



Western Cape
Government
FOR YOU



Wes-Kaapse
Regering

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

**BACK ON TRACK
TEACHER RESOURCE PACK
ENGLISH
GRADE 4
TERM 3-2025
WEEKS 5-6**



TEXT: Fable

The Hare and the Tortoise



A long time ago, a hare and a tortoise lived in the green forest. The brown tortoise walked very slowly, and the hare always laughed at her. One day, the hare said to the tortoise, "Let's have a race." The tortoise agreed, and the hare laughed loudly. All the other animals came to watch the race.

The hare ran very fast and was soon far ahead of the tortoise. He looked back but he couldn't see the tortoise because she was far behind.

"The tortoise is very slow," thought the hare. "She'll take a long time to get here. I'm going to have a rest, and when I see her coming, I'll run quickly and win the race." The hare sat against the tree and rested.

Soon, he fell asleep. While he was sleeping, he heard the other animals cheering. He thought he was dreaming. But when he woke up, he saw the tortoise was near the finishing line.

The hare ran as fast as he could, but he couldn't catch up with the tortoise. The tortoise had already won the race.

Moral: Slow and steady wins the race!

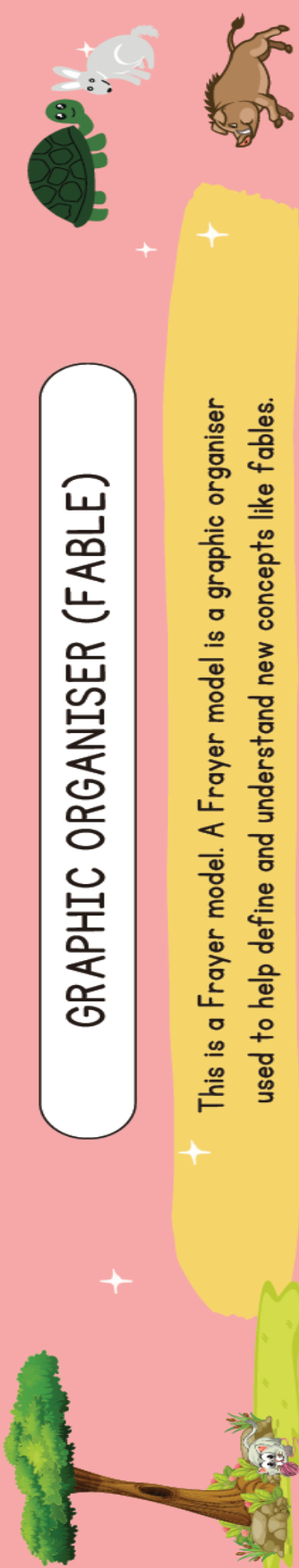
(Source: Grade 4 EFAL DBE Workbook 1)

Features of a Fable



- Fables are fictional stories.
- These stories are normally short.
- They were written a long time ago.
- The characters in a fable are usually animals that act like humans.
- The setting is typically outside.
- The story teaches a moral lesson.

(Source: <https://www.teacherspayteachers.com/Store/Move-Mountains-Literacy>)



GRAPHIC ORGANISER (FABLE)

This is a Frayer model. A Frayer model is a graphic organiser used to help define and understand new concepts like fables.

Setting

Characters

Problem

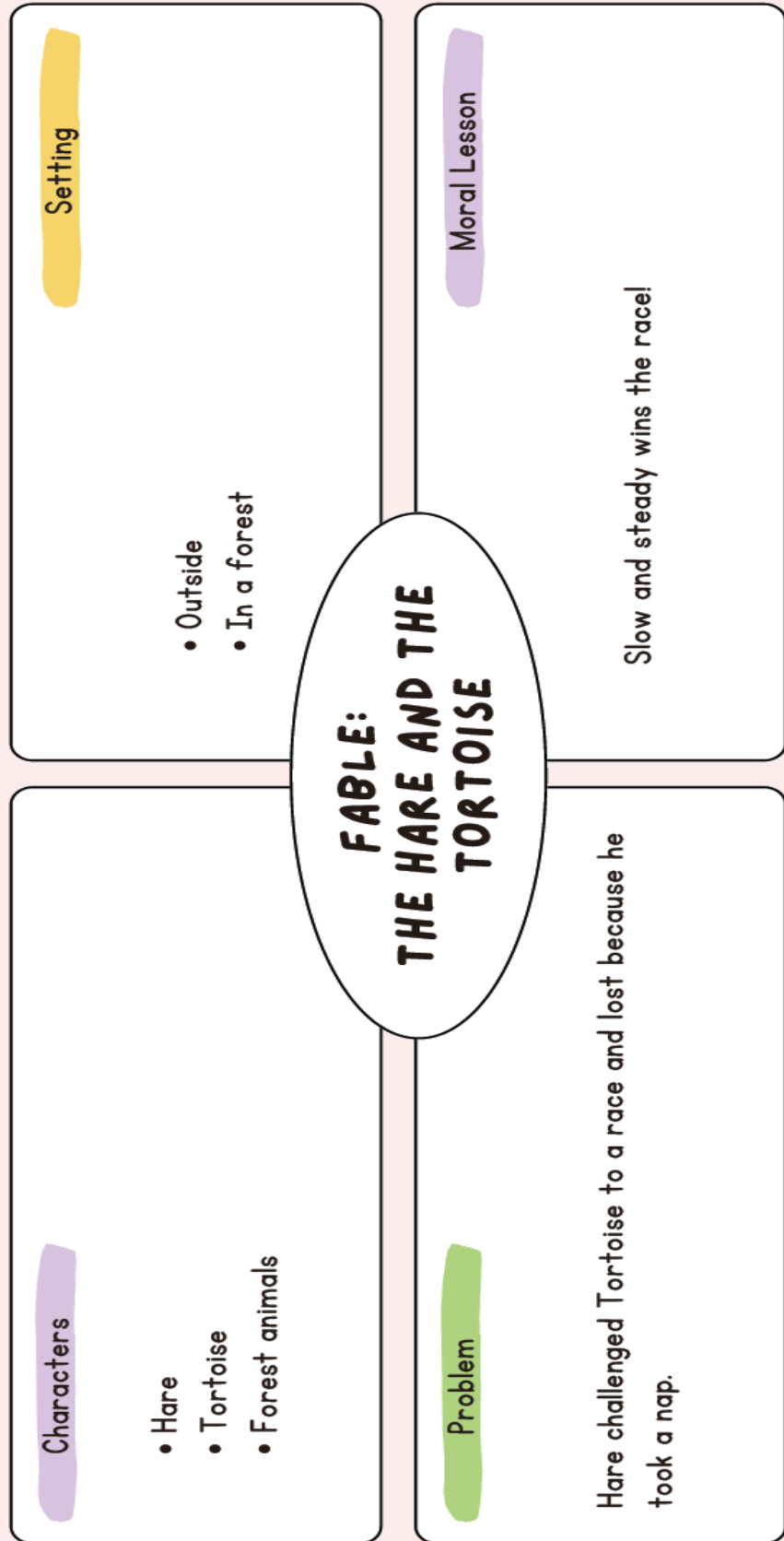
Moral Lesson

FABLE: -----



Example

GRAPHIC ORGANISER (FABLE)



THE WRITING PROCESS

What is the writing process?

The writing process is the way writers plan, write, and improve their work. It has steps to help you go from your first idea to a finished piece of writing.



1.	PREWRITE OR PLANNING	• Choose a topic. • Set a purpose. • Collect facts. • Brainstorm and organise ideas.
2.	DRAFT	• Create a rough draft that will later be improved on. • Organise your ideas into sentences and paragraphs.
3.	REVISE	• Review and improve your draft. • Make any changes or additions in word choice, organisation, and descriptive details.
4.	EDIT AND PROOFREAD	• Make any corrections needed in spelling and grammar. • Reread each sentence to make sure they all make sense.
5.	PRESENTING	• Write a final copy of your corrected writing. • Get ready to share your writing with your readers.

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Cassandra Connor

Rubric: Stage 2 – Writing: Fable

Name: _____ Grade: _____

Criteria	5	4	3	2	1	0
1. The Writing Process - Planning	All parts of the planning frame are completed. Detailed information is given for characters, setting, problem, resolution, and moral.	Most parts of the planning frame are completed. Good information is given, but some parts may need more detail.	Some parts of the planning frame are completed. Some elements are missing or not clearly described.	Only a few parts of the planning frame are completed. Important elements like the problem or resolution are missing or unclear.	Very little of the planning frame is completed. Most key elements are missing. No clear plan for the fable is shown.	No evidence of planning. No attempt to complete the planning frame.
2. The Writing Process – Revising and Editing	ARMS and CUPS strategies are used correctly. Many improvements are made to the writing (adding, removing, moving, substituting). Capital letters, punctuation, spelling, and word usage are correct throughout. Writing is clear, polished, and easy to read.	Most ARMS and CUPS strategies are used correctly. Several improvements have been made to the writing. Few small mistakes in punctuation, spelling, or word usage. Writing is mostly clear and well edited.	Some ARMS and CUPS strategies are used. Some changes are made, but important mistakes remain. Some errors in punctuation, spelling, or word usage. Writing shows effort but needs more editing.	Few ARMS and CUPS strategies are used. Very few changes are made to improve the writing. Many errors in punctuation, spelling, or word usage. Writing is hard to follow and needs more revision.	Almost no ARMS or CUPS strategies are used. No real effort to improve the writing. Most sentences have errors. Writing is unclear and not edited.	No attempt to revise or edit the writing. ARMS and CUPS strategies are not used.
3. Format and Structure (Beginning, middle, end)	Clear and logical structure with a beginning, middle, and end.	Mostly clear structure with minor flow issues.	Adequate structure; some parts unclear.	Weak structure; lacks clarity in parts.	Poor structure with confusing flow.	No clear structure present.

4. Adherence to the Topic			Story is a fable and matches the topic perfectly.	Story mostly matches the topic.	The story is slightly off-topic.	The story is not about the topic at all.
5. Text Features of a Fable	Includes all features of a fable: • short length • few characters (typically animals) • clear setting • strong moral.	Includes most features of a fable (circle the ones in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	Includes some features of a fable (circle the ones in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	Includes a few features of a fable (circle the ones in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	Includes a feature of a fable (circle the one in the fable): • short length • few characters (typically animals) • clear setting • strong moral.	No features of a fable present.
6. Creativity			Highly creative and engaging story.	Some creative ideas present.	It has very little originality.	No creativity, nor originality.
7. Language Structures and Conventions		Effective use of simple sentences, dialogue, quotation marks, descriptive language, personification, and minimal errors.	Good use of language features with few errors.	Few language features used with many errors.	Very few features used and numerous errors.	No use of language features and unchecked errors.
Total Marks	/30					

Comments:

Teacher's signature: _____

Date: _____

LANGUAGE STRUCTURES AND CONVENTIONS							
Term	3	Week	5	Day		Time	60 min
Genre	Folklore: Fables			Date			
Skill	Language Structures and Conventions						
Creative Writing Project	Stage 2: Writing						

Flashcards: Match Them!

simple sentences

subject-verb-object

adjectives

**Describe the
characters and setting.**

adverbs

Describes the action.

quotation marks

The character is speaking.

personification

Animals or objects that are given
human qualities and behaviours.

Grammar, spelling and punctuation.

Check that you have used the language rules,
check for any spelling errors and that you
have used the punctuation marks correctly.

READING AND VIEWING

Term	3	Week	5	Day		Time	180 min
Genre	Folklore: Fables			Date			
Skill	Reading and Viewing						
Creative Writing Project	Stage 2 - Writing						

Rubric Museum – Group Activity Cards (Provide each group with poster board and an activity cards)



GROUP CARD 2:
**The Writing Process -
Revising and Editing**

1. Read the criterion and understand what it means.
2. Discuss the criterion with your group and write down your ideas on a poster.
3. Add drawings, symbols, or pictures to show your understanding.
4. Make your poster colourful and creative!
5. Be ready to present your poster to the class.



GROUP CARD 4:
Adherence to the Topic

1. Read the criterion and understand what it means.
2. Discuss the criterion with your group and write down your ideas on a poster.
3. Add drawings, symbols, or pictures to show your understanding.
4. Make your poster colourful and creative!
5. Be ready to present your poster to the class.



GROUP CARD 1:
The Writing Process - Planning

1. Read the criterion and understand what it means.
2. Discuss the criterion with your group and write down your ideas on a poster.
3. Add drawings, symbols, or pictures to show your understanding.
4. Make your poster colourful and creative!
5. Be ready to present your poster to the class.



GROUP CARD 3:
**Format and Structure
(Beginning, Middle, End)**

1. Read the criterion and understand what it means.
2. Discuss the criterion with your group and write down your ideas on a poster.
3. Add drawings, symbols, or pictures to show your understanding.
4. Make your poster colourful and creative!
5. Be ready to present your poster to the class.



GROUP CARD 5:
Text Features of a Fable

1. Read the criterion and understand what it means.
2. Discuss the criterion with your group and write down your ideas on a poster.
3. Add drawings, symbols, or pictures to show your understanding.
4. Make your poster colourful and creative!
5. Be ready to present your poster to the class.



GROUP CARD 6:
Creativity

1. Read the criterion and understand what it means.
2. Discuss the criterion with your group and write down your ideas on a poster.
3. Add drawings, symbols, or pictures to show your understanding.
4. Make your poster colourful and creative!
5. Be ready to present your poster to the class.



GROUP CARD 7:
Language Structures and Conventions

1. Read the criterion and understand what it means.
2. Discuss the criterion with your group and write down your ideas on a poster.
3. Add drawings, symbols, or pictures to show your understanding.
4. Make your poster colourful and creative!
5. Be ready to present your poster to the class.

WRITING AND PRESENTING

Term	3	Week	5	Day		Time	2 hours
Genre	Folklore: Fables			Date			
Skill	Writing & Presenting						
Creative Writing Project	Stage 2 - Writing						

Planning Frame

Characters: Who are your characters?  	Setting: When and where is your story set?
Problem and Resolution: An ongoing issue or problem that needs to be fixed.	
Problem:	
Resolution:	Moral: A lesson we would like to pass on to other learners.

(Source: Website - Raise the Bar Reading)

Example of a Completed Planning Frame

Characters: Who are your characters?  	Setting: When and where is your story set?
Sammy - a clever little squirrel known for his quick thinking Family of mice - a group of mice living in a hole in a tree Snake - a small snake that poses a threat to the mice	The story is set in a forest where Sammy and the other animals live.
Problem and Resolution: An ongoing issue or problem that needs to be fixed.	
Problem:	
Sammy discovers a family of mice in danger from a hungry snake. He must find a way to protect the mice and ensure their safety.	
Resolution:	Moral: A lesson we would like to pass on to other learners.
Sammy gathers leaves and twigs to create a nest for the mice. He sees a snake approaching. To stop the snake, Sammy climbs up the tree and starts shaking the branches to distract the snake. The snake is frightened and moves away, leaving the mice safe. The mice thank Sammy for his help	The fable is teaching us to be clever, kind and helpful.

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!

Sammy and the Snake

Once upon a time, in a forest, there lives a clever little squirrel named Sammy. Sammy was known for his quick thinking and sharp mind. One sunny day, as Sammy rushed through the trees, he came across a tall oak with a hole at the bottom. Curiosity got the better of him, and he looked inside.



to his surprise, he saw a family of mice sitting close together. He rushed off and gathered leaves and twigs, creating a nest for the mice.

Feeling sorry for them, Sammy decided to help.

As Sammy finished, he noticed a small snake coming towards them. He warned the mice, and they hid in their new nest. The snake moved closer, hissing. Sammy, using his quick thinking, climbed up the tree and started shaking its branches.

The snake, startled by the shaking branches, turned and slithered away. The mice were safe! They thanked Sammy for his bravery and kindness.

Sammy realised that his quick thinking had saved the day. He understood the importance of helping others and using his cleverness for good. From that day forward, Sammy became the forest's hero, always ready to lend a paw or offer a solution.

And so, Sammys story spread far and wide, inspiring others to be clever and kind in their own ways. The animals in the forest learned an important lesson from Sammy's actions. They understood that it's not just physical strength that matters but also using our minds to think fast and help those in need.

(Source: Adapted from ChatGPT)

Fable after revising, editing and proofreading

Sammy and the Snake

Once upon a time, in a lush forest, there lived a clever little squirrel named Sammy. Sammy was known for his quick thinking and sharp mind. One sunny day, as Sammy scurried through the trees, he came across a tall oak with a hole at the bottom. Curiosity got the better of him, and he peered inside.



To his surprise, he discovered a family of mice huddled together, shivering in the cold. Feeling sorry for them, Sammy decided to help. He rushed off and gathered soft leaves and twigs, creating a cosy nest for the mice.

As Sammy finished, he noticed a small snake approaching. He quickly warned the mice, and they hid in their new nest. The snake slithered closer, hissing hungrily. Sammy, using his quick thinking, scampered up the tree and started shaking its branches furiously.

The snake, startled by the commotion, turned and slithered away. The mice were safe! They thanked Sammy for his bravery and kindness.

Sammy realised that his quick thinking had saved the day. He understood the importance of helping others and using his cleverness for good. From that day forward, Sammy became the forest's hero, always ready to lend a paw or offer a smart solution.

The animals in the forest learned an important lesson from Sammy's actions. They understood that it's not just physical strength that matters but also using our minds to think fast and help those in need. And so, Sammy's story spread far and wide, inspiring others to be clever and kind in their own ways.

(Source: Adapted from ChatGPT)