

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

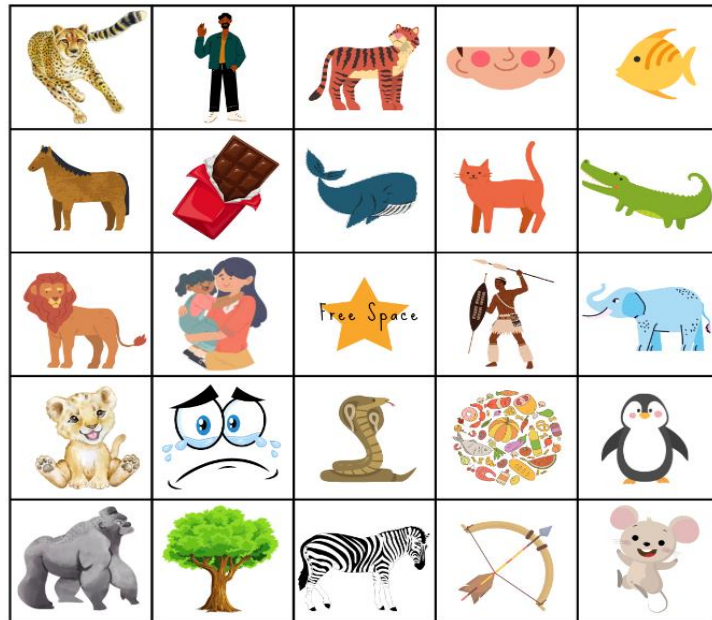
BACK ON TRACK
RESOURCE PACK
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 1&2



LISTENING & SPEAKING: Activity 1 – Beginning Sound Bingo

Listen as your teacher reads the beginning sounds of words aloud. Match each sound to a picture on the grid. Write the letter or letters representing the beginning sound of each word across the picture. The first person to complete a row diagonally, across or down, wins the game.

Beginning Sound B i n g o



LISTENING & SPEAKING Activity 2 – Answer questions after listening

Listen as your teacher reads the fable, *Why cheetah's cheeks are stained*. First read through the following questions and then answer the questions after listening to your teacher.

- What happens at the beginning of the story, in the middle of the story and at the end of the story?

At the beginning of the story

In the middle of the story

At the end of the story

-
-
- Who are the different characters?

The different characters are _____

- Where does the story take place?

The story takes place _____

- When does the story take place?

The story takes place _____

- What is the main message of the story?

The main message of the story is

READING & VIEWING Activity 1.1 - Text title and illustration

Read the title of the story and look at the images. Answer the questions that follow.

Why the cheetah's cheeks stained

(Source: Illustration from Wikipedia)



Questions:

- What do you think this text is about?
- What do you think we will learn from this text? Why? (What evidence do you have?)

Why the cheetah's cheeks are stained

Once upon a time, a lazy and mean hunter sat under a tree, too lazy to hunt. Below him, fat springbok grazed, but he wished he could have the meat without any effort.

Suddenly, a mother cheetah appeared, sneaking up on the herd. She caught a springbok with great speed and brought it to her three cute cubs waiting in the shade. The hunter felt jealous, wishing he had a cheetah to hunt for him.

As he walked back to the village, he had a bad idea. He decided to steal the cheetah cubs and train them to hunt for him. He bragged about his plan to the villagers.

At sunset, when the mother cheetah went to the waterhole, the hunter grabbed his spear and stole all three cubs, who were too young to run away.

When the mother cheetah returned and found her babies gone, she cried all night. Her tears made dark stains on her cheeks. Her crying was so loud that a wise old man heard and came to see what was wrong.

The old man realized the lazy hunter had taken the cubs. He told the village leaders, who were very angry. They chased the lazy hunter away and returned the cubs to their grateful mother. But the mother cheetah's face was forever stained from her tears.

Now, cheetahs have tearstains on their faces to remind hunters to hunt in a traditional and honourable way.

Source: <https://briefly.co.za/48017-15-african-folktales-morals.html>

READING & VIEWING Activity 1.3 – K-W-L Chart

Complete the K-W-L chart about the topic: Fables

K-W-L CHART

Organise information about a topic before and after learning more about it.

What is your topic?

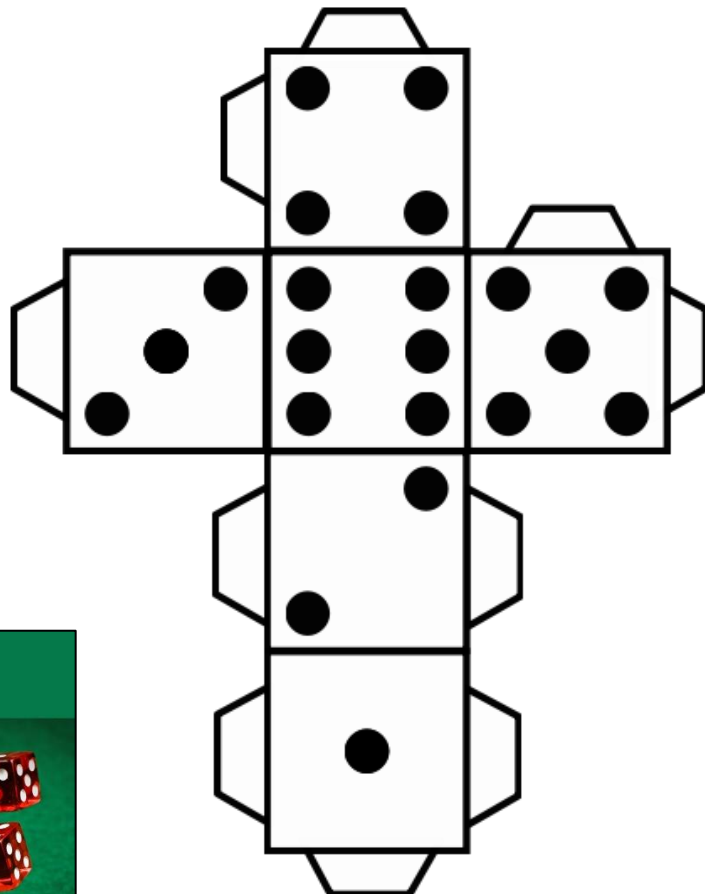
K What I already <u>know</u>	W What I <u>want</u> to know	L What I have <u>learned</u>

R&V Activity 1.4 – Die template

Instructions:

INSTRUCTIONS

1. Print die template per group.
2. Cut along the exterior lines.
3. Fold along the interior lines to shape the cube.
4. Fold all the tabs to connect all cubes.
5. Glue the tabs to hold the die together.
6. Play!



ROLL AND RETELL

Work in pairs or small groups. Take turns to roll the die and answer the question next to the number you get.



	What is the story about?
	Who are the main characters?
	What is the setting of the story?
	What is the conflict in the story?
	How did the events in the story make you feel?
	What is the moral of the story?

R&V Activity 1.6 – Graphic organiser

Use the think aloud graphic organiser to:

1. Think aloud while reading.
2. Write your own questions in the first and second columns below.

Why the cheetah's cheeks are stained.	First Read: Think aloud Prompts	Second Read: Questions
Once upon a time, a lazy and mean hunter sat under a tree, too lazy to hunt. Below him, fat springbok	I wonder if this	

grazed, but he wished he could have the meat without any effort.		
Why the cheetah's cheeks are stained.	First Read: Think aloud Prompts	Second Read: Questions
Suddenly, a mother cheetah appeared, sneaking up on the herd. She caught a springbok with great speed and brought it to her three cute cubs waiting in the shade. The hunter felt jealous, wishing he had a cheetah to hunt for him.	I wonder	
As he walked back to the village, he had a bad idea. He decided to steal the cheetah cubs and train them to hunt for him. He bragged about his plan to the villagers.	I wonder	
At sunset, when the mother cheetah went to the waterhole, the hunter grabbed his spear and stole all three cubs, who were too young to run away.	I wonder	
When the mother cheetah returned and found her babies gone, she cried all night. Her tears made dark stains on her cheeks. Her crying was so loud that a wise old man heard and came to see what was wrong.	I wonder	
The old man realized the lazy hunter had taken the cubs. He told the village leaders, who were very angry. They chased the lazy hunter away and returned the cubs to their grateful mother. But the mother cheetah's face was forever stained from her tears.	I wonder	
Now, cheetahs have tearstains on their faces to remind hunters to hunt in a traditional and honourable way.	I wonder	

Text: Why the cheetah's cheeks are stained.

Questions

Answer the following question from the text "Why the cheetah's cheeks are stained."

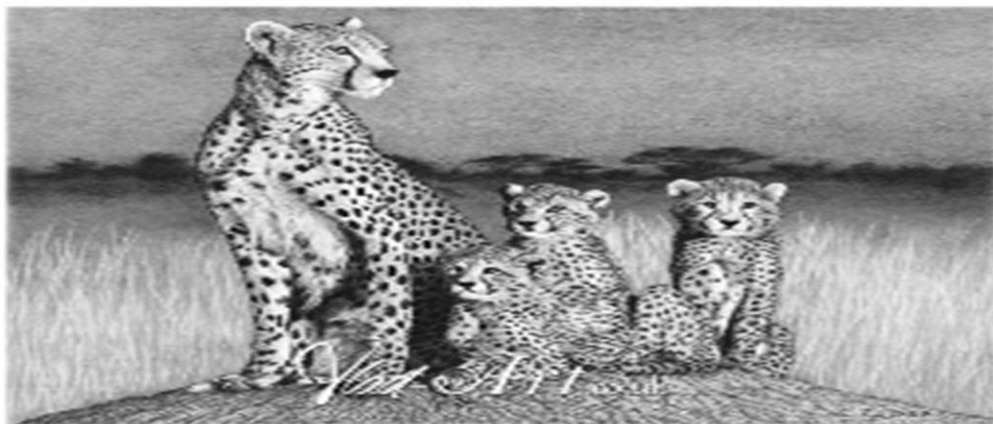
1. What is the setting of the story?

2. Describe the hunter according to his character.

3. Why did you think the hunter decided to steal all three cubs instead of only one?

4. Do you agree with the way the villagers punished the hunter? Give a reason for your answer.

5. Is the story effective in teaching the reader to care for animals? "Yes "or "No"? Explain your answer.



LANGUAGE STRUCTURES & CONVENTIONS:**Activity 1: Prefixes, base words, and suffixes poster**

Prefixes, Base Words and Suffixes Poster		
Examples of Prefixes	Examples of Base Words	Examples of Suffixes
con – with or together construct conjoin conserve	joy enjoyable	-able -ible having the quality of or ability to flexible
ex – out of or from exhale exit exclaim	kind unkindly	-ful - full of careful colourful
mid – middle midnight midweek midlife	love beloved	-ly – a way of doing something carefully slowly
anti – against antifreeze antiviral antisocial	friend unfriendly	-ness – indicating a state or condition kindness friendliness
re- again or repeat back reread rebuild rewrite	social antisocially	-ment – the action or process of doing something excitement entertainment

LANGUAGE STRUCTURES & CONVENTIONS:**Activity 1.1: Prefixes, base words, and suffixes**

Complete the following prefixes, base words, and suffixes activity. Underline all the prefixes and suffixes in the following sentences.

- 1.1.1 The cheetah carefully stood downwind and conserved her energy for the hunt.
 1.1.2 The unfriendly hunter took the cubs for himself.
 1.1.3 The cheetah was grateful when her cubs were returned.

LANGUAGE STRUCTURES & CONVENTIONS:**Activity 1.2: Simple and Complex sentences****What is a simple sentence?**

Simple sentences are sentences that only have a subject and a predicate and they express one complete thought. Simple sentences are made up of one independent clause and contain no dependent clauses. Dependent clauses can have a subject and a simple predicate but are not complete sentences.

Simple sentences may consist of a subject and a single verb.

e.g., The cheetah runs. The hunter hid.

Simple sentences can also include objects and other modifiers.

e.g., The cheetah cried loudly. The hunter stole the cubs.

Simple sentences can have more than one subject or more than one verb.

The hunter and the cubs were found in the village.

The cheetah **walked** to the waterhole and **found** water.

What is a complex sentence?

A complex sentence is a sentence with one independent clause and at least one dependent clause. It works best when you need to provide more information to explain or modify your sentence's main point.

Example:

Because the hunter stole the cubs, the cheetah cried loudly.

LANGUAGE STRUCTURES & CONVENTIONS:

Activity 1.2.1 - Simple Sentences

Read the paragraph. Which sentences are simple sentences? Underline the simple sentences.

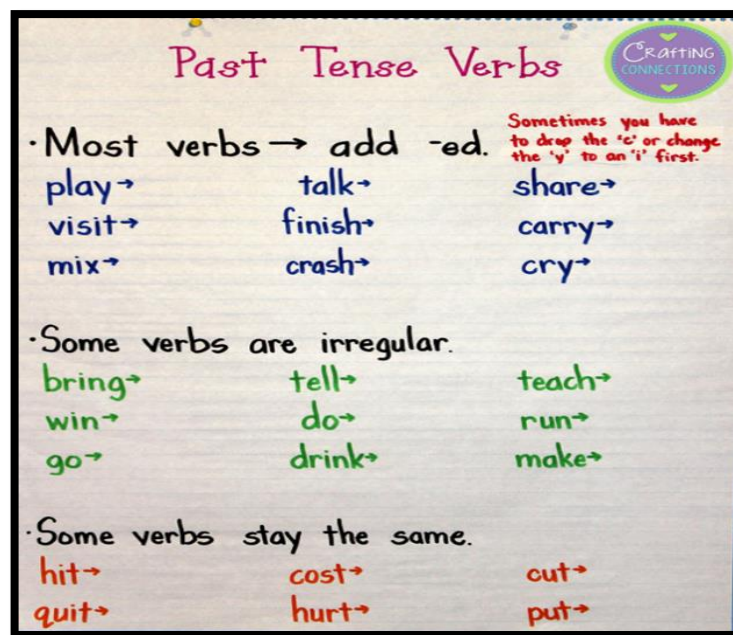
The Cheetah's Challenge

A beautiful cheetah lives in the African bush. She goes to the waterhole to drink water. A mean hunter steals her cubs. The cheetah cries for days. A kind villager returns her cubs. The cheetah is very grateful.

Source: K Woodward

LANGUAGE STRUCTURES & CONVENTIONS:

Activity 2 – Past Tense: Poster



LANGUAGE STRUCTURES & CONVENTIONS:

Activity 2.1 - Past tense

Study the images of what Cape Town looked like in 1923 below and write a sentence about how it seems different to what towns and cities are like today.

I see that



Source:

<https://atom.drisa.co.za/index.php/monument-26-desember-1923-first-union-limited-express-leaving-station-headed-by-class-15a-no-1810>



Source:

<https://www.ebay.com/itm/383132440941>

LANGUAGE STRUCTURES & CONVENTIONS:

Activity 2.2

For each verb below, write a simple sentence in the past tense. Read the example for guidance. Complete the activity in your writing/activity book.

1. returns

A kind villager **returned** her cubs. (simple past tense)

2. lives

3. goes

4. steals

5. cries

LANGUAGE STRUCTURES & CONVENTIONS:

Read the paragraph. In which tense are the sentences below written? Rewrite the sentences in the simple past tense.

The Cheetah's Challenge

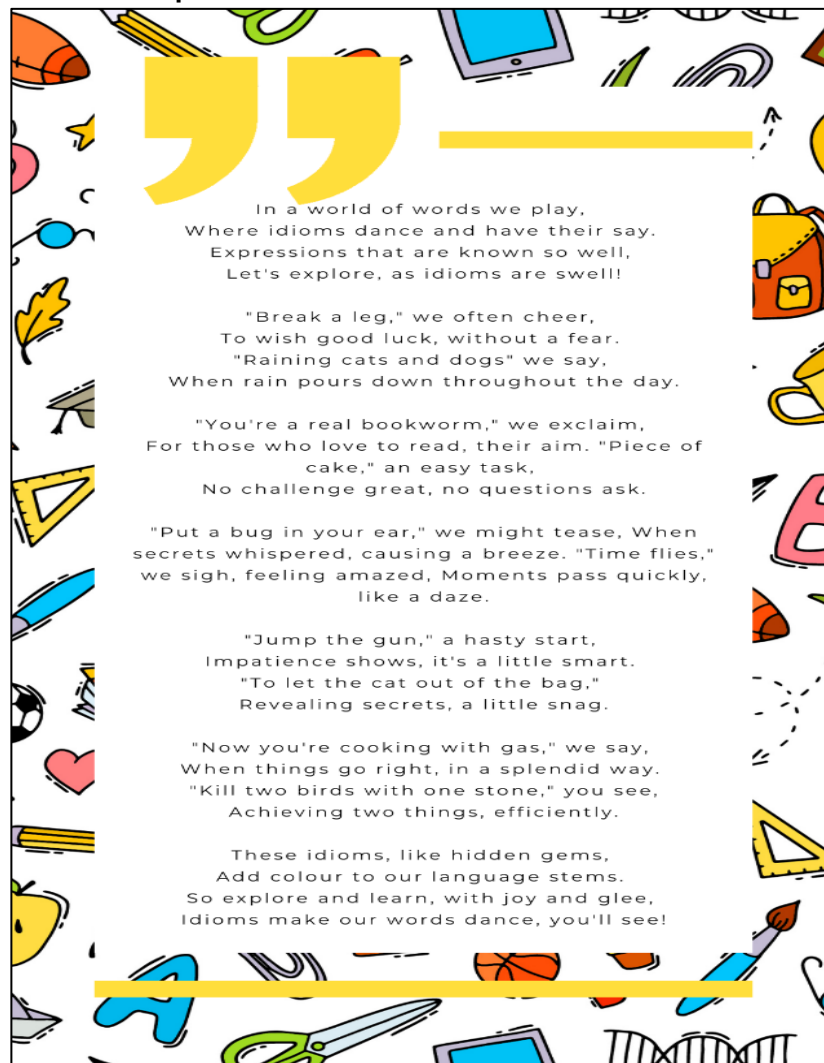
A beautiful cheetah lives in the African bush. She goes to the waterhole to drink water. A mean hunter steals her cubs. The cheetah cries for days. A kind villager returns her cubs. The cheetah is very grateful.

Source: K Woodward

LANGUAGE STRUCTURES & CONVENTIONS:

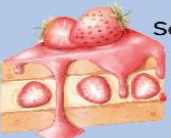
Activity 3.1 – Idioms

Read the poem which explains more about idioms.



LANGUAGE STRUCTURES & CONVENTIONS:

Activity 3.2

 Meaning The person is still young or inexperienced	 Meaning Something that will never happen
 Meaning Something is very easy	 Meaning To accidentally reveal a secret
 Meaning To relieve tension or start a conversation	 Meaning Very similar or always together
 Meaning Asking someone what they are thinking	 Meaning To move or do something extremely slowly

Your teacher will display eight idioms. See how quickly you can match the idiom to its meaning. You will do the first four with your teacher and the last four on your own.

Writing and Presenting: Activity 4.1 – Annotated text: An example of a recount of a fable

Why the cheetah's cheeks are stained

Title: The title is the name of the fable. What do you think this fable will be about?

The following is a recount of the fable, *Why the cheetah's cheeks are stained*, which was about a she-cheetah, her cubs, a lazy hunter and a wise villager. The fable taught me a valuable lesson.

Setting: The setting gives information about where and when the fable is set.

Characters: The characters are the people or animals the fable is about. In a recount the characters are mentioned in the first paragraph. How many characters are in this fable?

Plot: Sequenced storyline. When recounting a fable, the story is retold in sequence, but not all the detail is included. What happens at the beginning, in the middle and at the end of the story?

Once upon a time, a lazy and mean hunter was sitting under a tree, looking at some springbok grazing in the field. He was thinking of ways to get food without hunting.

Then, he saw a cheetah very skillfully hunt for and catch a springbok.

He saw her taking her catch to her cubs and felt jealous because he wished that he had someone that could provide for him in the same way the mother provided for her cubs.

He came up with a really cruel idea. He thought of catching one of the cubs to train it to hunt for him.

He waited for the cheetah to leave her cubs hidden in a bush and stole all three cubs.

She was so sad that she cried for days until her cheeks were stained because of her tears.

An old man realized what the hunter had done and became very angry because the lazy hunter was a thief and had broken the tribe's hunting rules.

The old man went to tell the leaders what had happened and the villagers became angry too. They chased the hunter away from the village.

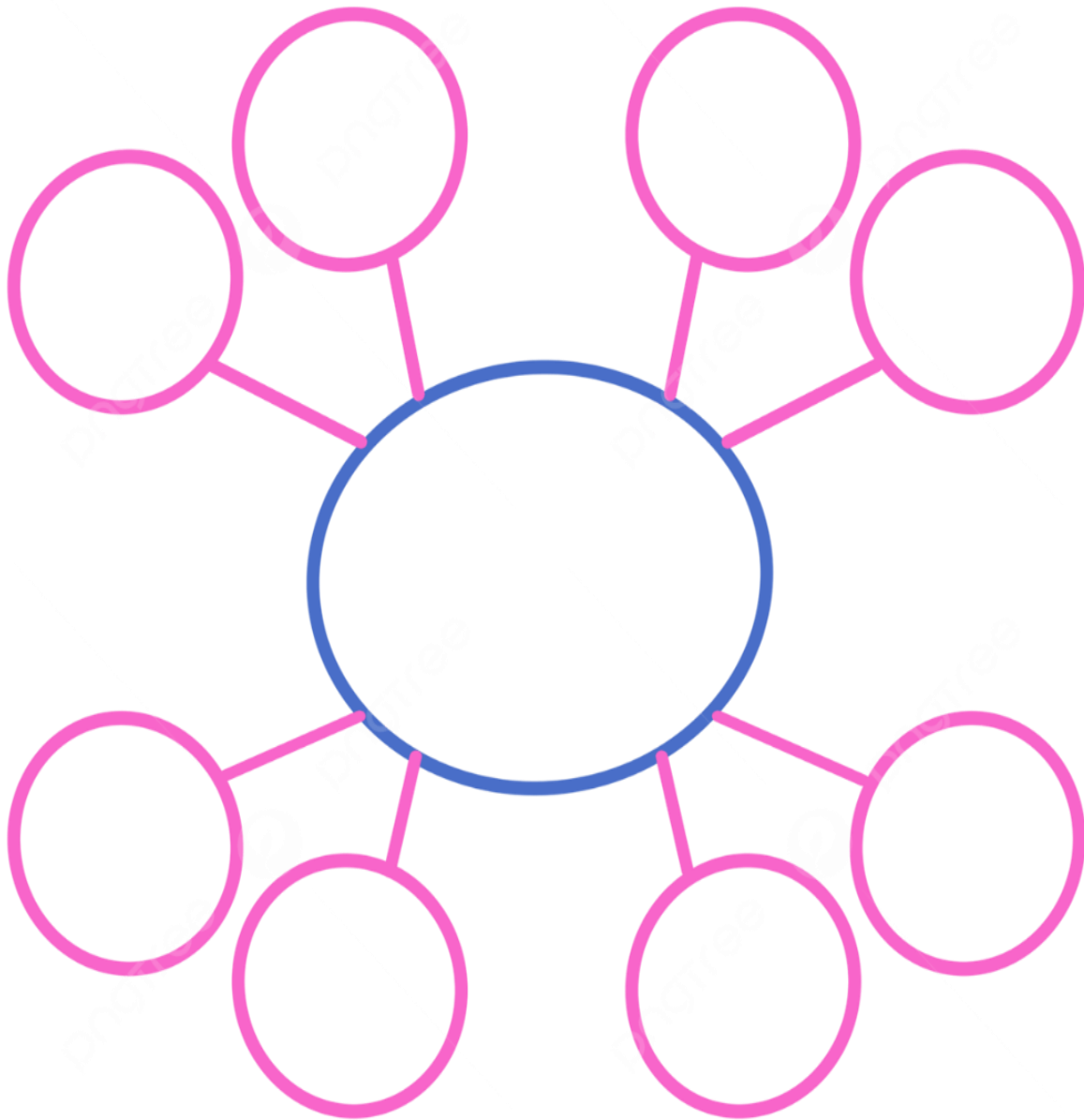
The old man took the three cubs back to the mother and, although her cheeks were stained forever, she was very grateful to have her cubs back.

The lesson I learnt from the story is that one should always work hard for what you want in life and, if you choose a way that only suits you, you could end up hurting others.

Moral lesson: In the last paragraph, state the lesson learnt from the fable. What lesson did you learn?

Writing and Presenting:
Activity 4.2 - Brainstorming

You will brainstorm what you know about writing a recount with your teacher. Capture and organise your thoughts using the mind map below.



Writing and Presenting:**Activity 4.3 - Choosing a fable to write about**

Choose one of the following fables. You are going to write a recount of the fable that you have selected.

FABLE NUMBER 1 Title: The Grasshopper and the Ants

Once upon a time, in a sunny meadow, there lived a lively grasshopper named Gus and a group of diligent ants. Gus loved hopping around, singing songs and basking in the warmth of the summer sun. The ants, on the other hand, were always busy, scurrying around, gathering food, and working hard to prepare for the winter ahead.

One fine day, Gus noticed the ants working tirelessly, carrying small pieces of food to their storage. He was curious and he hopped over to the ants to ask why they were so busy.

"Hello, busy ants! What are you doing?" Gus cheerfully asked.

One of the ants, named Annie, paused for a moment, and replied kindly, "Hello, Gus! We're collecting food to save for winter. It is important for us ants to be prepared when food becomes scarce. Winter can be challenging, and we have to work hard now to make sure that we have enough to survive."

Gus chuckled in a carefree way. "Why worry about winter when we can enjoy the summer? Come join me, Annie! Let's have some fun!"

Annie smiled but replied with concern, "Oh, Gus, it's true that we ants work hard, but it's just as important to enjoy life. However, we must also plan for the future and be responsible."

Gus ignored her advice and continued hopping and singing throughout the summer days, while the ants worked hard to store food.

Winter arrived and food became scarce. Gus, now hungry and cold, realized the importance of being prepared for winter.

With a rumbling stomach, Gus approached the ants and saw Annie and others feasting on their stored food, which would last all winter.

Gus approached Annie; his voice filled with regret. "Annie, I did not understand the importance of your hard work and planning. I see now that it is important to prepare for the future. I'm sorry for not listening to you." Annie smiled at him forgivingly and said, "It is never too late to learn an important lesson."

From that day, Gus worked alongside them, adding to their collective efforts and he learned the importance of having fun in the present and preparing for the future.

The moral of the story is that while it's important to enjoy life and have fun, it is just as important to plan, work hard, and prepare for the challenges that lie ahead.

FABLE NUMBER 2: The Honest Crow

Once upon a time, in a vibrant forest, a clever crow named Charlie lived in a tall tree. Charlie was honest and hardworking. He flew around the forest, searching for delicious fruits and shiny objects to collect.

One sunny day, as Charlie flew through the forest, he spotted a juicy piece of cheese. The cheese smelled so good, and Charlie's hunger grew. Nearby was a cunning fox named Freddy also watching the cheese with greedy eyes.

Freddy thought of a plan to snatch the cheese from the crow. With a sly smile, he approached Charlie and said, "Hello, dear crow! You have such beautiful feathers and a wonderful voice. Could you please sing me a song?"

Charlie knew that Freddy had a reputation for trickery. Instead thought quickly and replied, "Oh, Freddy! Thank you for your kind words. I would be happy to sing for you, but I must keep my voice in good shape to warn other animals of danger. If you truly want to hear my song, I suggest you find your own special talent."

Freddy, caught off guard by Charlie's wise response, tried a different tactic. "Well, Charlie," he said, with a hint of deceit, "I have heard that you are the most hardworking bird in the forest. Is that true?"

Charlie, aware of the fox's ulterior motives, replied honestly, "Yes, Freddy, I do work hard. I collect shiny objects and tasty fruits to survive and build my nest. Hard work is important to me, as it allows me to take care of myself and my family."

Freddy, realizing that he couldn't fool Charlie, changed his approach. He admitted his desire to take the cheese for himself, hoping that Charlie would give in to temptation and drop it.

But Charlie, steadfast in his honesty, responded firmly, "Freddy, I appreciate your honesty, but I cannot let my desires cloud my judgment. I found this cheese fair and square, and it would be unfair to take it from me. Honesty is crucial, and I cannot betray that principle."

Humbled by Charlie's integrity, Freddy realized the error in his ways. He apologized sincerely to the crow and admitted his jealousy and deceitful intentions. From that day forward, Freddy vowed to be more honest and work hard for his own rewards.

The moral of the story is that honesty and hard work are traits to be admired and cherished. Just like the honest crow, it is important to stay true to ourselves, resist temptation, and value the rewards earned through our own efforts.

Writing and Presenting:

Activity 4.4 - Planning to write a recount of a fable

Use the five-finger recount graphic organiser below to identify the important parts of the fable you have selected to plan for writing a recount of a fable. Use the information identified to write your own recount of the selected fable.

Five-Finger Recount/Summary Strategy



Activity 4.5 - Writing a recount using a writing frame

Activity 4.5 - Writing a recount using a writing frame

Use the following writing frame to write a recount of the fable you have selected.

WRITING A RECOUNT OF A FABLE

Writing Frame

Use the following writing frame as a guideline to write your recount of a fable.

Title:

Write a title for your fable recount.

Introduction

Introduce your selected fable and the characters in the fable.

Remember to mention the setting of the story.

Your body will give more information about the plot.

The conclusion will be about the lesson or lessons the fable has taught you.

Body of the recount of the fable.

What happens at the beginning of the fable?

What happens in the middle of the story?

what happens at the end of the story?

What lesson or lessons did the story teach you?

Use the ARMS-strategy below to revise the recount of the fable you have written.

ARMS-Strategy for Revising

A – ADD	Add words or sentences to improve meaning and make ideas clearer.	✓ or x
R – Remove	Remove any unnecessary words or sentences.	✓ or x
M – Move	Move a word, groups of words or sentences to make ideas clearer.	✓ or x
S – Substitute	Substitute words with synonyms to improve the quality of sentences or ideas.	✓ or x

Use the CUPS-strategy below to edit the recount of the fable you have written.

CUPS-Strategy for Revising

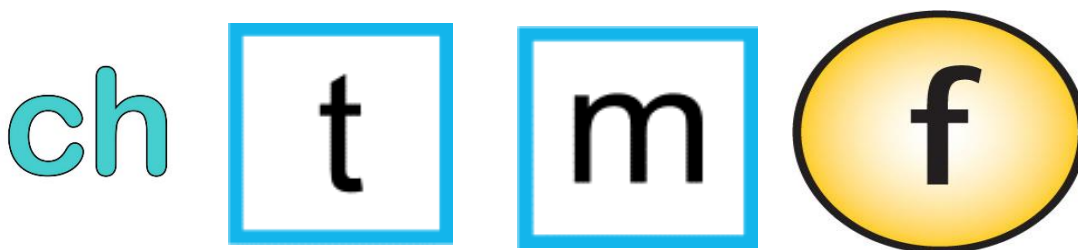
Criteria	Description
Capitalisation	The first word in each sentence is capitalised. All names of places, people and characters are capitalised. All text titles are capitalised. I used the personal pronoun, <i>I</i> and not <i>i</i> , in my essay.
Understanding and usage	I have used simple, compound, and complex sentences. I have used connecting words such as <i>but</i> , <i>because</i> , <i>and then</i> , <i>after</i> and other words. My sentences do not all start with the same word. When I read my sentences, it is not too long and easy to understand.
Punctuation	Every sentence ends with an appropriate punctuation mark (full stop, question mark, exclamation mark etc.) Commas are used to separate words in lists. I have used apostrophes for contractions such as <i>he's</i> , <i>they're</i> , <i>I'll</i> , <i>it's</i> .
Spelling and grammar	I have checked the spelling of difficult words by dividing the words into syllables or sounding out the words. I have checked that plural subjects are used with plural verbs and singular subjects are used with singular verbs.

GROUP-GUIDED READING ACTIVITIES

Phonics, High frequency, Decoding Skills and GGR with teacher

Phonic sounds

Learn to say these sounds: **ch, t, m, f**



Phonics words

Practice sounding out and reading these words:

mother	fat	first	train	
cheetah	man	face	chased	
tree	cheeks	took		
tribe	tears			

Circle the letters that represent "ch," "t," "m" and "f" in each list word.

hunter	food	spot
eating	cute	meat
animal	felt	field
fasts	watched	grateful

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

bush	grass	lazy	old	skill
work	spot	way	herd	tree

Read as many sight words as you can with a friend who keeps score:

[Sight Words for Grade 4 with Teacher Calai](#)

Vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

sneaked	pounced	wandered	delicious	honourable
stain	tribe	herd	idea	leaders

Decodable text

Finches

Male finches make homes, which are nests, up on branches. They grasp such things as sticks and thatch in their bills. Thatch is made up of grass and stems. Finches then use these sticks and thatch to make a cup in the nest. The cup is a place for their eggs. Finch eggs hatch in the nest. Finch eggs are close in size to dimes. Finch chicks live in the nest. Finches chomp on bugs and things that they catch. Finches can make nice pets in homes. Finches can sing well. People like when finches sing.

Source: Made by Angelia Grimes-Graeme ©2014.

1. What is thatch made of?
2. How big are finch eggs?
3. Where do finches place their eggs?

PAIRED READING ACTIVITIES:

Temple Grandin and the Hug Machine

Temple Grandin had autism. Some days were tough. The feeling of pressure reassured her, but she did not like to hug other people. When Temple grew up, she liked to help animals. She found a better way to feed pigs with a trough. She also wanted to help kids. She made it her mission to create a machine that helped kids with autism. The machine was called the Hug Machine. It has two boards with thick, soft pads. A box on the end makes sure it gives enough pressure. A kid lies between the pads. It gives the feeling of having a hug. Now kids can get hugs from a machine. A session helps treat them. With this machine, Temple shows her compassion for kids.

Source: Made by Angelia Grimes-Graeme ©2014.

Paired reading questions:

1. What reassured Temple Grandin?
2. How did Temple Grandin help animals?
3. How did Temple Grandin show compassion for kids?

Let it Snow!

Joan throws on a coat. The coat will protect her, so Joan will not get soaked. Joan goes up the road. What is this? It's not rain. It is snow! "Whoa! Snow in May? No way!" Joan's classmate, Moe, loans her a hat and mittens. Joan picks up some snow and throws it. Moe shakes off the snow. He chases Joan. Moe throws snow. Joan laughs. Joan's face begins to glow! Joan and Moe go up the road. Joan stops for a break. "Moe, I like to play in the snow!" Joan and Moe sing "Let it snow, let it snow!"

Source: Made by Angelia Grimes-Graeme ©2014.

Paired reading questions:

1. Why does Joan throw on a coat?

2. Why is it strange that there is snow?
3. What does Moe loan Joan?

Writing activity for paired reading: Let it Snow!

Write 10 words in total from the story with the following sounds.

o	ow	oa	oe

INDEPENDENT READING

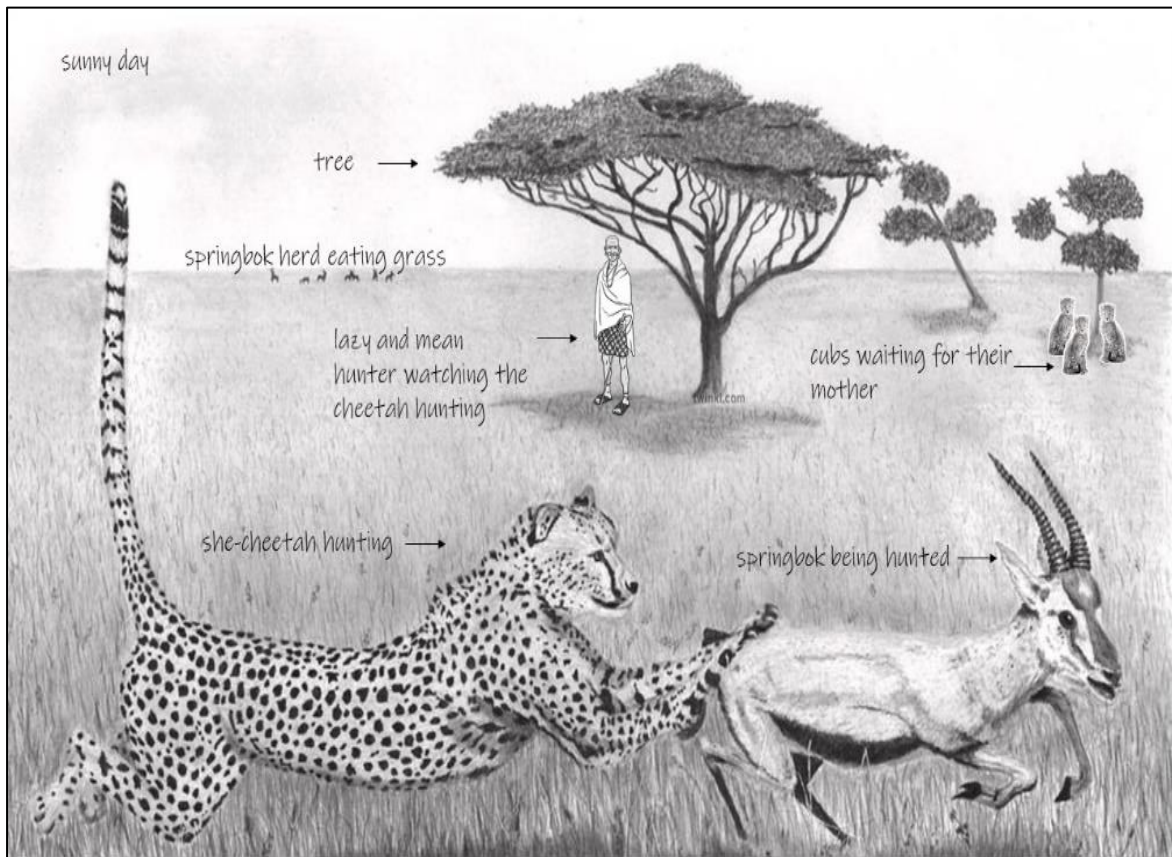
For the independent reading text, select either Fable 1: Title: The Grasshopper and the Ants or Fable 2: Title: The Honest Crow.

Comprehension activity: Draw-label-caption

After reading the selected fable, choose your favourite scene. Draw a picture of the scene. Now, add labels (words to identify the different parts) to your drawing.

Your drawing should include all the important details of the scene, including the physical space, the time of day, weather, season (setting), the characters, the emotion on the characters' faces and any other detail you would like to add.

Look at the example of a scene from the fable, *Why the cheetah's cheeks are stained*. Your drawing does not have to be as realistic. Add as many labels as possible to your own drawing.



END.