

**PSRIP  
TRACKER  
ANNUAL TEACHING PLAN  
&  
PROGRAMME OF ASSESSMENT  
TERM 2 2020  
GRADE 4**

# Contents

Term 2 Curriculum Coverage.....	3
Week 1 .....	4
Week 2 .....	6
Theme Reflection: MISUNDERSTANDINGS.....	8
Week 3 .....	9
Week 4 .....	11
Theme Reflection: GOING SHOPPING .....	13
Week 5 .....	14
Week 6 .....	16
Theme Reflection: INCREDIBLE INSECTS .....	18
Week 7 .....	19
Week 8 .....	21
Theme Reflection: BUTTERFLIES .....	23
Tracker for Group Guided Reading.....	24
Term 2 Reading Groups.....	26
CAPS ANNUAL TEACHING PLAN GUIDE .....	28
Term 2 Programme of Formal Assessment .....	30
Term 2 Reading Worksheet Memoranda .....	31

## Term 2 Curriculum Coverage

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. This will help you and your HoD to analyse your pacing and coverage.

ACTIVITY	NUMBER OF LESSONS IN LESSON PLAN	NUMBER OF LESSONS TAUGHT
Phonics Review	4	
Listening Lessons	4	
Speaking Lessons	4	
Shared Reading Pre Read	4	
Shared Reading First Read	4	
Shared Reading Second Read	4	
Shared Reading Post-Read	4	
Teach the Comprehension Skill	4	
Teach the Writing Genre	4	
Writing: Planning, Drafting, Editing, Publishing & Presenting	12	
Group Guided Reading	20	

### Please remember:

1. Make sure that learners know how to use the Reading Worksheets during Group Guided Reading, and that they do these activities.
2. Get learners who finish their work quickly to complete a DBE Workbook Activity.
3. Encourage learners to do as much independent reading as possible. Collect as many reading resources as you can, and make these available to learners.

# WEEKLY TRACKER

Week 1		
Day	CAPS content, concepts, skills	Date completed
THEME: MISUNDERSTANDINGS		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> <li>• Listening Text: A Private Conversation</li> <li>• Genre: Personal Recount</li> <li>• Three read</li> <li>• Model comprehension skill: Making connections</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> <li>• Re-read Text: A Private Conversation</li> <li>• Genre: Personal Recount</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: PHONICS REVIEW Word find with /ch/ and /ai/	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> <li>• Introduce theme: Misunderstandings</li> <li>• DBE Workbook 1 page 104: Frog and crow get the wrong message</li> <li>• Genre: Story</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 104: Frog and crow get the wrong message</li> <li>• Genre: Story</li> <li>• Model comprehension skill: I wonder / Making connections</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 104: Frog and crow get the wrong message</li> <li>• Genre: Story</li> <li>• Model comprehension skill: I wonder / Making connections</li> <li>• Oral comprehension</li> </ul>	

Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY	
	<ul style="list-style-type: none"> <li>• DBE Workbook 1 page 104: Frog and crow get the wrong message</li> <li>• Genre: Story</li> <li>• Teach: I wonder / Making connections</li> </ul>	
Friday	Activity 1: SHARED READING Post-Read	
	<ul style="list-style-type: none"> <li>• DBE Workbook 1 page 104: Frog and crow get the wrong message</li> <li>• Genre: Personal Recount</li> <li>• Summarise</li> <li>• Comprehension strategy: Making connections / Making evaluations</li> </ul>	
Friday	Activity 2: WRITING Teach the genre	
	<ul style="list-style-type: none"> <li>• Personal Recount</li> <li>• Sample text: A misunderstanding about the police!</li> </ul>	

**WEEK 1 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING**

Week 1		
Textbook	Supplementary Reading Activity:	Date Completed
SUCCESSFUL OXFORD Oxford	Reads a story The missing seeds, 62	
STUDY & MASTER Cambridge	Jack and the beanstalk, 56	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Nobody owns the sky, 60	
VIA AFRICA Via Africa	The boxes, 54	
HEAD START Oxford	I can dance, 48	
SOLUTIONS FOR ALL Macmillan Education	The class concert, 63	
PLATINUM Pearson	A clever idea, 48	
TOP CLASS Shuter & Shooter	Lucas Sithole, a "rolling inspiration", 39	

## Week 2

Day	CAPS content, concepts, skills	Date completed
THEME: MISUNDERSTANDINGS		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> <li>• Genre: Personal recount</li> <li>• Topic: A time you had a misunderstanding with someone</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> <li>• LSC: First person</li> <li>• Use plan to draft personal recount</li> </ul>	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet 2</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> <li>• Edit personal recount using checklist</li> <li>• Publish and share personal recount</li> </ul>	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

**WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING**

<b>Week 2</b>		
<b>Textbook</b>	<b>Supplementary Writing Activity:</b>	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Writes a personal recount Give a personal recount, 64	
STUDY & MASTER Cambridge	Write about something that happened to you, 63	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story about any type of air or sea transport that you have seen or travelled in, 67	
VIA AFRICA Via Africa	Write to a friend to tell them about something that happened to you or something you did, 57	
HEAD START Oxford	Write about a memory you have of when you enjoyed dancing, 51	
SOLUTIONS FOR ALL Macmillan Education	Write a message, 62	
PLATINUM Pearson	Write about something you did last weekend, 53	
TOP CLASS Shuter & Shooter	Write about a sports event that happened at your school, 43	

## Theme Reflection: MISUNDERSTANDINGS

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

### Week 3

Day	CAPS content, concepts, skills	Date completed
THEME: GOING SHOPPING		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> </ul> Use personal dictionaries	
Monday	Activity 1: LISTENING ACTIVITY <ul style="list-style-type: none"> <li>• Listening Text: Vuyo Tshabalala (45) Wins Shopping Prize</li> <li>• Genre: Newspaper Article</li> <li>• Three read</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> <li>• Re-read Text: Vuyo Tshabalala (45) Wins Shopping Prize</li> <li>• Genre: Newspaper Article</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> <li>• Word find with /tr/ and /ir/</li> </ul>	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 92: Buying a backpack</li> <li>• Genre: Advertisement</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 92: Buying a backpack</li> <li>• Genre: Advertisement</li> <li>• Model comprehension skill: Search the text</li> </ul> Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 92: Buying a backpack</li> <li>• Genre: Advertisement</li> <li>• Model comprehension skill: Search the text</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 92: Buying a backpack</li> <li>• Genre: Advertisement</li> <li>• Teach: Search the text</li> </ul>	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 92: Buying a backpack</li> <li>• Genre: Advertisement</li> <li>• Written Comprehension</li> <li>• Comprehension strategy: Search the text</li> </ul>	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Sample text: Wonder pencil</li> </ul>	

### WEEK 3 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads information text with visuals / Reads a visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Read a weather chart, 73 Read a poster: Celebrate spring, 76	
STUDY & MASTER Cambridge	Read a weather chart, 64 Look at the pictures and read the text: Dumi's dancers, 68	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poster about a sea cruise, 76	
VIA AFRICA Via Africa	Read an information text with visuals: Winter holidays in South Africa, 62	
HEAD START Oxford	Read the weather report, 56 Read the weather forecast, 76	
SOLUTIONS FOR ALL Macmillan Education	Read the advert, 72	
PLATINUM Pearson	Read a weather map, 58 Read a poster, 60	

## Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: GOING SHOPPING		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> <li>• Genre: Advertisement</li> <li>• Topic: An advertisement for an item of clothing you want to sell</li> <li>• Planning Strategy: Use a mind map</li> </ul>	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> <li>• LSC: Hyperbole (Advertising language)</li> <li>• Use plan to draft advertisement</li> </ul>	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> <li>• Edit advertisement using checklist</li> <li>• Publish and share advertisement</li> </ul>	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

**WEEK 4 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING**

<b>Week 4</b>		
<b>Textbook</b>	<b>Supplementary Writing Activity:</b> Summarises information text with support, Designs a visual text, e.g.: poster, advertisement	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Write and present a poster, 79	
STUDY & MASTER Cambridge	Make a poster for a singing competition, 71	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 81	
VIA AFRICA Via Africa	Make a poster, 68	
HEAD START Oxford	Design a poster, 63	
SOLUTIONS FOR ALL Macmillan Education	Create a poster to advertise the talent show, 75	
PLATINUM Pearson	Design a poster, 63	
TOP CLASS Shuter & Shooter	Design a poster, 50	

### Theme Reflection: GOING SHOPPING

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 5

Day	CAPS content, concepts, skills	Date completed
THEME: INCREDIBLE INSECTS		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 1: LISTENING ACTIVITY <ul style="list-style-type: none"> <li>• Listening Text: Bernard Greenberg</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> <li>• Re-read Text: Bernard Greenberg</li> <li>• Genre: Story</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> <li>• Word find with /th/ and /ay/</li> </ul>	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> <li>• Introduce theme: Incredible Insects</li> <li>• DBE Workbook 1 page 112: What do insects look like?</li> <li>• Genre: Poem</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: What do insects look like?</li> <li>• Genre: Poem</li> <li>• Model comprehension skill: Visualise / Make evaluations</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: What do insects look like?</li> <li>• Genre: Poem</li> <li>• Model comprehension skill: Visualise / Make evaluations</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: What do insects look like?</li> <li>• Genre: Poem</li> <li>• Teach: Visualise</li> </ul>	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: What do insects look like?</li> <li>• Genre: Poem</li> <li>• Text illustration</li> <li>• Comprehension strategy: Visualise</li> </ul>	
Friday	Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> <li>• Story (narrative essay)</li> <li>• Sample text: Thembikile and the grasshoppers</li> </ul>	

### WEEK 5 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a story / Reads a poem	
SUCCESSFUL OXFORD Oxford	Read the two poems about trees, 82	
STUDY & MASTER Cambridge	Snake! 75 Noises, 78	
INTERACTIVE ENGLISH St Mary's Interactive Learning	The hare and the tortoise, 88 Vehicles, 89	
VIA AFRICA Via Africa	Under the bedclothes, 72	
HEAD START Oxford	Animal poems, 70	
SOLUTIONS FOR ALL Macmillan Education	The first drum, 82 The owl and the pussycat, 85	
PLATINUM Pearson	How porcupine got his quills, 69 Read a poem about animals, 71	
TOP CLASS Shuter & Shooter	How the guinea fowl got her spots, 56	

## Week 6

Day	CAPS content, concepts, skills	Date completed
THEME: INCREDIBLE INSECTS		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> <li>• Genre: Story</li> <li>• Topic: A story that includes a character who finds an insect</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> <li>• LSC: Connecting words</li> <li>• Use plan to draft story</li> </ul>	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet 6</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> <li>• Edit story using checklist</li> <li>• Publish and share story</li> <li>• ASSESSMENT</li> </ul>	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

**WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC**

<b>Week 6</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b>	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Develops understanding and use of connecting words showing addition, sequence and contrast. Adverbs of degree, 84	
STUDY & MASTER Cambridge	Connecting words, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'and', 'then', or', 80	
VIA AFRICA Via Africa	Use 'a' and 'an' for things you can count and 'some' for things you cannot, 64	
HEAD START Oxford	Practice using connecting words and making comparisons, 59	
SOLUTIONS FOR ALL Macmillan Education	Use linking words, 97	
PLATINUM Pearson	Connecting words, 160	
TOP CLASS Shuter & Shooter	Connecting words, 54	

**WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING**

<b>Week 6</b>		
<b>Textbook</b>	<b>Supplementary Writing Activity:</b>	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Writes a story using a frame / Writes sentences that rhyme Write sentences that rhyme, 85 Write a story about trees, 90	
STUDY & MASTER Cambridge	Write a story, 77 Write rhyming sentences, 79	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story using a frame, 93 Write sentences that rhyme, 93	
VIA AFRICA Via Africa	Write a story using a frame, 75	
HEAD START Oxford	Write your own fable, 69 Read and write rhyming sentences, 71	
SOLUTIONS FOR ALL Macmillan Education	Write your own folktale, 84	
PLATINUM Pearson	Write an animal story, 73	
TOP CLASS Shuter & Shooter	Write your own folktale, 59	

### Theme Reflection: INCREDIBLE INSECTS

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 7

Day	CAPS content, concepts, skills	Date completed
THEME: BUTTERFLIES		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 1: LISTENING ACTIVITY <ul style="list-style-type: none"> <li>• Listening Text: Judgemental Judy</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Visualise</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> <li>• Re-read Text: Judgemental Judy</li> <li>• Genre: Story</li> <li>• Small group discussion to respond to text</li> </ul>	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> <li>• Word find with /br/ and /ng/</li> </ul>	
Tuesday	Activity 2: SHARED READING Pre-Read <ul style="list-style-type: none"> <li>• Introduce theme: Butterflies</li> <li>• DBE Workbook 1 page 128: Butterflies flutter by</li> <li>• Genre: Instructional text</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Butterflies flutter by</li> <li>• Genre: Instructional text</li> <li>• Model comprehension skill: I wonder / Visualise</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Butterflies flutter by</li> <li>• Genre: Instructional text</li> <li>• Model comprehension skill: I wonder / Visualise</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Butterflies flutter by</li> <li>• Genre: Instructional text</li> <li>• Teach: I wonder... / Visualise</li> </ul>	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Butterflies flutter by</li> <li>• Genre: Instructional text</li> <li>• Text illustration</li> <li>• Comprehension strategy: I wonder / Visualise</li> </ul>	
Friday	Activity 2: WRITING Teach the genre <ul style="list-style-type: none"> <li>• Procedural Text</li> <li>• Sample text: The life-cycle of a butterfly</li> </ul>	

**WEEK 7 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING**

<b>Week 7</b>		
<b>Textbook</b>	<b>Supplementary Reading Activity:</b> Reads information text with visuals / Reads procedural texts	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	A successful business, 94	
STUDY & MASTER Cambridge	Read vegetable garden instructions, 82 Read information key on seed pack, 85	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Road safety rules and steps, 99	
VIA AFRICA Via Africa	Read an information text with pictures: Kites, 78 Read a procedural text: How to play morabaraba, 80	
HEAD START Oxford	Recipe for cheesy baked potatoes, 74	
SOLUTIONS FOR ALL Macmillan Education	Yummy chocolate biscuit squares, 94	
PLATINUM Pearson	Malaria, 78	
TOP CLASS Shuter & Shooter	Read a procedural text: how to make a puzzle, 67	

## Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: BUTTERFLIES AND ASSESSMENT		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> <li>• Genre: Procedural text</li> <li>• Topic: Describe what you do to get ready to come to school each day!</li> <li>• Planning Strategy: Make a list</li> </ul>	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> <li>• LSC: Simple present tense (universal statements)</li> <li>• Use plan to draft procedural text</li> </ul>	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> <li>• Edit procedural text using checklist</li> <li>• Publish and share procedural text</li> </ul>	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

### WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary Writing Activity: Writes about a procedure with support / Labels and/or completes a visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Write instructions on how to plait reeds, 93	
STUDY & MASTER Cambridge	Label the pictures, 89	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Copy the map and outline your trip, 105	
VIA AFRICA Via Africa	Draw and label a diagram, 85 Write about how to make a kite, 86	
HEAD START Oxford	Write a recipe, 77	
SOLUTIONS FOR ALL Macmillan Education	Write a description of how to make a cheese sandwich, 97	
PLATINUM Pearson	Write the procedure to treat scorpion stings, 82	
TOP CLASS Shuter & Shooter	Write a paragraph and label a drawing, 68	

### Theme Reflection: BUTTERFLIES

1. What went well this cycle?	
2. What did not go well this cycle?	
3. How can you improve this next cycle?	
4. Did you cover all the work for the cycle?	
5. If not, how will you get back on track?	
6. Do you need to extend some learners?	
7. In which area / activity?	
8. How will you do this?	
9. Do you need to support some learners?	
10. In which area / activity?	
11. How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

# Tracker for Group Guided Reading

Please ensure that you do the following:

## TERM 2 READING GROUPS

1. Remember that the purpose of Group Guided Reading is to LISTEN TO EVERY LEARNER READ INDIVIDUALLY, and to help them BUILD THEIR TECHNICAL READING SKILLS and their READING COMPREHENSION SKILLS.
2. Continue to use the rubric below to sort learners according to their abilities.
3. Remember to UPDATE YOUR READING GROUPS ON A REGULAR BASIS, at the very least, once per term.
4. There are 2 copies of table called TERM 2 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

**Rubric to help sort learners into same-ability reading groups.**

I think this learner reads at: Level 1	I think this learner reads at: Level 2	I think this learner reads at: Level 3	I think this learner reads at: Level 4	I think this learner reads at: Level 5
<ul style="list-style-type: none"> <li>• This learner knows just a few common words.</li> <li>• This learner does not seem to recognise some letter-sound relationships, OR this learners needs a lot of help to read previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words.</li> <li>• This learner needs help to decode previously unseen words.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words and can decode most previously unseen words.</li> <li>• This learner occasionally needs help to decode more challenging words.</li> <li>• This learner reads with some fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows many common words and can decode most previously unseen words.</li> <li>• This learner needs help to decode VERY challenging words.</li> <li>• This learner reads with fluency and some expression.</li> </ul>	<ul style="list-style-type: none"> <li>• This learner knows most sight words.</li> <li>• This learner can decode previously unseen words.</li> <li>• This learner reads with fluency and expression.</li> <li>• This is one of the best readers in the class.</li> </ul>

**Please note:**

1. This rubric divides learners based on their technical reading skills.
2. If there are many learners at the same level, you may want to use reading comprehension as a further way to divide the group.
3. **In a Grade 4 class of 40 learners, there may be:**
  - No full group at level 1, only a few individual learners
  - 1 group at level 2
  - 2 or 3 groups at level 3
  - 2 or 3 groups at level 4
  - 1 group at level 5



Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

# CAPS ANNUAL TEACHING PLAN GUIDE

## HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE

### SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER

Informal / Formative Activities	TOTAL	Sample of activities should be moderated to ensure quality				Term 1 10 Weeks			Term 2 8 Weeks			Term 3 10 Weeks			Term 4 8 Weeks			Comment on Coverage and the Quality of Activities
		<ul style="list-style-type: none"> <li>• Departmental Heads</li> <li>• School Management Team</li> <li>• Subject Advisors</li> </ul>				Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	
Total number of informal activities: Languages	105		Term	Activity	31 activities			23 activities			31 activities			20 activities				
			Term 1	31														
			Term 2	23														
			Term 3	31														
			Term 4	20														
Total number of Listening and Speaking (Oral) informal activities	31	There should be a total of 31 informal activities to cover enough depth of Listening and Speaking skill over 36 weeks period for Terms 1-4: <ul style="list-style-type: none"> <li>• 15 listening and speaking activities;</li> <li>• 16 reading aloud activities; and</li> </ul> Different oral activities should be covered (avoid repetition).				1	4	4	1	4	2	1	4	4	2	4	0	
Total number of Reading Comprehension informal activities	16	There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1-4. <ul style="list-style-type: none"> <li>• Reading comprehension activities should be as follows:                             <ul style="list-style-type: none"> <li>○ 7 x Literary / Non-literary text;</li> <li>○ 5 x Visual text; and</li> <li>○ 4 x Summary.</li> </ul> </li> <li>• Barrett taxonomy of 40:40:20 should be applied.                             <ul style="list-style-type: none"> <li>○ Level 1 (Literal) – 20%;</li> <li>○ Level 2 (Reorganisation) – 20%;</li> <li>○ Level 3 (Inference) – 40%; and</li> <li>○ Level 4 / 5 (Evaluation or Appreciation) – 20%.</li> </ul> </li> </ul> Coverage of different reading comprehension strategies.				1	2	2	1	2	0	1	2	2	1	2	0	

Total number of Literature informal activities	11	<p>There should be a total of 11 literature informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> <li>Semester 1: Poetry; Folktales; Novel</li> <li>Semester 2: Poetry; Short Stories; Drama</li> <li>For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading). <ul style="list-style-type: none"> <li>Grade 4 – 7-10 pages;</li> <li>Grade 5 – 10-12 pages; and</li> <li>Grade 6 – 12-15 pages.</li> </ul> </li> </ul> <p>The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).</p>	1	1	1	1	1	1	1	1	1	1	1	1	0	
Total number of Writing informal activities	16	<p>There should be a total of 16 writing informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> <li>1 Essay in Terms 1, 2 and 4</li> <li>1 Story or poem or documentary in Term 3</li> <li>The other 12 informal written activities are all transactional.</li> <li>Different transactional texts should be covered (avoid repetition).</li> </ul> <p>All informal written activities should consist of both process writing evidence as well as a final product.</p>	1	2	2	1	2	0	1	2	2	1	2	0		
Total number Language Structures and Conventions informal activities	31	<p>There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> <li>Language Structures and Conventions informal activities should be spread to cover: Word level; Phrases; Clauses; Sentences; Paragraphing; Critical language awareness</li> </ul>	1	4	4	2	4	1	1	4	4	2	4	0		

**Note:** When completing this Annual Teaching Plan, please remember to include the Comprehension and LSC tasks that are included in the Reading Worksheets. The programme has been designed to ensure that all ATP requirements can be met, other than extended reading, which is dependent on the availability of reading materials.

# Term 2 Programme of Formal Assessment

1. There are three formal assessment tasks for Grade 4 Term 2.
2. Please complete them in Weeks 6, 8 and 9 as detailed below.
3. You will find the rubrics and memoranda either in the lesson plan, or in the tracker, with the Worksheet Memoranda.

GRADE 4 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	<b>Paper 1</b> Listening comprehension & conversation	20	9	ASSESSMENT WEEK		
7	Writes a transactional text	10	8	Mon, Wed, Fri	Writing	
	Writes an essay	20	6	Mon, Wed, Fri	Writing	
8	<b>Paper 2</b> Literary / non – literary text comprehension	15	9	ASSESSMENT WEEK		
	Visual text comprehension	10				
	Summary	5				
	Language structures and conventions	10				
<b>Total</b>		<b>90</b>				

# **Term 2 Reading Worksheet Memoranda**

## GRADE 4 TERM 2 WEEK 2 WORKSHEET MEMORANDUM

### TEACHER ACTIVITY: The Italian Visitor

1. **Which country was the special visitor from?** The special visitor was from Italy.
2. **Which word did Isabella not say correctly? What did she say?** Isabella did not say heat correctly. She said hit.
3. **If you were in that class listening to Isabella's mistake, what would you have done?** If I were in that class, I would have laughed at her mistake / I would have asked what she meant / I would have helped her to pronounce the word. (Any suitable response.)
4. **How does travelling to another country help you to learn a new language?** Going to another country helps you to learn a new language because you can learn the vocabulary/new words and you hear the language being spoken by the people and on the TV and radio / and see the language on signs / you become familiar with how to ask questions and make sentences / and so on.
5. **Change the following sentence into the first person starting with 'I':** I go to Tanzania to learn Swahili.
6. **Adverbs give more information about the verb. The Grade 4s spoke English fluently.**  
**Complete the following sentence with an adverb:** I speak loudly / softly / quickly / correctly / excitedly / or any suitable adverb.

### ACTIVITY 1: My mother's old friend

1. **What are two things we know about Mrs Gumede? Provide the adjectives:** We know that Mrs Gumede was old and sick.
2. **How can Thabo fix the mistake he made?** Thabo can fix his mistake by going to apologise to Mrs Gumede and asking her how she is feeling.
3. **An antonym is a word that has the opposite meaning. Provide an antonym for old:** young
4. **Change the sentence into the first person:** She wants to know when you are going to see her.  
I want to know when you are going to see me.

**ACTIVITY 2: Valentine's Day in Japan**

1. **What kind of gifts to people give each other on Valentine's Day?** On Valentine's Day people give each other flowers, cards and chocolates.
2. **Why do only women and girls give gifts in Japan on Valentine's Day?** In Japan, only women and girls give gifts because a Japanese company made a mistake about who can give gifts. (Any suitable answer.)
3. **A company in Japan is a Japanese company.** A company in South Africa is a South African company.
4. **Choose the correct determiner for the following sentences: a / the / an / many / enough**
  - a. There are many countries in the world where Valentine's Day is celebrated.
  - b. A chocolate is always the perfect gift.

**ACTIVITY 3: I want to catch a caterpillar****ACTIVITY 4: Summary: *The Italian Visitor***

1. The Grade 4 class had a visitor from Italy.
2. She wanted to see what school was like in South Africa.
3. She could not speak English fluently.
4. The teacher asked her to tell the class about her country.
5. She said that Italian people love the heat. / She said that Italian people we lova da hit.
6. The class thought she meant that Italian people love to fight.

## GRADE 4 TERM 2 WEEK 4 WORKSHEET MEMORANDUM

### TEACHER ACTIVITY: Mama Thembi's Dream Shopping Trip

- 1. What did Mama Thembi's two children spend the whole day doing?** Mama Thembi's children spent the whole day inside, running around and asking for food.
- 2. What are two things that Mama Thembi would buy for herself?** Two things that Mama Thembi would buy for herself were expensive jewellery / beautiful red shoes / books.
- 3. What can you infer (work out from the story) Mama Thembi did all day?** I can infer Mama Thembi spent the day looking after her children and making food for them.
- 4. Do you think Mama Thembi was being selfish dreaming about a shopping trip just for herself?** Yes, I think she was selfish because a mother must always think of her children. or No, I think she was not selfish, because she looks after her children very well and she deserves to spend money on herself sometimes.
- 5. Put these sentences into the past tense:**  
The children ran around all day.  
Mama Thembi made them lunch.
- 6. Hyperbole is an exaggeration. Change the adjectives in the sentence to their superlative form to exaggerate the facts.**  
The children were the naughtiest children in the world and Mama Thembi was the most tired she had even been at the end of that rainy day.

### ACTIVITY 1: Neo and Father Make Breakfast

- 1. What did Neo and father find inside the fridge?** Neo and father found an old piece of bread inside the fridge.
- 2. Why do you think father and Neo wrote a shopping list before they went shopping?** I think that father and Neo wrote a shopping list because they did not want to forget anything when they went shopping.
- 3. What do you love to eat for breakfast?** For breakfast I love to eat eggs / cereal / toast / mielie pap / oats / any suitable answers.
- 4. Pronouns stand in place of nouns. Rewrite the following sentence and fill in the missing pronouns:** Neo was hungry. He went to the shop to buy some food for himself. When he got home, his brother also wanted some and so they ate together.

### ACTIVITY 2: Shopping Addiction

1. **What is a shopping addiction?** A shopping addiction is when people can't stop shopping.
2. **Why can it be dangerous to use a credit card to buy things?** It can be dangerous to use a credit card because you are using the bank's money and you have to pay it all back. Sometimes the banks charge extra to use a credit card.
3. **A prefix comes before the root of the word and changes the meaning: happy – unhappy. Most people who have a shopping addiction feel very unhappy. Change the underlined adjectives in the following sentence by adding a prefix so that you change it to the opposite meaning:**  
The shop was uncomfortable and untidy.
4. **Punctuate the following sentence correctly.**  
Bulumko went to buy apples, bananas, milk, bread and eggs.

### ACTIVITY 3: Which Drink is the best?

1. **Which drink do you think is the best value for money? Why?** I think the...is the best value for money because... (Own answer, e.g. The water is the biggest drink and it is cheaper than the fizzy coldrink.)
2. **Which drink do you think is the healthiest? Why?** I think the...is the healthiest because... (Own answer, the water has no sugar which makes it healthy.)
3. **Write the following amount in words: R6,25:** Six Rand and twenty-five cents
4. **Provide a synonym (word that has a similar meaning) for fizzy?** bubbly, sparkling

### ACTIVITY 4: Summary: Neo and Father Make Breakfast

1. **Neo and his father were** starving **but there was** nothing to eat.
2. **They wrote** a shopping list.
3. **They went to the shops and bought** eggs, bread, butter and milk.
4. **They cooked and ate** a delicious breakfast.
5. **They felt** much happier.

# GRADE 4 TERM 2 WEEK 6 WORKSHEET MEMORANDUM

## TEACHER ACTIVITY: Interesting Facts about Honey Bees

- 1. What is the only job of the male bees?** The only job of the male bees is to mate with the queen bee.
- 2. What is one way that honey bees help humans?** Honey bees help humans by making honey / pollinating plants, fruit and flowers.
- 3. Whose job do you think is the most important in the beehive: the queen, the workers or the males? Why do you think this job is the most important?**

I think the queen's job is most important because she lays the eggs.

I think the workers' job is the most important because they pollinate the flowers and do all the work.

I think the male bees' job is the most important because they mate with the queen to reproduce.  
(Learners must choose one and give a reason for their answer.)
- 4. Humans eat animals and use their products. Name another animal that humans use for food.** Humans use cows/goats for milk. chickens – eggs; cow/sheep/pigs, etc - meat
- 5. Connectors join sentences. Join these sentences together using a suitable connector: and / because / but**

Many people are scared of honey bees but male bees do not have stings.

The worker bees get the pollen from the flowers and they do all the work.

Humans need bees because bees pollinate all plants that provide much of our food.
- 6. Change the following sentence into the present progressive tense:**

The worker bees are working all day while the queen bee is laying eggs.

### **ACTIVITY 1: Buhle and the Snail**

- 1. Why do you think Buhle and the rest of the class wanted to be near the snail?** Buhle and the rest of the class wanted to be near the snail because Mrs Essop told them that snails bring health and good luck.
- 2. Choose the sentence that gives the main message of the story:**  
Snails are dangerous.  
Always get the facts before you react. ✓  
Work hard in school.
- 3. Put the following sentences in the correct order and start with the connectors: Firstly / Then /Next / Finally**  
Firstly, Buhle saw the snail and screamed.  
Then, the rest of the class also screamed.  
Next, the teacher calmed them down.  
Finally, the learners were no longer afraid.
- 4. Write the following words in the plural form: (search the story for the answer to help you with the first one)**  
country - countries  
baby - babies  
city - cities  
butterfly - butterflies  
strawberry – strawberries

### **ACTIVITY 2: The Hercules Beetle**

- 1. Why is the Hercules Beetle named after Hercules the Greek God?** The Hercules Beetle is named after Hercules the Greek God because it is very strong, just like Hercules in the stories.
- 2. Close your eyes and visualise the Hercules Beetle. Draw a picture of what you visualised.**
- 3. Punctuate the following sentence correctly by adding an apostrophe:**  
It's always amazing to see a beetle pick up something 850 times its own weight.
- 4. Provide antonyms for the following adjectives:**  
strong – weak  
interesting – boring  
heavy – light  
first – last (or other suitable antonyms)

### **ACTIVITY 3: The Amazing Ant**

- 1. What are the three main body parts of an ant called?** The three main body parts of an ant are called the head, thorax and abdomen.
- 2. Ants are social insects. This means: (choose the correct one)**  
They have many friends and parties.  
They communicate on social media.  
They live in big groups or colonies. ✓
- 3. Humans don't have antennae to smell, feel and communicate. What do humans use?** We use our noses, hands and mouths.
- 4. Homonyms are words that are spelt the same but have two different meanings. Write two sentences to show you understand both meanings of the word fly.**  
The noisy black fly kept buzzing at the window.  
I would love to be able to fly. (Must use the word as a noun - insect and as a verb - to fly.)

**ACTIVITY 4: Summary - The Hercules Beetle**

1. **The Hercules Beetle is named after** Hercules the Greek God.
2. **It can pick up** 850 times its own weight.
3. **It has large** horn shaped pincers.
4. **The male beetles fight each other when** they want to impress a female.

## GRADE 4 TERM 2 WEEK 8 WORKSHEET MEMORANDUM

### TEACHER ACTIVITY: Why Dung Beetle is So Strong

- 1. Why did Woman and Man ignore Dung Beetle?** Woman and Man ignored him because he was not beautiful or strong.
- 2. How did Dung Beetle get their attention?** He got their attention by training and becoming the strongest insect.
- 3. How do you know this is not a real story?** This is not a real story because the animals can talk / insects are not friends / insects do not understand humans / other reasonable answer.
- 4. Dung Beetle changed himself to get Woman and Man's attention. Do you think Dung Beetle was right to try impress Woman and Man? Why?** Yes, I think he was right because it is not good when no one notices you. / No, I think he was wrong because you should never change yourself / you are fine the way you are / you should not want to get attention (learners' own ideas with reason)
- 5. 'They were both so amazed by Dung Beetle's ability, that they did not even notice Butterfly.'** Write this sentence and change it into the present tense.  
They are both so amazed by Dung Beetle's ability, that they do not even notice Butterfly.
- 6. The moral (lesson) of the story is: (choose one)**  
If you work hard you can achieve much. ✓  
You should always do exercise.  
Dung beetles are better than butterflies.

### ACTIVITY 1: Dineo's bad day

- 1. What three things had made Dineo feel miserable?** The three things that made Dineo feel miserable were her fight with her friend, her bad Maths mark and the cold, dark weather.
- 2. What do you think Dineo and her friend fought about?** I think they fought about... (learners' own ideas)
- 3. The simple present tense is used when talking about regular actions. Complete these two sentences using the simple present to tell something that you regularly do.**  
Everyday I brush my teeth / wash myself / eat breakfast / help my parents / read my book / learners' own answers.  
On the weekend I watch TV / stay up late / see my friends / own answers.
- 4. Find a word in the text that means:**  
argument - fight  
glittering - shining  
elegant - graceful

### ACTIVITY 2: Interesting things about Butterflies

- 1. How many stages are there in a butterfly's life?** There are four stages.
- 2. If you could ask a butterfly a question, what would you ask it?** I would ask it how it feels to be a hungry caterpillar / or what it's like inside a chrysalis / or what it's like to change so many times / or how it feels to be able to fly / learners' own ideas.
- 3. Write down the verb in the first sentence?** are
- 4. 'This pattern is unique, just like the fingerprints we have on our hands!' What do you think the word 'unique' means? Explain in your own words.** Unique means there is only one of them in the world / there is no one exactly the same / every butterfly's wings have a pattern that is different from every other butterfly / own answer with meaning of unique understood.

### ACTIVITY 3: The cycle of a butterfly

- 1. Complete the sentence:** The first stage of the cycle is the egg stage; the second stage is the caterpillar stage; the third stage is the chrysalis stage and the fourth stage is the butterfly stage.
- 2. Which do you think is the most important stage in the life cycle? Why?** I think the most important stage is the caterpillar because they have to eat a lot to get strong and build up enough strength / the butterfly stage because this is where they lay eggs to keep the cycle going / (learners' own ideas with a reason)

3. A compound noun is made up of two words. Butterfly is a compound noun. Match these columns to make compound nouns:

friend	bug
grass	bow
lady	rise
sun	ship
rain	hopper

4. An idiom is an expression/saying where the words don't mean exactly what they say. There is an extra, hidden meaning. What does the idiomatic expression 'you have butterflies in your stomach' mean? Choose the correct answer:

You have eaten butterflies

You have things growing in your stomach

You feel nervous and worried before an important event ✓

#### ACTIVITY 4: Summary - Interesting things about Butterflies

1. A butterfly's life is made up of four stages.
2. These are the egg stage, the caterpillar stage, the chrysalis stage and the butterfly stage.
3. Butterflies attach their eggs to leaves using a special glue.
4. Some types of butterflies only live for a week and other species of butterflies live up to a year.
5. The pattern on each butterfly's wings is brightly coloured and unique.

## GRADE 4 TERM 2: PAPER 2

### LISTENING COMPREHENSION & CONVERSATION (20)

- *At the start of the assessment week, settle the learners so that you have their attention.*
- *Explain to learners that you are going to read a passage to them, and then you are going to call each SMALL DISCUSSION GROUP to answer some questions.*
- **Do this as follows:**
  1. *Read the passage aloud to the class twice. Embed meaning as you read, by using actions and facial expressions, and by reading with expression.*
  2. *Then, throughout the assessment weeks, call each SMALL DISCUSSION GROUP to work with you.*
  3. *Read the passage to the group once again.*
  4. *Then, distribute the questions that follow amongst the group.*
  5. *Mark each learner according to the rubric.*
  6. *Award a maximum of 20 marks.*

#### **Passage: The Ant and the Grasshopper**

In a field one summer's day a grasshopper was hopping about, chirping and singing happily. A group of ants walked by, grunting as they carried fat pieces of yellow corn.

"Where are you going with those heavy things?" asked the grasshopper.

Without stopping, the ant replied, "To our ant hill. This is the third kernel of corn that I have carried today."

"Why not come and sing with me," teased the grasshopper, "instead of working so hard?"

"I am helping to store food for the winter," said the ant, "I think you should do the same."

"Winter is far away and it is such a beautiful day," sang the grasshopper.

But the ant went on his way and continued with his hard work.

The weather was soon freezing. All the food lying in the field was covered by a thick layer of snow.

Grasshopper soon found out that he could not dig through the snow. Soon the grasshopper was starving.

Grasshopper walked slowly to the ant hill and begged them for something to eat.

"Sorry," the ants said, "but no. we cannot give you any food. We need all our corn to feed us throughout Winter. We told you to collect some food when you were singing in the Summer!"

Don't forget - there is a time for work and a time for play!

#### **Recall Questions (ask each group member one question)**

1. Who are the main characters in this story? (grasshopper and ant)
2. Who is the hardworking character? (ant)
3. In the beginning of the story, what was the ant carrying? (corn)
4. In the beginning of the story, what was grasshopper doing? (singing)

#### **Vocabulary Questions (ask each group member one question)**

1. What word is used for the noise the grasshopper makes? (chirping)
2. What is another word for a piece of corn? (kernel)
3. What word tells us that grasshopper was very hungry? (starving)
4. What word tells us that the weather was very cold? (freezing)

**Higher-Order Questions (ask each group member one question)**

1. Why do you think the ants were grunting as they carried the pieces of corn? (Because they were heavy and it was hard work)
2. How would you describe the ant, and why? (Ant is hard working because he doesn't go and play when grasshopper asks him to. Or any other reasonable answer.)
3. How would you describe the grasshopper, and why? (Grasshopper is lazy or silly, because even when ant tells him to collect food, he doesn't do it. Or any other reasonable answer.)
4. What is the message of this story? (That there is a time for work and a time for play.)

**Conversation Prompts (ask each group member at least one prompt)**

1. What would you have said to grasshopper if you were ant?
2. Which part of the story did you like, and why?
3. What can you learn from this story as a human being?
4. What connection can you make to the story?
5. What can you infer about ant?
6. How can we help people who are like ant?

<b>ASSESSMENT RUBRIC</b>					
<b>Rubric: LISTENING COMPREHENSION AND CONVERSATION</b>					
<b>Award a maximum of 20 marks</b>					
<b>Criteria</b>	<b>Exceptional</b>	<b>Good</b>	<b>Fair</b>	<b>Improving</b>	<b>Needs support</b>
<b>UNDERSTANDING AND RECALL 5 MARKS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The learner clearly understands the entire story and can recall all details.	The learner understands most of the story and can recall many details.	The learner understands at least half of the story and can recall some details.	The learner understands very little of the story and struggles to recall details, but can answer some questions correctly.	The learner barely understands the story and struggles to recall details, partially answering only 1-2 question.
<b>USE OF VOCABULARY AND SENTENCE STRUCTURES 5 MARKS</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The learner retains and uses all the vocabulary and sentences structures from the story.	The learner retains and uses most of the vocabulary and sentences structures from the story.	The learner retains and uses some of the vocabulary and sentences structures from the story.	The learner retains and uses a few of the vocabulary words and sentences structures from the story.	The learner retains one or two words from the story but struggles with sentences structures.

<b>Criteria</b>	<b>Exceptional</b>	<b>Good</b>	<b>Fair</b>	<b>Improving</b>	<b>Needs support</b>
<b>CRITICAL THINKING SKILLS 5 MARKS</b>	<b>5</b> The learner demonstrates excellent critical thinking skills by using inference, evaluation or connections in their answers.	<b>4</b> The learner demonstrates good critical thinking skills by using inference, evaluation or connections in their answers.	<b>3</b> The learner demonstrates some critical thinking skills by using inference, evaluation or connections in their answers.	<b>2</b> The learner manages to answer a higher order or conversation answer, but in a very basic way.	<b>1</b> The learner needs assistance to answer a higher order or conversation question.
<b>CONFIDENCE AND FLUENCY 5 MARKS</b>	<b>5</b> The learner is clear and completely audible. The learner speaks confidently and with good expression at all times.	<b>4</b> The learner is clear and mostly audible, and usually speaks with confidence and good expression.	<b>3</b> The learner is audible and speaks with some confidence and expression from time-to-time.	<b>2</b> The learner is not completely audible and speaks with little confidence and expression.	<b>1</b> The learner is barely audible and speaks in a hesitant, monotone manner.

# GRADE 4 TERM 2: PAPER 2 ASSESSMENT MEMO

## QUESTION 1: CHANGE OF SEASON

**1. Why did Linda shiver?** (1)

She shivered because it was cold / the weather was getting colder / Winter was coming.

**2. What happened to Linda at the start of Spring and at the start of Winter?** (2)

At the start of Spring she sneezed because of pollen and at the start of Winter she got a cold.

**3. Name three things Linda liked about Winter.** (3)

Linda liked playing netball at school. She liked finding her winter clothes and she likes snuggling in bed and reading.

**4. What can you infer about how Linda felt about getting sick?** (2)

I can infer that Linda did not mind sneezing / getting sick / she was not bothered by sneezing.

**5. Which season is your favourite? Why?** (3)

My favourite season is Spring because all the flowers come out and it starts to get warmer.  
(own answers with reasons)

**6. What do you see when you visualise Linda dressed for the cold?** (2)

I visualise Linda wearing a big red coat, a green woollen hat with a pom-pom and brown boots.

**7. Find and write down a word in the text that means:**

**nippy** - cold or chilly

**wardrobe** - cupboard

(2)

**TOTAL: 15 MARKS**

**QUESTION 2:**

**1. Which season do you think this? Why do you think so?** (2)

This is Spring. The date says 6<sup>th</sup> November and that is Spring in South Africa. Some places are hot and some cooler, so it's not Summer or Winter.

**2. Where is the coldest minimum temperature predicted and how cold will it be?** (1)

The coldest temperature is 8° in Calvinia.

**3. Name a city on the East coast.** (1)

Port Elizabeth / East London / Margate / Durban / Richards Bay (any one)

**4. Name a city which will be rainy.** (2)

CT / Worcester / George / EL / Bloem / Kimberly / PMB / Alexander Bay / Calvinia / Springbok / Clanwilliam / G-Reinet / any one

**5. What can you infer about the temperatures the more north you go?** (2)

The further north you go, the hotter it gets. It's cooler closer to the coast, but inland it's hotter.

**6. How do you think the city of Welkom got its name?** (1)

Learners need to think of a reason – something about the people there welcomed others, or the people felt very welcome and happy to be there. Any suitable answer with a creative understanding of the name.

**7. Port Elizabeth has a nickname. It is known as the Windy City. If you had to give your city or town a nickname, what would it be?** (1)

Any suitable answer.

**TOTAL: 10 MARKS**

### QUESTION 3: Summary.

Complete the summary:

1. **Linda walked into the house** and shivered. (1)
2. **Every year she** she sneezed because of the pollen in Spring and got a cold at the start of Winter. (1)
3. **A new season made her feel** full of energy because it meant a change. (1)
4. **Linda loved Winter because** could play netball at school, wear her warm Winter clothes and snuggle up in bed and read. (1)
5. **Her favourite thing about Winter was** reading in bed with her hot chocolate for as long as she wanted. (1)

**TOTAL: 5 MARKS**

### QUESTION 4: LANGUAGE IN CONTEXT

1. Find and copy the following words:

- a. common noun (paragraph 2) year / seasons / pollen / cold (1)
- b. proper noun (paragraph 1) Linda (1)
- c. adjective (paragraph 3) chilly / woolly / Winter / hot (1)
- d. connector (paragraph 2) because (1)

2. Rewrite this sentence – fill in all the punctuation marks. (4)

As they were about to go shop at Mountainside Mall, Linda's friend Bulelwa lent her a coat.

3. Rewrite this sentence in the future tens. (1)

Linda will look for her coat and scarf.

4. Join these two sentences using the correct connector: **but / because / and.** (1)

Linda loved Winter holidays because she could snuggle up in bed.

**TOTAL: 10 MARKS**