people.

(3)

3. **Read** the passage below then **answer** the questions which follow.

(4)

- a) Underline: **monster & bees** ✓✓
- b) **swarm** ✓
- c) **anger/ love / kindness (any one)** ✓

4. Rewrite the statement as a question.

Does the monster of anger live in all of us? ✓✓

(2)

One mark for correct word order and one mark for using question mark.

5. **Match** the words in **bold** in column A with the correct **synonym** in column B.

(3)

A	B
Monsters scare me!	Terrible
I don't believe that nonsense !	Frighten
Monsters are horrible .	Rubbish

6. **Colour in** the correct block in the table below.

(2)

Sentence	Simple Sentence	Compound Sentence
Monsters and dragons love to scare little children.		
The monster eats eggs and breathes fire.		

TOTAL: 20