

**PSRIP
TRACKER
ANNUAL TEACHING PLAN
&
PROGRAMME OF ASSESSMENT
TERM 3 2020
GRADE 4**

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Term 3 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	5	
Listening Lessons	5	
Speaking Lessons	5	
Shared Reading Pre Read	5	
Shared Reading First Read	5	
Shared Reading Second Read	5	
Shared Reading Post-Read	5	
Teach the Comprehension Skill	5	
Teach the Writing Genre	5	
Writing: Planning, Drafting, Editing, Publishing & Presenting	15	
Group Guided Reading	25	

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 an additional 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.

Week 1

Day	CAPS content, concepts, skills	Date completed
THEME: BEAUTIFUL BIRDS		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: A strange burglar • Genre: Story • Third read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: A strange burglar • Genre: Descriptive paragraph • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /f/ and /a-e/ 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • Introduce theme: Beautiful birds • DBE Workbook 2 page 2: Birds in our treehouse • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 2: Birds in our treehouse • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 2: Birds in our treehouse • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 2 page 2: Birds in our treehouse • Genre: Story • Teach: Make inferences 	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 2: Birds in our treehouse • Genre: Story • Oral recount • Comprehension strategy: Make inferences 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Descriptive essay • Sample text: A summer's day 	

WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Stop, drop, roll, 106	
STUDY & MASTER Cambridge	Dance!, 92	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Who is a leader or role model? 112 A south African role model, 115	
VIA AFRICA Via Africa	Read a story, 95 Read a book review, 97	
HEAD START Oxford	Read a biography, 88	
SOLUTIONS FOR ALL Macmillan Education	James and the giant peach, 109 Book review, 113	
PLATINUM Pearson	Read a story, 90 Book review, 92	
TOP CLASS Shuters	A dream come true, 72	
DBE WORKBOOK 2	Let's read, 14	

Week 2		
Day	CAPS content, concepts, skills	Date completed
THEME: BEAUTIFUL BIRDS		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> Genre: Descriptive paragraph Topic: Write a paragraph describing the most beautiful bird you have ever seen. Planning Strategy: Draw a picture 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Class: Worksheet Week 2 Group 1 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> Teach song/rhyme/poem Teach theme vocabulary Question of the day Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Class: Worksheet Week 2 Group 2 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> LSC: Descriptive verbs Use plan to draft a descriptive paragraph 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Class: Worksheet 2 Group 3 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> Teach song/rhyme/poem Teach theme vocabulary Question of the day Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Class: Worksheet Week 2 Group 4 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> Edit descriptive paragraph using checklist Publish and share descriptive paragraph. 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Class: Worksheet Week 2 Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> Review word find Conclusion 	

WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	Descriptive Verbs	Date Completed
SUCCESSFUL OXFORD Oxford	Verb 'to be', 42	
STUDY & MASTER Cambridge	Verbs, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Verb 'to be', 92	
VIA AFRICA Via Africa	Use verbs, 100	
HEAD START Oxford	Verbs, 10, 22	
SOLUTIONS FOR ALL Macmillan Education	What you still need to know, 82	
PLATINUM Pearson	Verb 'to be', 56	
TOP CLASS Shuters	--	
DBE WORKBOOK 2	Let's write, 16	

WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Writing Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a dialogue, 110	
STUDY & MASTER Cambridge	Write a description of Jacob while he is dancing, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a dialogue, 122	
VIA AFRICA Via Africa	Write a dialogue, 99 Write a description of an animal, 99	
HEAD START Oxford	Write a dialogue, 91	
SOLUTIONS FOR ALL Macmillan Education	Write a dialogue, 115	
PLATINUM Pearson	Write a dialogue, 95	
TOP CLASS Shuters	Writing a dialogue, 75	
DBE WORKBOOK 2	Let's write, 4	

Theme Reflection: BEAUTIFUL BIRDS

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?	
SMT Comment	
SMT name and signature	Date

Week 3

Day	CAPS content, concepts, skills	Date completed
THEME: SLITHERING SNAKES		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: Slithering snakes • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Breeding season • Genre: Information • Three read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: Breeding season • Genre: Information text • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /nk/ and /i - e/ 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Information text • Teach: Search the text 	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Information text • Written comprehension • Comprehension strategy: Search the text 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Poster • Sample text: Fish for sale 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read a note, 110	
STUDY & MASTER Cambridge	Read a review, 99	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a book review, 116	
VIA AFRICA Via Africa	Read a visual text, 104 Read a news article, 104	
HEAD START Oxford	Read a book review, 96	
SOLUTIONS FOR ALL Macmillan Education	Read an article, 122	
PLATINUM Pearson	Read a poster, 100	
TOP CLASS Shuters	Reading about a space trip, 85	
DBE WORKBOOK 2	Let's read, 22	

Week 4

Day	CAPS content, concepts, skills	Date completed
THEME: SLITHERING SNAKES		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Poster • Topic: Write a poster teaching other learners what to do if they see a snake. • Planning Strategy: Use a mind-map 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: 'a' and 'the' with nouns • Use plan to draft a poster 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 4 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit descriptive paragraph using checklist • Publish and share poster. 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Articles 'a' and 'the'	Date Completed
SUCCESSFUL OXFORD Oxford	--	
STUDY & MASTER Cambridge	--	
INTERACTIVE ENGLISH St Mary's Interactive Learning	A, an and the, 71 A, an and the, 177	
VIA AFRICA Via Africa	Work with words and sentences, 64 Use language correctly, 108	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	What you still need to know, 124 What you still need to know, 166	
PLATINUM Pearson	--	
TOP CLASS Shuters	Using 'a' and 'the' with nouns, 52	
DBE WORKBOOK 2	Let's write, 31	

WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Writing Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Design a poster, 63	
STUDY & MASTER Cambridge	Write and present a description, 112	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a description, 123	
VIA AFRICA Via Africa	Complete a summary, 107 Design a poster, 107	
HEAD START Oxford	Write a summary, 101	
SOLUTIONS FOR ALL Macmillan Education	Write a summary, 126	
PLATINUM Pearson	Design a poster, 103 Write a summary, 104	
TOP CLASS Shuters	Design a poster, 86	
DBE WORKBOOK 2	Let's write, 23	

Theme Reflection: SLITHERING SNAKES

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?	
SMT Comment	
SMT name and signature	Date

Week 5

Day	CAPS content, concepts, skills	Date completed
THEME: SUPERHEROES		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: Superheroes • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: The lonely fighter • Genre: Story • Three read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: The lonely fighter • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /sp/ and /o - e/ 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Teach: Make inferences 	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Oral recount • Comprehension strategy: Make inferences 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Narrative essay (Story) • Sample text: The little superhero 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read a book review, 113	
STUDY & MASTER Cambridge	Read an extract, 103	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Poem, 127 Newspaper article, 129	
VIA AFRICA Via Africa	At the school fete, 109 Read a news article, 104	
HEAD START Oxford	Read a notice, 104	
SOLUTIONS FOR ALL Macmillan Education	The life of a reporter, 125	
PLATINUM Pearson	Read a story, 108	
TOP CLASS Shuters	How the elephant got its trunk, 90	
DBE WORKBOOK 2	The Goat ate Gogo's Garden! 36	

Week 6

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

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Rhyming words	Date Completed
SUCCESSFUL OXFORD Oxford	Rhyme, 53	
STUDY & MASTER Cambridge	--	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write rhyming sentences, 52	
VIA AFRICA Via Africa	Sentences that rhyme, 46	
HEAD START Oxford	Write rhymes, 115	
SOLUTIONS FOR ALL Macmillan Education	What you still need to know, 48	
PLATINUM Pearson	Sentences that rhyme, 74, 114	
TOP CLASS Shuters	Writing rhyming sentences, 95	
DBE WORKBOOK 2	Fun with poetry, 64-65	

WEEK 6 TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Writing Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Write sentences with a subject, verb and object, 111	
STUDY & MASTER Cambridge	Write a summary, 104 Write rhyming sentences, 79	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 135 Write a summary 136	
VIA AFRICA Via Africa	Design a poster, 107	
HEAD START Oxford	Write a notice, 105	
SOLUTIONS FOR ALL Macmillan Education	Write a story, 139	
PLATINUM Pearson	Write a story, 113	
TOP CLASS Shuters	Writing a fable, 94	
DBE WORKBOOK 2	Let's do, 37	

Theme Reflection: SUPERHEROES

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?	
SMT Comment	
SMT name and signature	Date

Week 7

Day	CAPS content, concepts, skills	Date completed
THEME: CELEBRATIONS		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: Celebrations • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Father Christmas in Bloemfontein • Genre: Newspaper Article • Third read • Model comprehension skill: Visualise • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ASSESSMENT <ul style="list-style-type: none"> • Re-read Text: Father Christmas in Bloemfontein • Genre: Newspaper article • Individual discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /wh/ and /u - e/ 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 52: Party clowns • Genre: Instructions • Discuss and predict 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 52: Party clowns • Genre: Instructions • Model comprehension skill: I wonder... • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 52: Party clowns • Genre: Story • Model comprehension skill: I wonder... / Visualise • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 2 page 52: Party clowns • Genre: Instructions • Teach: I wonder... / Visualise 	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 52: Party clowns • Genre: Instructions • Text illustration • Comprehension strategy: Visualise 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • information text: a newspaper article. • Sample text: Christmas cheer 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read a magazine article, 118	
STUDY & MASTER Cambridge	Read the text about herbivores, 105	
INTERACTIVE ENGLISH St Mary's Interactive Learning	An old English Folktale, 141 What will I be? 143	
VIA AFRICA Via Africa	Read a story, 109 Read and view a poster, 111	
HEAD START Oxford	Read a story, 108	
SOLUTIONS FOR ALL Macmillan Education	Television poem, 135	
PLATINUM Pearson	Read a chart, 118 Read a procedural text, 120	
TOP CLASS Shuters	Professor Noah's spaceship, 104 - 106	
DBE WORKBOOK 2	Hand Washing, 56	

Week 8

Day	CAPS content, concepts, skills	Date completed
THEME: CELEBRATIONS		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Newspaper article • Topic: Pretend you are a reporter and write an article about Pastor Lungile's community Christmas celebration! You will need to include information from the graph in your newspaper article. • Planning Strategy: Write a list 	
Monday	Activity 2: GROUP GUIDED READING ASSESSMENT <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING ASSESSMENT <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Prepositions indicating time • Use plan to draft a newspaper article 	
Wednesday	Activity 2: GROUP GUIDED READING ASSESSMENT <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING ASSESSMENT <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 4 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit newspaper article using checklist • Publish and share story. • ASSESSMENT 	
Friday	Activity 2: GROUP GUIDED READING ASSESSMENT <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	Prepositions	Date Completed
SUCCESSFUL OXFORD Oxford	Prepositions, 143	
STUDY & MASTER Cambridge	Prepositions, 126, 152	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prepositions, 33, 182	
VIA AFRICA Via Africa	Use prepositions, 146	
HEAD START Oxford	Prepositions, 140	
SOLUTIONS FOR ALL Macmillan Education	What you still need to know, 145	
PLATINUM Pearson	Prepositions, 124, 142	
TOP CLASS Shuters	Prepositions, 102	
DBE WORKBOOK 2	Let's write, 119	

WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Writing Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Write a summary, 120	
STUDY & MASTER Cambridge	Write vocabulary words, 106	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story, 147	
VIA AFRICA Via Africa	Write a story using a frame, 118	
HEAD START Oxford	Write a myth, 112	
SOLUTIONS FOR ALL Macmillan Education	Joining sentences, 149	
PLATINUM Pearson	Write the procedure to treat scorpion stings, 82 and 83	
TOP CLASS Shuters	Writing a dialogue, 108	
DBE WORKBOOK 2	Let's do, 57	

Theme Reflection: CELEBRATIONS

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?	
SMT Comment	
SMT name and signature	Date

Week 9

Day	CAPS content, concepts, skills	Date completed
THEME: DECISION MAKING		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Introduce theme: Decision making • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Thembi's Decision • Genre: A play • Third read • Model comprehension skill: Visualise • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Re-read Text: Thembi's Decision • Genre: A play • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • Word find with /s/ and /ee/ 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The gingerbread man • Genre: Dialogue • Discuss and predict 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The gingerbread man • Genre: Dialogue • Model comprehension skill: Visualise • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The gingerbread man • Genre: Dialogue • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The gingerbread man • Genre: Dialogue • Teach: Visualise 	

Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 60: The gingerbread man • Genre: Dialogue • Text illustration • Comprehension strategy: Visualise 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Dialogue • Sample text: Zolani and Zweli 	

WEEK 9 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read and view a poster, 122 Read a fable, 125	
STUDY & MASTER Cambridge	Read the notice, page 108	
INTERACTIVE ENGLISH St Mary's Interactive Learning	A fable, 144 Read an information text, 154	
VIA AFRICA Via Africa	Read and view a visual text, 121 Read a procedural text, 124	
HEAD START Oxford	Read a poem, 113 Read a table, 118	
SOLUTIONS FOR ALL Macmillan Education	Traditional south African mealie bread, 148	
PLATINUM Pearson	Malaria, 78	
TOP CLASS Shuters	Jamela's Dress, 114	
DBE WORKBOOK 2	Let's read, 64	

Week 10

Day	CAPS content, concepts, skills	Date completed
THEME: DECISION MAKING		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Dialogue • Topic: Write a dialogue in which one character has to make a difficult decision. • Planning Strategy: Write a list 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 1 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 2 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Future tense • Use plan to draft a dialogue 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet 10 • Group 3 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 4 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit dialogue using checklist • Publish and share dialogue. 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 10 TEXTBOOK ACTIVITIES: LSC

Week 10		
Textbook	Future Tense	Date Completed
SUCCESSFUL OXFORD Oxford	Future tense, 72	
STUDY & MASTER Cambridge	Future tense, 65, 138	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Future tense, 79, 167	
Via Africa	--	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	Working with words and sentences, 127	
TOP CLASS Shuters	Future tense, 46	
DBE WORKBOOK 2	--	

WEEK 10 TEXTBOOK ACTIVITIES: WRITING

Week 10		
Textbook	Writing Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a poster, 123	
STUDY & MASTER Cambridge	Writing, 111	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Draw and label your house, 160	
Via Africa	Label and complete a visual text, 125 Write an information text, 126	
HEAD START Oxford	Write a poem, 115 Write a graph, 120	
SOLUTIONS FOR ALL Macmillan Education	Write a book review, 163	
PLATINUM Pearson	Write the procedure to treat scorpion stings, 82 and 83	
TOP CLASS Shuters	Write a story, 119	
DBE WORKBOOK 2	Let's write, 66	

Theme Reflection: DECISION MAKING

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?	
SMT Comment	
SMT name and signature	Date

Tracker for Group Guided Reading

Please ensure that you do the following:

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

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

Term 3 Reading Groups

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								

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 <ul style="list-style-type: none"> • Departmental Heads • School Management Team • Subject Advisors 				Term 1 10 Weeks			Term 2 8 Weeks			Term 3 10 Weeks			Term 4 8 Weeks			Comment on Coverage and the Quality of Activities
						Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	
Total number of informal activities: Languages	105		Term 1	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"> • 15 listening and speaking activities; • 16 reading aloud activities; and Different oral activities should be covered (avoid repetition).				1	4	4	1	4	2	1	4	4	2	4	0	
Total number of Reading Comprehensi	16	There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1-4.				1	2	2	1	2	0	1	2	2	1	2	0	

on informal activities		<ul style="list-style-type: none"> Reading comprehension activities should be as follows: <ul style="list-style-type: none"> 7 x Literary / Non-literary text; 5 x Visual text; and 4 x Summary. Barrett taxonomy of 40:40:20 should be applied. <ul style="list-style-type: none"> Level 1 (Literal) – 20%; Level 2 (Reorganisation) – 20%; Level 3 (Inference) – 40%; and Level 4 / 5 (Evaluation or Appreciation) – 20%. <p>Coverage of different reading comprehension strategies.</p>														
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"> Semester 1: Poetry; Folktales; Novel Semester 2: Poetry; Short Stories; Drama 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"> Grade 4 – 7-10 pages; Grade 5 – 10-12 pages; and Grade 6 – 12-15 pages. <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	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"> 1 Essay in Terms 1, 2 and 4 1 Story or poem or documentary in Term 3 The other 12 informal written activities are all transactional. 	1	2	2	1	2	0	1	2	2	1	2	0		

		<ul style="list-style-type: none"> Different transactional texts should be covered (avoid repetition). <p>All informal written activities should consist of both process writing evidence as well as a final product.</p>													
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"> Language Structures and Conventions informal activities should be spread to cover: Word level; Phrases; Clauses; Sentences; Paragraphing; Critical language awareness 	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 3 Programme of Formal Assessment


1. There are 2 formal assessment tasks for Grade 4 Term 3.
2. Please complete these tasks in weeks 6 and 8 as detailed below.
3. You will find the rubrics and memoranda either in the lesson plan, or in the tracker.

GRADE 4 TERM 3 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
9	Oral presentation of project	20	8	Mon – Fri	Group Guided Reading	
10	Creative writing	20	6	Mon, Wed, Fri	Writing	
10	Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama	20	6	Mon – Fri	Group Guided Reading	
Total		60				


Term 3 Reading Worksheet Memoranda

GRADE 4 TERM 3 WEEK 2 WORKSHEET


	LOOK & SAY	straight	prefer	preferred	chief	piece
		culture	famous	crow	present	national

	SOUND OUT	flop	fling	flash	flip
		flag	flame	cake	make
		made	shake		

TEXT 1

	READ	I made a cake. I made a big cake. I must not fling the cake. I must not fling the cake that I made. I must not shake the cake. I must not shake the cake that I made. I must not flip the cake. I must not flip the cake that I made. I must not fling, shake or flip the cake that I made. The cake will flop if I fling it. The cake will flop if I shake it. The cake will flop if I flip it. The cake will flop if I fling, shake or flip it.
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TEXT 2

	READ	Look at that flame! Look at that big flame. The flame can shake, flip and flash. Did you make that flame? Did you make that big flame? The big flame is by the flag! The big flame is by the national flag. We must stop the flame. We must not let the flame get to the flag. We must not let the flame get to the national flag! It will be bad if the flame gets to the national flag! We must make the flame stop! Who will help us stop the flame? Who will help us save the flag?
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TEACHER ACTIVITY: Gabi Mann and the Crows

Gabi Mann is a young girl who lives in Seattle, in America. When she was four years old, Gabi saw that when she dropped food in the garden, some big black birds came to eat it. She learnt that these birds are called crows. Gabi started to feed the crows every day. Every morning, she filled a bird-bath with water and a bird-feeder with peanuts and fruit. Every morning, they drank the water and ate the peanuts, but left the fruit. After a while, Gabi noticed that the crows left small presents for her. They ate the peanuts, and then left a small, shiny present on the bird-feeder. Sometimes the present was a piece of glass. Sometimes, it was a button, or a small piece of metal. Gabi loved the presents that these clever black birds brought to her. Gabi kept every present, and continued to feed the crows every day! Gabi also talked to the birds, and they sang to her! This is interesting because many people are afraid of crows.

1. **Where does Gabi Mann live? Gabi Mann lives...**
2. **What kind of birds does Gabi feed? What do they look like?** The birds that Gabi feeds are called... They are...
3. **Why do you think the birds left Gabi small gifts?** I think that the birds left Gabi small gifts because...
4. **How can you infer that crows like peanuts?** I can infer that crows like peanuts because...
5. **Descriptive verbs are interesting, specific verbs that help the reader visualise what is happening in the story.**

Circle the best choice of verbs in the following sentences:

- a. She walked / hurried down the street because she was worried she'd be late.
 - b. He grabbed / took the food before anyone saw him.
 - c. She said / whispered the answer so no one could hear her.
6. **There are many kinds of birds. Circle the words which are not a type of bird:**
 crow owl pigeon goat swan zebra duck squirrel chicken bear penguin

ACTIVITY 1: Londiwe's Trip to the Beach

On his 10th birthday, Londiwe's family took him to a beach in Cape Town. His mother told him that they were going to Boulders Beach. When they arrived at the beach, Londiwe could not believe his eyes! There were cute black and white birds swimming in the ocean and walking on the beach! Londiwe learned that the cute birds are called African Penguins. They looked so cute because they stood up straight like people! Londiwe could not stop looking at them. He loved their fat black and white bodies, and the funny way that they walked. The penguins looked like they were all best friends. Londiwe swam with the penguins all day!

1. **What is the name of the beach that Londiwe visited?** Londiwe visited a beach called...
2. **Would you like to swim with penguins? Why or why not?** I would / would not like to swim with penguins, because...
3. **Proper nouns (names of people and places) must be written with capital letters. For example: In Cape Town, you can swim with penguins at Boulders Beach.**
Correct this sentence by adding capital letters where necessary:
 In south africa, there are wonderful birds to see, especially in mpumalanga at the kruger national park.
4. **A synonym is a word that has a similar meaning. Choose the correct synonym for the word 'boulder' in the sentence:**
 Boulders Beach is called that because of the huge engines/rocks/vehicle/towers found on the beach.

ACTIVITY 2: The Blue Crane

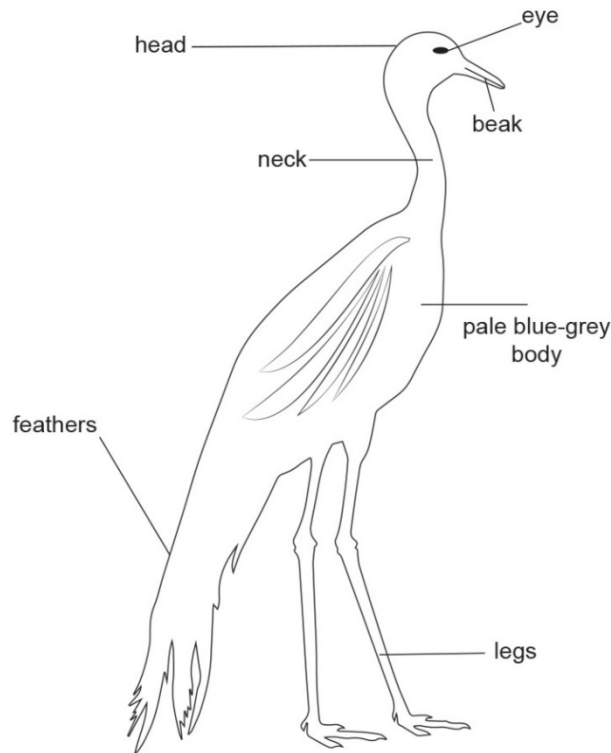
The blue crane is a tall, ground bird. It's pale blue-grey in colour becoming darker on the upper head and neck.

Blue cranes mainly eat plants such as bulbs, seeds and roots. They also eat small animals such as insects, snails, lizards, frogs, fish, crabs and small mammals.

The blue crane is culturally important to the Xhosa people. If someone fought bravely in battle, that person was decorated with blue crane feathers in their hair. These were the people to bring back peace and order in times of trouble.

The blue crane is also the national bird of South Africa.

1. **What is the main colour of the blue crane?** The blue crane is...
2. **Why do you think the blue crane was the animal chosen to show respect and admiration to brave fighters?** I think the blue crane was chosen because...
3. **A carnivore eats meat/animals. A herbivore eats plants. An omnivore eats both plants and animals.**
Which is the best word to describe the blue crane? _____
4. **The apostrophe is used to join words together. It shows where the letter (or letters) has been left out. Join the underlined words using the apostrophe:**
 - a) Let us go and watch the birds and the wildlife. _____
 - b) I have not ever seen a blue crane in real life. _____
 - c) We will be careful not to disturb the birds. _____
 - d) Blue cranes are important because they are our national bird. _____



ACTIVITY 3: Visual Text - Diagram of a Blue Crane

1. **How many legs does a blue crane have? A blue crane has...**
2. **Which part of its body does a blue crane use to eat? A blue crane uses its...**
3. **Change the following sentences into the present progressive tense:**
 - a) The blue crane looks at the lizard.
 - b) The bird walks slowly through the bush.
 - c) The people watch the blue crane quietly.
4. **Homonyms are words that are pronounced alike, but have different meanings. For example: pale means light in colour; and a pail is a bucket.**

Circle the right words to complete the following sentence:

We painted the pale/pail the same colour as the crane. It's now pale/pail blue.

ACTIVITY 4: Summary - Blue Crane

- Read Activity 2 again.
- Then, make a mind-map about the Blue Crane.
- Only write key words (the most important words, not a full sentence).

