

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
TEACHER RESOURCE PACK
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 3-4



LISTENING & SPEAKING							
Term	3	Week	3	Day		Time	60 minutes
Genre	Folklore: Fables			Date			
Skill	Listening & Speaking						
Creative Writing Project	Stage 1: Research						



Curious Researchers

1. Once upon a time, in a small town called Curiosityville, there lived a group of young friends named Kholi, Elsa, and Wayne. They were always eager to explore and learn new things. One sunny morning, they decided to embark on an exciting adventure to understand how to write fables.
2. They gathered at their secret clubhouse in the garage of Elsa's home. Wayne, the inquisitive leader of the group, suggested that they conduct a research project on folklore. They wanted to discover the secrets behind how fables are written.
3. **Step 1: What do we really want to find out?**
The friends sat together, brainstorming and discussing what they wanted to know about fables. They asked questions like, "What do fables look like?" and "Where do I find fables?" After gathering their thoughts, they planned their research by creating a list of things they would need, such as a notebook, pencils, books and the internet.
4. **Step 2: Where do we find the information?**
The trio knew that in order to understand fables better, they needed information. They visited the local library and borrowed books. They learned about folklore and the different features of a fable. They also watched educational videos online and even interviewed their grandparents, who had extensive story-telling experience.
5. **Step 3: What information is useful and can be trusted?**
Armed with knowledge, the friends decided to read and discuss all their information which they had gathered.
6. **Step 4: How do we write down the important information in our own words?**
They sat together with all the information they had found. Instead of copying everything from the books and websites, they each wrote down short notes in their own words.

Wayne wrote: "Fables are short stories with animal characters."

Elsa wrote: "They teach a lesson or moral."

Kholi added: "Aesop was a famous fabulist from long ago."

They didn't copy long sentences. They only wrote what was important and what they understood. This helped them remember the main ideas and get ready to write their own fables later.

7. **Step 5: How do we put our information together?**
Kholi, Elsa, and Wayne looked at all the notes they had written. "Let's sort our work so it's easy to understand," said Elsa.

They grouped their answers like this:

- All about Aesop – who he was and what he did
- What a fable is – the features and animal characters
- Morals and messages – the lessons each fable teaches
- Comparing two fables – what's the same and what's different

Kholi smiled and said, "Now everything is neat and clear. We're ready for the next step!"

8. Step 6: How do we present our findings?

To showcase their research, the friends decided to create a presentation. They made colourful posters with drawings, diagrams, and information about fables. They invited their families and friends to a mini exhibition at their treehouse. They explained their research process, shared their findings, and even displayed the fables that they have read.

9. The presentation was a huge success, and everyone praised Kholi, Elsa, and Wayne for their hard work and dedication to learning. The friends felt a sense of accomplishment and were inspired to continue exploring literature.

10. From that day forward, the trio became known as the young researchers of Curiosityville. They continued to undertake various research projects, learning new things and inspiring others with their curiosity and enthusiasm for knowledge. And so, their journey of exploration and discovery continued, filling their lives with endless possibilities.

(Source: Adapted from ChatGPT)

Steps: Research Process

Cut into slips of paper for learners to put in order.

What do we really want to find out?

Where do we find the information?

What information is useful and can be trusted?

How do we write down the important information in our own words?

How do we put our information together?

How do we present our findings?

Bibliography				
Author	Title	Year	Publisher	Place of Publication
Website: http/...				Date viewed
Other resources:				

INTERMEDIATE PHASE RESEARCH CHECKLIST		
NAME:	GRADE:	✓
1.	I have provided evidence of planning for research.	
2.	I shared ideas, opinions and participated in a group discussion.	
3.	My findings clearly respond to the research statement.	
4.	My information is well organised.	
5.	I have used our own words.	
6.	I have completed my/our research in class.	
7.	I have stated a clear conclusion.	
8.	I have used a range of research sources.	
9.	I have included a bibliography.	
10.	I have completed and submitted my research on time.	

Rubric: Stage 1 – Research

Name: _____

Grade: _____

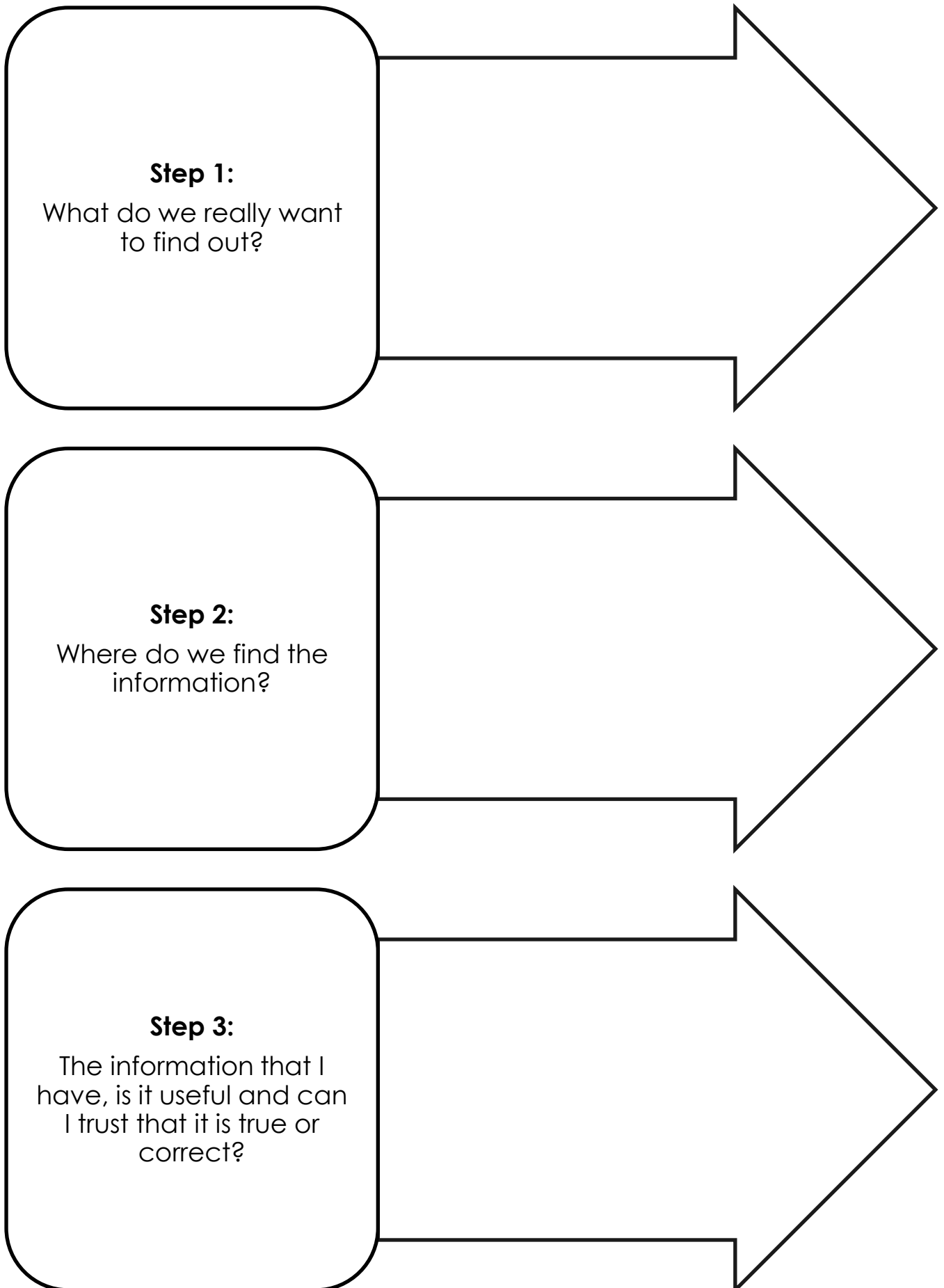
Criteria	3	2	1	0
1. Response to the research question and statement	Findings clearly and fully respond to the research topic.	Findings mostly respond to the topic.	Findings partly respond to the topic.	No clear response to the topic.
2. Organisation of information			Information is clearly structured and easy to follow.	Disorganised or confusing.
4. Use of own words		Information is entirely in learner's own words.	Mostly written in own words.	Copied from source.
6. Range of sources used		Multiple sources (texts, media, interviews, etc.) used effectively.	One/two sources used.	No source used.
7. Bibliography		Bibliography is complete and correct.	Bibliography is included with minor errors.	No bibliography.
Total Marks	/10 marks			

Comments:

Teacher's signature: _____

Date: _____

Graphic Organiser: The Research Process



Step 4:

How do we write down
the important information
in our own words?

Step 5:

How do we put our
information together?

Step 6:

How do we present our
findings?

READING AND VIEWING							
Term	3	Week	3	Day		Time	2 hrs 30min
Genre	Folklore: Fables			Date			
Skill	Reading & Viewing						
Creative Writing Project	Stage 1: Research						







Lion Meets His Match

"Let's hunt together!" said Lion to Little Jackal. "You can have the small buck, but the big one is mine."

"Fine!" said Little Jackal.

They killed a large eland first. Happy, Lion said, "I'll keep hunting. Go call my children to fetch the meat."

"Fine," replied Little Jackal — but he called *his* own children instead. "Why should Lion's children eat while mine go hungry?" he laughed.

Lion came back with nothing and asked Lioness, "Where's the meat?"

"What meat?" she said. "We're still hungry!"

Angry, Lion ran to Little Jackal's home, which was on top of a high rock. The only way up was by rope.

"Let down the rope!" Lion shouted.

"What's your name? Where are you from?" Jackal shouted.

"I've come to see you," Lion answered.

Jackal let down a rope made of mouse skins. Lion started climbing, but the rope broke, and he fell hard to the ground. Jackal laughed loudly.

Lion tried again. He waited at the river. When Jackal came to drink, he saw Lion and ran. Lion chased him, but Jackal slipped into a hole. Lion grabbed his tail.

"That's not my tail—it's a root!" said Jackal. "Hit it with a stone to check!"

Lion let go. Jackal pulled his tail inside and hid deeper.

Lion waited. When Jackal slowly looked out, he called, "I see you, my master!" Lion didn't move, ready to jump. But Jackal ran out so fast that Lion missed him again.

Weeks later, Lion finally trapped Jackal between two big rocks.

"Wait!" said Jackal. "There's a buck over there! I'm glad you're here. Stay here and I'll chase it towards you!"

Lion stood still. Jackal ran off—again.

Later, Jackal heard about a meeting for animals with horns. He made horns from wax and wore them as a disguise. No one knew it was him—until he sat near the fire and fell asleep. His wax horns melted.

"Look! It's Little Jackal!" Wildebeest shouted.

"Catch him!" roared Lion.

Jackal woke up, ran under a rock and shouted, "Help! This rock is falling on me!"

"I've got him now!" Lion said, turning to get a stick to hold up the rock. But as he turned, Jackal ran off, laughing to himself. He had fooled Lion once again!

(Source: Nal'ibali - <https://nalibali.org/>; Adapted by ChatGPT)

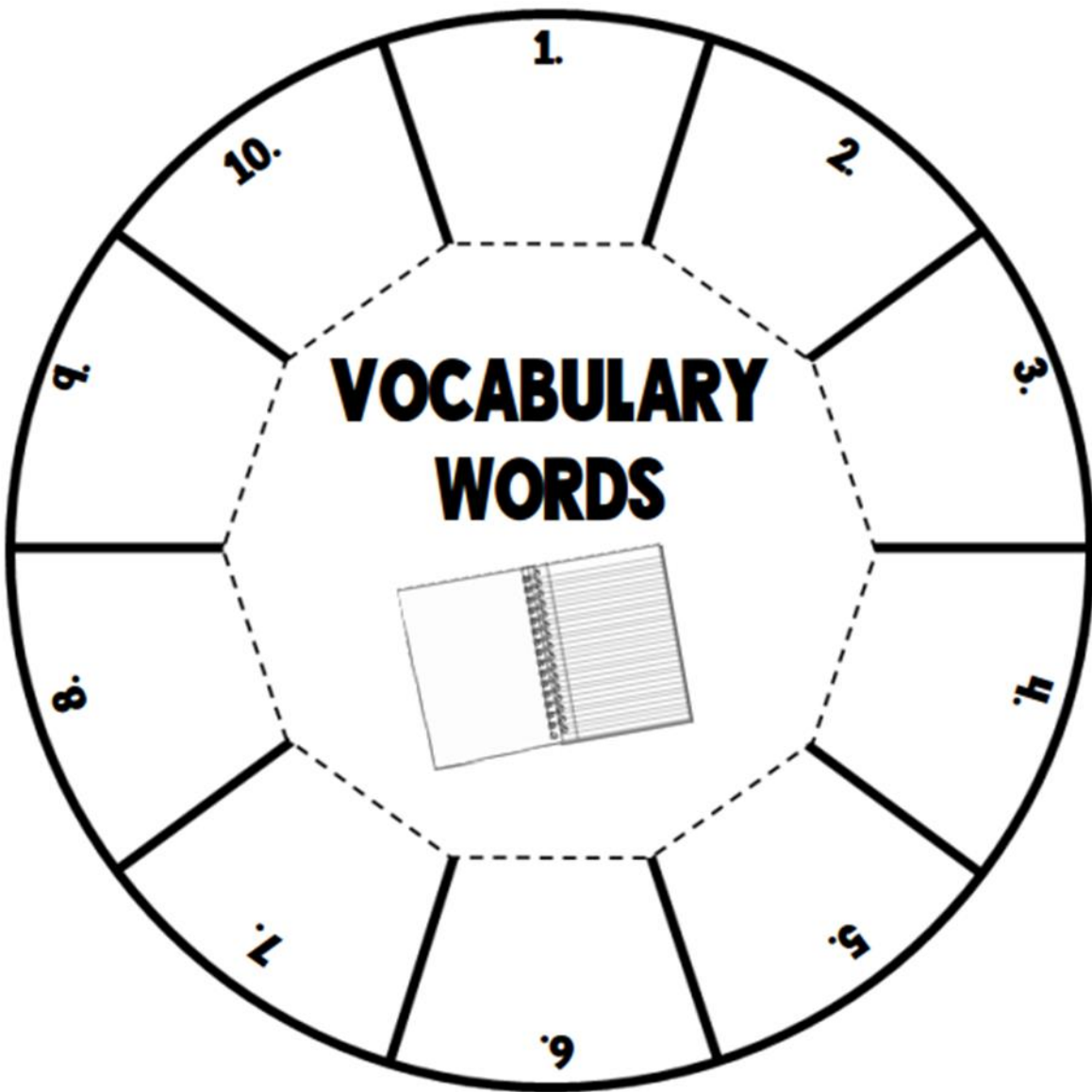
TEXT FEATURES MEMORY GAME

Cut, mix them up and play! Match the text features to the fable, Lion Meets His Match.



Fables are fiction. 	The animals talk, make jokes, and go to meetings like people. 
Fables are short and have few characters. 	The fable is short and only includes Lion, Little Jackal, Lioness, and Wildebeest. 
Characters are often animals with human qualities. 	Lion and Jackal plan, trick, chase, and speak like humans. 
The setting can be anywhere. 	The fable happens at a river, on a rock, and around a fire. 
A moral or lesson is taught. 	The fable teaches not to be greedy or easily fooled. 

LANGUAGE STRUCTURES AND CONVENTIONS							
Term	3	Week	3	Day		Time	30 minutes
Genre	Folklore: Fables			Date			
Skill	Language Structures and Conventions						
Creative Writing Project	Stage 1: Research						



Lion Meets His Match - Comprehension Activity

1. What animal did Lion and Little Jackal catch first when they went hunting together? Circle the letter of the correct answer.
 - A. A small buck
 - B. A large eland
 - C. A gemsbok
 - D. A wildebeest
2. Put the following events in the correct order. Write the letters of the events in the correct order:
 - A. Little Jackal pretended his tail was a root.
 - B. Little Jackal let down a rope made of mouse skins.
 - C. Little Jackal escaped from the meeting when his horns melted.
 - D. Little Jackal fetched his own children to collect the eland meat.
3. Why did Little Jackal call his own children to fetch the meat instead of Lion's children?

4. Complete the table below to show what Lion did and what Little Jackal did in each situation:

	Situation	What Lion Did	What Jackal Did
4.1	After the hunt		
4.2	When Lion came to Jackal's home		

5. Why do you think Little Jackal laughed after calling his own children to fetch the meat instead of Lion's children?

6. What does Little Jackal do throughout the fable to show what kind of animal he is?

7. Why do you think Lion continued to chase Little Jackal, even after being tricked so many times?

8. Why did Lion believe Jackal when he said, "That's not my tail—it's a root!"?

9. How do you think Lion felt each time Little Jackal tricked him? Use clues from the story to support your answer.

10. Which character do you think was the better problem-solver — Lion or Little Jackal? Choose one and explain why you think that character was better at solving problems.

11. Did you enjoy how the story ended? Explain how it made you feel and why you think the author chose that ending.

WRITING AND PRESENTING							
Term	3	Week	3	Day		Time	2 hours
Genre	Folklore: Fables			Date			
Skill	Writing & Presenting						
Creative Writing Project	Stage 1: Research						

WRITING FRAME FOR A RESEARCH REPORT

The Research Statement:



The Research Question:



Introduction:

Body:



Conclusion:

Bibliography:

Instructions: Provide each learner with an ARMS and CUPS checklist so they can REVISE and EDIT their work.



ARMS

☐

Add describing words
 and sentences.
 

☐

Remove unnecessary words.


☐

Move words and sentences so that it makes sense.


☐

Substitute words or sentences for others.




First
Revise
 your
 writing!



CUPS

☐

Capital letters
 At the start of each sentence
 and for proper nouns.
 

☐

Using words correctly
 Match nouns and verbs correctly.
 

☐

Punctuation
 End each sentence with an
 appropriate punctuation mark.
 

☐

Spelling
 Use your word wall, personal
 dictionary or a dictionary to check
 your spelling.
 



Then Edit
 your
 writing!