

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
LESSON PLAN
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 1&2



GRADE 4: ENGLISH HL/FAL	TWO-WEEK CYCLE – TIME ALLOCATION ACCORDING TO CAPS
TWO-WEEK CYCLE	
L&S (Listening and Speaking): 30 min. x 4 = 2 hours)	W&P: (Writing and Presenting): 30 min. x 4 = 2 hours)
R&V (Reading and Viewing): 30 min. x 10 = 5 hours)	LS&C: (Language Structures and Conventions): 30 min. x 2 = 1 hour)

ATP 2023-2024

(ATP 2023-2024, p. 13)

TERM 3

WEEK	LISTENING AND SPEAKING (L&S)	READING AND VIEWING (R&V)	WRITING AND PRESENTING (W&P)	LANGUAGE STRUCTURES AND CONVENTIONS (LS&C)
1-2	Listens to folklore, e.g., myth/ legend Introductory activities • Predicts what the text could be about • Identifies the plot, characters and setting • Discusses the main message • Answers oral questions Learners to retell the story (Folklore: Myth or legend) • Retells events in the text in the correct sequence • Names the characters correctly • Expresses thoughts and feelings about the storyline/ characters/ setting/ message/ theme of the text, etc.	Reads folklore, e.g., myth/ legend Reading for meaning/ Reading comprehension Introductory activities • Pre-reading: Makes predictions from the title and pictures in the text Learners are to: • Use reading strategies to make predictions • Use contextual clues to make meaning • Discuss plot, main characters and setting • Discuss the message/ moral of the story • Express opinions and own feelings about the text • Distinguish between realistic and unrealistic events in the story Reading methodologies Read aloud (Drop all and read)/ group-guided/ shared/ paired/ independent reading of the novelette Reading for enjoyment / reader to be read daily for a minimum of 30 minutes • Reflects on texts read independently • Relates to own context	Writes a recount of the folklore genre read, e.g., myth/ legend, using a writing frame Introductory activities • Introduces the characters, place and time (setting) of the text read Learners are to: • Describe a series of events that took place • Express an opinion of the text read • Use a writing frame or sentence starters (where necessary) • Retell events in sequential order • Use varied vocabulary • Write recounts in the past tense Personal dictionary • Records words and their meanings in a personal dictionary • Uses drawings or sentences using the words or explanations to show the meaning, etc. • Place new vocabulary on a word wall	Word level work Prefix, roots and suffix, past tense Sentence level work Simple sentences, complex sentences, paragraphs Word meaning Proverbs, idioms, moral (of the story) Punctuation Full stop, comma, colon, semi-colon, capital letters

TERM 3	THEME: Values	WEEK 1
---------------	----------------------	---------------

	Day 1	Day 2	Day 3	Day 4	Day 5
Skills	LESSON 1: LISTENING & SPEAKING (30 min.) Listening process Pre-listen: • Theme • Prediction	LESSON 3: LISTENING & SPEAKING (30 MIN.) Speaking process: • Retell in correct order	LESSON 5: READING & VIEWING (30 min.) SHARED READING Reading process • During Reading • 2× read • Use comprehension strategies	LESSON 7: READING & VIEWING (30 min.) SHARED READING Reading process Post-reading • Preparation for read aloud • Assessment rubrics	LESSON 9: READING & VIEWING / LSC (30 min.) SHARED READING Reading process • Integrate LSC
	LESSON 2: LISTENING & SPEAKING (30 min.) DURING READING: • 3 × Reading	LESSON 4: READING & VIEWING (30 min.) SHARED READING Reading process Pre-Reading • Vocabulary development in context	LESSON 6: READING & VIEWING (30 min.) Shared reading Reading process Post-Reading • Reading comprehension	LESSON 8: READING & VIEWING (30 min.) Shared reading Reading process Post- Reading Informal read aloud	LESSON 10: WRITING & PRESENTING (30 min.) • Teach the genre • Writing text/-genre • Writing format
	Assessment for learning: Discussion	Assessment for learning: Vocabulary development	Assessment for learning: Reading comprehension	Assessment for learning: Informal Read aloud	Assessment for learning: Write: Paragraph /sentences / words

GRADE 4: ENGLISH	TWO-WEEK CYCLE ROUTINE	
TERM 3	THEME: Values	WEEK 2

TERM 1/2/3/4 WEEK 2/4/6/8/10					
	Day 6	Day 7	Day 8	Day 9	Day 10
SKILL	LESSON 11: LANGUAGE STRUCTURES & CONVENTIONS/WRITING & PRESENTING (30 min.) • Marking & Remediation of LSC: Future tense • Formal teaching of Language Structures/ Conventions • Introduction to writing format • Follow language process	LESSON 13: LISTENING AND SPEAKING (30 min.) • Discuss topic and values • Thematic vocabulary expansion	LESSON 15: WRITING & PRESENTING (30 min.) WRITING PROCESS: PRE-WRITING • Brainstorm and Planning • Develop writing frame & graphic organiser with learners.	LESSON 17: WRITING & PRESENTING (30 min.) WRITING PROCESS: DURING WRITING • Rubric criteria • First draft • Revision: Checklist • Editing: Checklist	LESSON 19: WRITING & PRESENTING (30 min.) WRITING PROCESS: POST-WRITING • Final draft • Publish/present
		Assessment for Learning: Planning in terms of graphical framework	Assessment for Learning: First draft Editing: Checklist	Assessment for Learning: Remedial action	Assessment for Learning: Final draft presentation
SKILL	LESSON 12: LANGUAGE STRUCTURES & CONVENTIONS (30 min.) • Application of Language Structures /Conventions Introduction to writing format	GROUP-GUIDED READING (30 min.) GROUP IN PAIRS/INDIVIDUAL • Group 1: Independent readers (Strong reader) • Group 2: Developing readers (Average reader) • Group 3: Emerging Readers (Poor Reader)			LESSON 20: READING AND VIEWING: Consolidation (30 min.) Test: • Vocabulary • Spelling • Language in context
		LESSON 14: GROUP 1/2 • Read text in pairs • Retell text in pairs • Individual: Answer word search/ crossword/ Decipher the code	LESSON 16: GROUP 1/2 • Read text independently • Assess word search/crossword puzzle/ • Decipher the code	LESSON 18: GROUP 2/3 • Assess decoding- Application: Pairs/individual/ educator	

			• Complete decoding activity • Apply comprehension strategies in new text (comprehension test): pairs/individual		
		GROUP AT EDUCATOR			
		LESSON 14: GROUP 2/3 • Support decoding: Sounds, Words & Sentences • Reading aloud: Decoding texts	LESSON 16: GROUP 2/3 • Supports the application of decoding-skills • Answer word search/decipher the code Pairs/Individual • Reading aloud: Decoding texts	LESSON 18: GROUP 1/2 • Assess decoding-Application/ comprehension strategies: pairs/individual/ educator • Reading aloud	
Assessment for Learning: Language applications Exercises	Assessment for Learning: Decoding application Vocabulary application	Assessment for Learning: Decoding application Understanding strategies application	Assessment for Learning: Decoding application Comprehension test	Assessment for Learning: Consolidation test Check: Marking	

SIMPLE GROUP-GUIDED READING ROUTINE

	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
	Group-guided reading	Group-guided reading	Group-guided reading	Group-guided reading	Group-guided reading
	Group 1 (Weaker): Phonics, High Frequency, Decodable with teacher	Group 1 (Weaker): Paired Reading	Group 1 (Weaker): Independent Reading	Group 1 (Weaker): Phonics, High Frequency, Decodable with teacher	Visual & Summary writing: Teaching moment then activity completed individually/paired or group work.
	Group 2: (Middle) Paired reading	Group 2: (Middle) Independent Reading	Group 2: (Middle) Phonics, High Frequency, Decodable & GGR with teacher	Group 2: (Middle) Non-fiction text, instructions	
	Group 3: (Stronger) Independent Reading	Group 3: (Stronger) Phonics, High Frequency, Decodable & GGR with teacher	Group 3: (Stronger) Paired Reading	Group 3: (Stronger) Non-fiction text, instructions	

LESSON 1 – 3, 13: LISTENING & SPEAKING

Term	3	Week	1 & 2	Day	1 & 2	Time	120 min
Text type	Folklore: Fable			Date			

Theme	Values
Skills	Listening and Speaking

LANGUAGE SKILLS / SUB SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
PRE-LISTENING Introduce the theme of the cycle: THEME: VALUES Resources: 1. Text: Why the cheetah's cheeks are stained 2. Flash sounds: ch; m; t; f 3. Personal Dictionary 4. Flash cards for vocabulary: cheetah cheek man mother tree tear field fastest		METHODOLOGY: READ ALOUD			
		I DO/ WE DO	I DO/ WE DO	YOU DO	
		LESSON 1: PRE-LISTENING			
		• Lesson hook: Play the game: <i>Beginning sound BINGO</i>. LRP: L&S Activity 1 • Lead the game by saying a beginning sound according to the pictures on the bingo card. ch; m; t; f. • Say one sound at a time. Give learners time to find ALL the pictures that match the sounds. • Tell learners to respond to the beginning sound by writing the beginning sound across the relevant pictures with the beginning sounds: ch; m; t; f • Ask learners: <i>Which of the images remind them of stories they have heard or read that teach a lesson about proper behaviour or values within a community?</i> • Ask learners to retell some of these stories in their groups. • Ask learners whether they know what these types of stories, that teach us a moral lesson or values, are called. • Tell learners that these stories are known as fables.	Demonstrate the first sound by saying the sound 'm' and asking learners to find one image together that matches the 'm' sound. Retell stories in their groups that remind them of the images in the bingo game.	Learners respond independently to the instructions of the teacher to play Beginning sound Bingo LRP: L&S Activity 1. Respond to the teacher's questions.	

LESSON 2: PHONICS

Phonics sound Featured sounds are. ch, m, t, f Vocabulary for flashcards: cheetah cheek man mother tree tear field fastest	L/Teacher Resource Pack	• Place the featured sounds, ch, m, t and f on the board. • Ask learners to work in their groups and brainstorm at least one word containing each of the feature sounds as indicated on the board. • Inform learners that the sounds can be at the beginning, in the middle or at the end of their words. • Ensure that the words provided include the ch, m, t and f sounds.	• Each group is provided with colour flash cards (one shade per group) on which they will write their words. They are given 2 minutes. • Learners work in groups and brainstorm words containing the focus sounds.	• One person per group pastes their vocabulary under the sounds on the board. • Reflect on vocabulary provided.	
Introduction to text type. Teacher explains that for the next two weeks, the focus will be on listening to and reading a fable and retelling/recounting a fable. Comprehension Strategy: Prediction Second Read Read the text fluently and with expression again. Now, model the 'thinking out loud' strategy. Share your thoughts on the text. Do this by 'thinking aloud' Make use of the prediction strategy during the 'thinking aloud'.	Listening activity in Learner Resource Pack	DURING LISTENING			
		FIRST READ			
		• Tell learners that they will be listening to a fable with the title: Why the cheetah's cheeks are stained • Ask learners to predict what they think the story will be about based on the title. • Read the fable, Why cheetah's cheeks are stained, for the first read. Read fluently and with expression. Embed meaning by using vocal expression, actions, gestures and facial expressions. • Pause to explain. • Remind learners about the theme – values. • Ask learners to listen attentively. • Ask learners to listen out for vocabulary that contain ch, m, t and f sounds. (See below).	• Learners listen as the teacher reads the title of the fable. • Learners make predictions individually, in pairs or in their groups. • Listen. • Provide vocabulary with ch, m, t and f sounds from the text. The sounds can be at the beginning, in the middle or at the end of the words.	• Learners respond individually to provide feedback. Learners may capture the different words in their personal dictionary.	
		SECOND READ			
		• Read the text fluently and with expression. • Model the 'thinking out loud' strategy. • Ensure that there is a clear distinction between what you are reading and what you are thinking.	• Listen/observe educator modelling inferencing. Learners make predictions.		

		• Make use of prediction strategy during the 'thinking aloud'.		
		THIRD READ		
		• Read the text fluently and ask learners questions about the text. • Ask the question in the third column below. • Ask questions and involve many learners in the lesson. Encourage answers in complete sentences. • Ask prompting questions to encourage complete answers. • Correct sentence and language structure of learner responses.	• Learners listen attentively.	• Respond using quality sentences.
	Learner's Resource Pack.	LESSON 3: POST-LISTENING: RESPONSE TO TEXT		
		• Inform learners that they will answer questions about the text. • Instruct learners to read through the questions. • Learners respond to the questions in L&S Activity 2. • Instruct learners to write down the moral of the story. • HL pp. 124-125/ FAL pp. 26 and 27	• Learners read through the questions. • Learners listen for specific information to answer questions. • Learners work in groups to identify different values in the story. • Discuss in groups and provide the different values in the story and the moral of the story.	• Learners complete the questions in L&S Activity 2. • Learners respond to the questions individually. • Provide feedback.
		LESSON 13: LISTENING AND SPEAKING		
		• Introduce the topic for the day using a picture of a cheetah. Say: "We are still learning about cheetahs, nature and how we treat others." • Read aloud the target vocabulary: cheetah, cheek, man, mother, tree, tear, field, fastest. • Explain the meanings of the words/vocabulary using context sentences (e.g., "The cheetah is the fastest animal on land"). • Model linking vocabulary to values	• Match the vocabulary words to their meanings or pictures in pairs. • Discuss as a class: "Why must we protect animals like cheetahs?" "How do we show respect to others?" • Ask guiding questions to prompt thinking about values and connections to the vocabulary.	• Write four sentences using any four of the new vocabulary words. Focus on values like kindness, care or respect. • Share one sentence with a partner and then with the class (optional volunteers). • Listen to peers' sentences and give compliments or comments

		(e.g., "Just as we respect a mother, we should also respect nature").	• Support learners with vocabulary use during discussion.	about kindness or creativity. • Reflect with the class on what value they included in their writing (optional 1–2 minute recap).	
--	--	---	--	---	--

DURING LISTENING: First, second and third read:

First read: Text	Second read : Thinking Aloud Strategy	Third read: Questions
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.	<i>I predict that the hunter might think of a way to get the springbok without hunting them himself.</i>	1. I wonder why the hunter was so lazy.
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.	<i>I predict that the mother cheetah really cared for her cubs.</i>	2. I wonder why the springbok did not notice the cheetah approaching?
The hunter felt jealous, wishing he had a cheetah to hunt for him.	<i>I predict that the hunter will try to take advantage of the cheetah's hunting skills to get food.</i>	3. Is it possible for a cheetah to provide food for a human being?
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>I predict that the hunter's plan to steal the cubs will lead to trouble for him.</i>	4. Why was the hunter's idea a bad idea?
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>I predict that the mother cheetah will be very upset when she finds out her cubs are missing.</i>	5. Why did the hunter wait for the cheetah to leave before he tried to steal her cubs? 6. I wonder why he could not choose only one cub?
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>I predict that the old man will try to help the mother cheetah find her cubs.</i>	7. How would you feel if something really valuable was taken from you?

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>I predict that the hunter will be punished for his actions, and the cheetah will get her cubs back, but her tearstains will remain as a reminder.</i>	8. Why did the hunter not follow the values of the tribe? 9. How do you think the cheetah felt when her cubs were returned?
Now, cheetahs have tearstains on their faces to remind hunters to hunt in a traditional and honourable way.	<i>I predict that this story will remind others about hunting with honour and respect for nature.</i>	10. Why are teaching values using stories so effective?

Create flash cards with the following words and sounds which you will place on your word wall. Enlarge and print.

cheetah	cheek
tear	tree
field	fastest
man	mother

ch	m	t	f
-----------	----------	----------	----------

LESSON 4 – 9: READING AND VIEWING

Term	3	Week	1&2	Day	2 – 5	Time	180 min
Text Type	Folklore: Fable			Date			

Theme	Values
Skills	Reading and Viewing

LANGUAGE SKILLS/ SUB-SKILLS	SOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Introduction: (5 min) Visual and audio representation of a cheetah's cry. Text Features/ structure: Fable <i>Why the cheetah's cheeks are stained</i> Reading Strategies: (10 min) Note the difference between skimming and scanning Skimming (surface level reading and pay attention to the visuals, sub-headings, and format to govern if the text gives the information, it needs or not) Scanning (quick reading of the text and	Video: https://www.youtube.com/watch?v=BCcAWxXDhHw	METHODOLOGIES: SHARED READING			
		I DO / WE DO	WE DO /YOU DO	YOU DO	
		LESSON 4: PRE-READ			
		Play the short video clip for learners to watch. Instruct /guide learners to identify theme vocabulary identified during listening and speaking while watching the video. - E.g.: tear, cheetah, she-cheetah.	Learners watch and listen to a short video clip.	Give feedback as they watch the video.	
		- Teach the strategy: Making predictions - Write the title or show learners the title in the learner resource pack (Why the cheetah's cheeks are stained) and the illustration R&V Activity 1.1 (A she-cheetah with her cubs). - Ask learners: Can you link the theme vocabulary to story? - Ask learners: What do you think the text will be about based on what you see? - Ask learners predictive questions, like: - What do you think this text is about? - What do you think we will learn from this text? - Why? (What evidence do you have?) Provide the learners with the text in the learner resource pack. R&V Activity 1.2 - Explain that the learners need to scan the text (Why the cheetah's cheeks are stained.) for <u>unknown</u> words.	Read the title. Look at the illustration. Share thoughts on what the title might mean. Identify and describe what is seen in the illustration. Respond to predictive questions.	- Scan and <u>underline</u> the text for words which they do not know or do not understand. - Inform the teacher about their unknown words.	

look for keywords, ideas, phrases, visuals, subheadings, and format) Vocabulary: List of words: • herd • downside • sneaked • wondered • pounced • delicious • cubs • shady • stains • tribe • villagers • honourable Comprehension strategy: Prediction Predicting helps keep the reader's mind engaged and activated when reading through a text. When learners actively predict while reading, they stay connected to the text and can reflect upon, refine, check and revise predictions.¹ (Source: https://www.cdsroomtools.com/topics/predicting)		• Ask learners to tell you which words they do not understand. • As learners to provide the words, make a list on the board. This may be: (personal dictionary words) • Identify the words that are important for learners to understand. (See list of words.)			
		LESSON 5, 6 and 7: VOCABULARY DEVELOPMENT AND SHARED READING			

Vocabulary development		• List unknown words (given by learners) on the board. • Include the following words, if learners have not mentioned them already: (personal dictionary words) • hunter • cute • hunt • bragged • strengths • according • nowadays • Find the word in the text and read the sentence aloud. • Then, explain the meaning of the word in context. • Words are placed on the word wall. • Introduce K-W-L chart. R&V Activity 1.3 Ask learners to complete the first column only. • Learners will draw up a K-W-L chart on fables. • K – What do I already know about fables? • W – What do I want to know about fables? • L – What I have learnt • Remind learners of the purpose of the text.	• Break up each word into syllables (clap it out). Learners follow. • Ask learners to put a picture to one/two words. • Ask learners to put the definitions in context of the story in their own words and to develop their own sentences using those words. • Learners complete the first column of the K-W-L chart. • Think about why this text would be written and in what context it would be used.	• Place words and definitions in personal dictionaries. • Add a picture to one/two words. • Complete personal dictionary activity as classwork/ homework. • Create a sentence using one of the vocabulary words to show the meaning. • <i>Write sentence in personal dictionary.</i> • Learners complete their K-W-L charts.	
First Read		• Provide learners with the text (Why the cheetah's cheeks are stained). • Ask learners to listen carefully and think as you read the text. • Read the text fluently and clearly. • Use gestures, actions and facial expressions to embed meaning. • Stop and explain a word or phrase to learners. • During the First Read, model 'thinking about the text' for learners in preparation for the independent reading. • Instruct the learner to build their die (plural: dice) R&V Activity 1.4 per group. Teacher	• Learners follow as teacher reads. • Learners construct their dice. • Every learner takes turns to roll the die. Once the die lands on a number (1,2,3,4,5,6), they need to answer a question based on the Roll & Tell chart, referencing the text (<i>if applicable to the text</i>).	• Learners group up in groups of 2/4/6 to do the Roll & Tell game, engaging with the text.	

		explains the process step-by-step: • Cut along the exterior lines. • Fold along the interior lines to shape the cube. • Fold all the tabs to connect all cubes. • Glue the tabs to hold the dice together. • The teacher instructs learners to use reading text with Roll & Tell chart R&V Activity 1.5 and die (plural: dice) to answer questions in groups of 2/4 or 6. • Instruct learners to group up in groups of 2/4 or 6. • Instruct that every learner has the text in front of them for easy reference to the text.			
Second Read		• Ask learners to complete the think aloud graphic organiser • Explain the process of answering and completing the questions: • The text is written in the first (1) column. • In the second (2) column, you will see 'thinking aloud' prompts, learners will complete each prompt as they think aloud while reading. • Read the text in Column 1, and then tell/guide learners to think aloud, in order to complete the (prompt) text in Column 2. • Pause before saying the Column 2 text and use a different tone of voice to show learners that you are sharing your thoughts about what you have read. (MODEL) • Learners must clearly be able to see when you are reading, and		• Learner receives thinking aloud graphic organiser. • Learners read independently and use the think aloud graphic organiser to write their thoughts. • In pairs, discuss their answers. • Share their answers with the class. • At the end of the reading of the text, in pairs, learners formulate their own question. • Share their questions with the class. Answer other learners' questions orally.	

		when you are 'thinking aloud'. • Allow learners to read independently and complete the think aloud graphic organiser. • Ask a few learners to share their responses orally with the class.			
--	--	--	--	--	--

LESSON 8 AND 9: Post-Reading: Response to text					
Third Read	Comprehension Strategy	Prediction			
			• Provide learners with the worksheet (questions) to answer in their exercise books. R&V Activity 1.7 worksheet. • Allow learners to read questions. • Explain how the worksheet needs to be completed. • Walk around and assist learners who are struggling.	• Read the text, Why the cheetah's cheeks are stained. • Paste the worksheet (questions) in their exercise books. • Answer questions in their exercise books.	

LESSON 3, 11– 12: LANGUAGE STRUCTURES AND CONVENTIONS

Term	3	Week	1&2	Day	2, 6 and 7	Time	60 min
Text Type	Folklore: Fables			Date			
Theme	Values						
Skills	Word level work Prefix, base, roots and suffix, past tense Sentence level work Simple sentences, complex sentences, paragraphs Word meaning Proverbs, idioms, moral (of the story) Punctuation Full stop, comma, colon, semi-colon, capital letters						
Resources	• Teacher resource pack • Learner resource pack • Text: Refer to the reading text in the learner activity resource (R&V Activity 1.2).						

Language Structures and Conventions		
ATP requirements, time allocation and definitions		
Language Structure and Conventions	Content	Definition
Word level work	Prefix, base and root words and suffix, past tense (SIMPLE) Week 1 Day 4 Learner resource pack LSC Activity 1.	A prefix is a word part with a specific meaning at the beginning of a word. A suffix is a word part with a specific meaning at the end of a word. A root word is the main part of a word that contains its core meaning. Base words are similar to root words. A base word is a standalone English word that can also form other words by using prefixes and suffixes whereas, root words cannot always be used as an independent word. Past tense (simple) The simple past tense shows that you are talking about something that has already happened.
Prefixes RESOURCE: VIDEO https://www.youtube.com/watch?v=JejCnGu4pFk Affixes and base words poster RESOURCE: POSTER Refer to learner activity resource (LSC Activity 1) PAST TENSE (SIMPLE) RESOURCE: VIDEO https://www.youtube.com/watch?v=MI3S3kdkofo PAST TENSE (simple) RESOURCE: POSTER Refer to learner activity resource LSC Activity 2		
Sentence level work	Simple sentences, complex sentences, paragraphs Week 1 Day 4 Learner resource pack LSC Activity 2	A simple sentence consists of just one clause. A complex sentence consists of one independent clause and one or more dependent (subordinate) clauses. A compound sentence consists of two or more coordinate (independent) clauses.
Word meaning	Proverbs, idioms, moral (of the story) Week 1 Day 2 Learner resource pack LSC Activity 3.	Idioms are expressions focused on figurative language. A proverb is a concise, wise insight into human nature. A moral is a message that is conveyed or a lesson to be learned from a story or an event.
IDIOMS RESOURCE: VIDEO https://www.youtube.com/watch?v=Ls5Ew9PJcO8 IDIOMS, PROVERBS AND RESOURCE: POSTER Refer to learner activity resource LSC Activity 3		
Punctuation	Full stop, comma, colon, semi-colon, capital letters Integrated approach Week 2 Day 6	(.) Full stop A punctuation mark used at the end of a sentence or some abbreviations. (,) Comma A punctuation mark indicating a pause between different parts of a sentence or separating a list. (:) Colon Used to precede a list of items, a quotation, or an expansion or explanation. (;) Semi-colon Indicating a pause, typically between two main clauses that is more pronounced than that indicated by a comma. (C) Capital letters Letters used at the beginning of sentences or proper nouns.

LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
Word level work Auxiliary verbs, modal verbs, moods Sentence level work Future tense Spelling and punctuation Word division, dictionary use See definitions of the above in the L/T Resource Pack.		I DO	WE DO	YOU DO	
		LESSON 3: TEACHING PREFIXES, BASE WORDS AND SUFFIXES AND ROOT WORDS			
		EXPLANATION OF ROOT WORDS AND BASE WORDS Explain that base words are always words that can stand alone in English. These words have meaning on their own, but prefixes and suffixes can be added to make new words. Write the word, cycle, on the board and explain that it is a full word in English, but it can function as the base of other words when affixes are added. Explain that cycle is the base word, or the simplest form of the word without any prefixes or suffixes added. Show learners on the board that prefixes can be added to make words like bicycle, tricycle and motorcycle. Show learners on the board that suffixes can be added to make words like cyclist, cyclical or cyclers. Explain to learners that most English words have Greek or Latin roots. The word cycle, for example, is actually based on the root word, cyc, which means circle.	Explain the meaning of a prefix, base word and suffix to the learners. Write the word, unfriendly, on the board and show learners where the prefix, base word and suffix are. - Learners observe what the teacher is doing and demonstrating using the first word. (unfriendly) - Learners respond to the second word by identifying each part of the word. (uncomfortable) The hunter was an unfriendly man. - purple – prefix; red – base word; orange – suffix Write the sentence on the board: The hunter was uncomfortable when he was caught in the act. Ask learners to identify the affixes and base word: uncomfortable Support learners in underlining the affixes and base word.	- Learners listen to the video or the teacher's explanation. - Learners read the information in LSC Activity 1. - Learners turn and talk after the explanation and share what they know about the topic. - Teacher provides learners with learner activity resource for AFL activities. (LSC Activity 1.1). - Learners engage in independent work in the learner activity resource pack (LSC Activity 1.1).	

LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
		I DO	WE DO	YOU DO	
LESSON 11: TEACHING AND CONSOLIDATING PAST TENSE IN AN INTEGRATED MANNER					
		• Ask learners to think about what Cape Town looked like and was like 100 years ago. • Divide learners into groups and ask them to share their thoughts. • Explain how to write a sentence in the past tense by mostly adding -ed to the verb. • Refer learners to the LSC Activity 2 Poster to show them that there are past tense exceptions.	• Show learners images of what Cape Town looked like in 1923. • Model to learners how to describe what they see using the simple past tense using the answer frame: I see that _____. • Ask learners to each write their own sentence based on what they see in any one of the images. (LSC Activity 2.1) • Instruct learners to think about the question. • Learners share their answers in a group. • Learners listen as the teacher explains how a simple sentence is written in the past tense by adding -ed to the verb. • Learners look at the images of Cape Town in 1923 in LSC Activity 2.1. • Learners observe how the teacher uses the answer frame to describe the images. • Learners each write their own sentence using the sentence starter: I see that ____ . (LSC Activity 2.1)	• Instruct learners to complete the past tense activity. (LSC Activity 2.2) • AFL: Instruct learners to complete LSC activity 2.3 independently to assess how well learners understand past tense. • Learners complete LSC Activity 2.2 independently with support if necessary. • Learners complete LSC Activity 2.3 independently as an assessment for learning.	

LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
		I DO	WE DO	YOU DO	
LESSON 12: TEACHING IDIOMATIC EXPRESSIONS					
		• Allow learners to watch the idiom song or let learners read: An Idiom Poem. (LSC Activity 3.1) • Ask learners to explain in their own words	• Play the game with the learners to match images and meanings to idioms of the first four idioms.	• Allow learners to match the last four images, meanings and idioms on their own in LSC Activity 3.2 • Complete the final 4 independently.	

		what idiomatic expressions are.	• Display four of the eight idioms on the board or on screen. (see below) • Learners match the meanings and images in LSC Activity 3.2 to the idioms displayed. • Learners watch the IDIOMS video or read the poem with the teacher (LSC Activity 3.1). • Learners explain in their own words what they think idioms are.	
--	--	---------------------------------	--	--

LESSON 10, 15, 17 and 19: WRITING AND PRESENTING

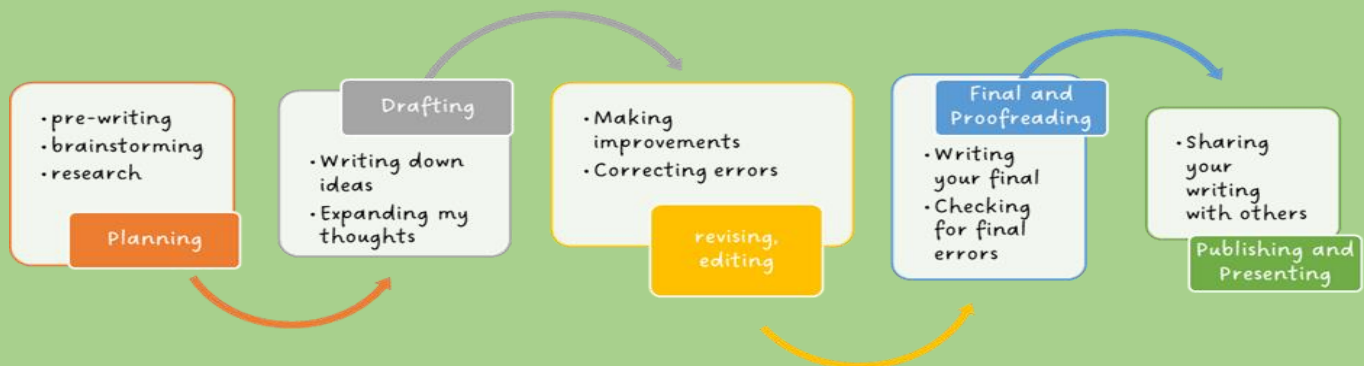
Term	3	Week	1&2	Day	5,8,9,10	Time	2 hours
Text type	Recount of a fable			Date			
Skill	Writing Process: Planning: Writing a recount of a fable Pre-writing activities Shared Writing: Differentiated groups						

Resources:

- Mentor (example) text of a recount of a fable
- Learner activity resources;
- Writing a recount video: <https://www.youtube.com/watch?v=bGrswrRZZ4I> ;
- GRAPHIC ORGANISERS: 5 finger summary/recount graphic organisers
- ARMS-strategy to revise and CUPS-strategy to edit

Writing Process:

When teaching writing, the writing process must be followed:



LANGUAGE SKILLS/ SUB-SKILLS	RESOURCE	EDUCATOR ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT FOR LEARNING	DATE
		I DO	WE DO	YOU DO	
LESSON 10: PRE-WRITING					
		• Recount writing: Pre-writing: Brainstorming and planning • Refer to the mentor text type in the learner pack (W&P Activity 4.1). Learners read the mentor text type with the teacher. Learners have a copy of the mentor text. (W&P Activity 4.1) • Read through the example with the learners. Learners look at the different parts of the recount using the annotated example (W&P Activity 4.1). • Refer to the annotation of the recount using the annotated example. (W&P Activity 4.1) Learners observe as the teacher demonstrates how to use the five-finger summary/recount strategy to identify the different parts of the fable, <i>Why the cheetah's cheeks are stained</i>. • Indicate and explain the different parts of the annotated text. • Demonstrate to the learners how to rewrite the fable, <i>Why the cheetah's cheeks are stained</i>, as a recount. Teacher uses the five-finger summary/recount writing resource to identify the different parts of the fable. Learners observe as the teacher demonstrates how to	• Teaching the text type • Mind map: Brainstorm the vocabulary for the text type: recount of a fable. What do learners know about writing a recount? Learners respond to the brainstorming question: What do learners know about the text type: writing a recount of a fable. Learners give responses to the teacher about what they know about writing a recount. • (W&P Activity 4.2) Capture the responses in a mind map. • Inform learners to choose one of the fables in W&P Activity 4.3. Learners will write a recount of the selected fable. • Instruct learners to use the five-finger summary/recount strategy (W&P Activity 4.4) to identify the different parts of the fable they had selected. Learners use the five-finger summary/recount strategy (W&P Activity 4.4) to identify the different parts of the story they had selected.	• Answer oral questions • Discussion • Application from prior knowledge.	

		write a recount of a fable. 			
LESSON 15: SHARED WRITING					
		- Refer learners to the fable recount planning template (W&P Activity 4.5). - Model to learners how to use the information of the fable, Why the cheetah's cheeks are stained, plotted on the five-finger summary/recount strategy, to write a recount of a fable using the recount writing frame. - Learners observe the fable recount planning template (W&P Activity 4.5). - Learners observe how the teacher uses the information plotted on the five-finger summary/ recount strategy template to complete the recount writing frame template.	- Instruct learners to use the information on their own five-finger summary/recount strategy graphic organiser to write the first and final draft of their fable recounts. - Learners use the information on their own five-finger summary/recount strategy graphic organiser to write the first and final draft of their fable recounts.	- Learners follow the writing of a fable recount structure. - Learners complete the fable recount writing frame.	
LESSON 17 AND 19: POST-WRITING					
		- Review final draft and summarise common errors. - Give feedback and take remedial action. - Instruct learners to use the ARMS-strategy to revise their work. - Instruct learners to use the CUPS strategy to edit their work (W&P Activity 4.6). - Instruct learners to rewrite their edited and revised draft neatly into their workbooks/activity books/notebooks. Presentation of final draft: - Allow time for learners to share their work.	- Submit written text for assessment. Presentation of final draft: - Present written text. - Observe published work.	- Learners use the CUPS strategy to edit and revise their work (W&P Activity 4.6) - Learners write their edited and revised recount into their workbooks/activity books/notebooks. Presenting - Present published work. - Listen/ read feedback.	

LESSON 14, 16 & 18: GROUP GUIDED READING

Term	3	Week	2	Day	7–9	Time	90 min
Text type	Folklore: fable			Date			
Theme	Values						
Skill	Reading and Viewing: Group Guided Reading						

LANGUAGE PROFICIENCY/ SUB-SKILL	SOURCE	METHODOLOGY: GROUP GUIDED READING METHODOLOGY: I DO / WE DO / YOU DO		DATE COMPLETE
Reading methodology - Assess for learning – in preparation for reading aloud. - Shared reading - Independent reading of texts - Read for enjoyment.	L/T Resource Pack	- Group 3: Skilled readers (Strong readers) - Group 2: Developing readers (Average readers) - Group 1: Emerging Readers (Poor readers)		
		EDUCATOR ACTIVITIES I DO/WE DO Group with educator	LEARNER ACTIVITIES WE DO/YOU DO Group in pairs/individual	
		DAY 1		
		GROUP 1/2: (Lesson 14) - Support decoding: Sounds, words, and sentences. - Reading aloud: Decoding texts	GROUP 2/3: (Lesson 14) - Read text in pairs - Retelling text in pairs - Individual: Answer word search/crossword puzzle	
		DAY 2		
		GROUP 2/3: (Lesson 16) - Supports the application of decoding- Skills: - Answer word search/decipher code. Pairs/Individual - Reading aloud: Decoding texts	GROUP 1/2: (Lesson 14) - Read text independently. - Assess word search/crossword puzzle/decipher the code. - Complete decoding activity - Apply comprehension strategies in new text (comprehension test): pairs/individual.	
		DAY 3		

		GROUP 1/2: (Lesson 18) - Assess decoding activity/Comprehension test: Pairs/Independent/Educator - Reading aloud	GROUP 2/3: (Lesson 18) Assess decoding exercises: Pairs/Individual/Educator	
--	--	--	--	--

Group Guided Reading activities adapted from PSRIP.

Phonics from **SOUNDS IN FOCUS** Learner Book Grade 4 p. 10 (Unit 3) & 52 (Unit 24)

What to do with each group during Group Guided Reading:

1. Call a group to read with the teacher or go to the group to work with the teacher. Make sure they all have their reading worksheet.
2. Revise the week's phonic words and sight words.
3. When working with struggling readers, spend as much time as required on the decodable texts.
4. If the group does not need this, then allow learners to quickly read through the decodable texts and then move on quickly to the Group Guided Reading Text.
5. Talk about the title of the text. Explain what it means.
6. Next, give learners a few minutes to skim the text in silence.
7. Then, ask each learner to read part of the text aloud, on his or her own.
8. Listen carefully as each learner reads.

-If the learner is stuck on a word, give him or her some time to try and figure it out.

-Then, help the learner to sound out the word.

-If the word is irregular, explain this to learners.

-Ask the learner to re-read the sentence.

9. If time allows, let each learner read part of the text again. This time, ask learners to work on their fluency – to try and read at a good pace, and in a natural way, as if they were speaking.
10. Next, go through the questions with learners.

-Give learners an opportunity to discuss and answer the questions.

-Use this time to further teach and practice the comprehension skill, or skills.

-Show learners that there may be different answers to the same question, particularly when it – comes to opinions.

11. Praise and encourage learners for their efforts as well as their successes.

Remember that confidence is a big part of reading – learners must feel safe and confident in order to develop their reading skills.

What to do with struggling readers during Group Guided Reading:

1. Keep groups of struggling readers as small as possible, preferably 2-4 learners per group.

2. Call the group to come and work with you.
3. Practice sounding out the week's phonic words with learners.
4. Next, practice reading the sight words with learners. Ask learners to take note of the first sound in the word. Then, tell the learners to look at the spelling of the word. Finally, revise the meaning of the word with learners if applicable – this can help them to remember the word.
5. Then, give learners a chance to try and read the decodable texts silently, on their own.
6. Tell them to ask you if they need help.
7. Finally, listen to each learner read a text on his or her own.

Note: *If these decodable texts are still too difficult for some learners, use flashcards of different sounds to teach learners phonics, and to help them build and break down words.*

INDEPENDENT AND PAIRED READING AND COMPREHENSION

Independent or Paired Reading Activities

Instructions:

1. Whilst you are busy with reading groups, learners should work to complete the week's activities for independent or paired reading and comprehension.
2. At the start of the first lesson, take some time to orientate learners to the week's activities.
3. Instruct learners to have the following items ready for this lesson: their reading worksheets, their personal dictionaries, and their exercise books.
4. Explain that learners must work independently or with a partner (this is up to you).
5. Orientate the class to the reading and comprehension activities that they must complete during this time.
6. Do this by going through the notes at the start of the reading worksheets titled: How to complete the reading worksheet activities.
7. Then, orientate learners to the specific texts for the theme. Give learners a brief overview of each text.
8. Ensure that learners know that once they have read the texts, they must complete the written activities that follow.
9. Remind learners to write the answers in their exercise books.
 - o Develop your own system for learners to check their answers once they have completed the activities.
 - o Take some time to go through the activities with learners.
 - o It is good practice to allow learners to correct their own work, so they can see where they made mistakes.
 - o As learners complete their independent work, walk around from time to time, and take note of common challenges. Call learners to attention and tell them that you have noticed that there are common challenges.
 - o Help learners by re-explaining to learners and showing them how to correctly answer the question.

PAIRED READING

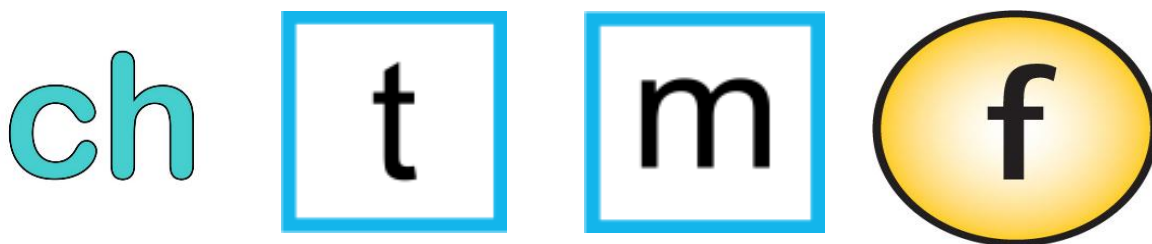
Group a high-fluency reader with a low-fluency reader. OR	Group same-level readers together
- This strategy makes it easier for teachers to create positive peer modelling for struggling students. - Teachers can pair low-fluency readers with friends or work partners who have high reading fluency so the struggling readers can hear their friends pronounce tricky words, add expression, and use a natural rhythm when reading aloud.	- A different take on traditional levelled reading groups involves forming levelled reading pairs. - Although pairing up two students who both struggle with reading fluency may seem counterintuitive, there are several benefits to this approach. - First, students who are self-conscious about reading aloud may be more willing to give it a try if their partner shares the same struggles. - Second, students have a chance to privately share helpful reading strategies with each other. - Finally, when students are working in pairs, the educator has the flexibility to walk around the classroom and interact as needed, making it easier to provide additional guidance.

GROUP-GUIDED READING ACTIVITIES

Phonics, High frequency, Decoding Skills and GGR with teacher

PHONIC SOUNDS

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



PHONIC 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.

Hun t er	fo d	sp t
ea t ing	cu t e	me t

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

Source: *Why the cheetah's cheeks are stained*

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.

Decodable text questions:

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

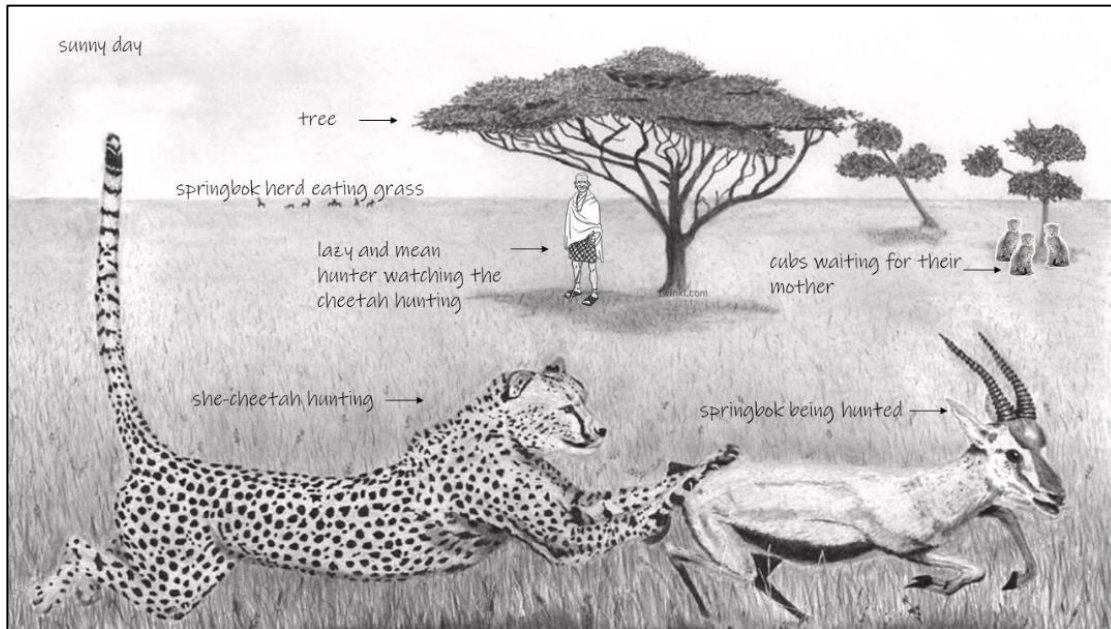
For the independent reading text, group 1 should select either Fable 1: Title: The Grasshopper and the Ants or Fable 2: Title: The Honest Crow for the independent reading activity. Group 2 and 3 will read both fables – during independent reading and during **fictional text reading**.

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.