

ENGLISH

First Additional Language

PSRIP

Grade 4

Worksheet Pack

Term 4 2021



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Grade 4 Term 4 Weeks 1 and 2

Theme: Food Around the World



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

knife knew know eat heat meat low slow how cow

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

kn	ea	ow
ee	t	ch
b	l	d
ew	-ed	m

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

knew special vegetables thank first
food try more most other

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

Jewish	Passover	ritual	seder	symbolism
fried	stewed	roasted	grilled	prepare
flavour	spicy	bitter	sweet	mixture
Moroccan	Ethiopian	Mexican	fundraiser	culture

Decodable texts

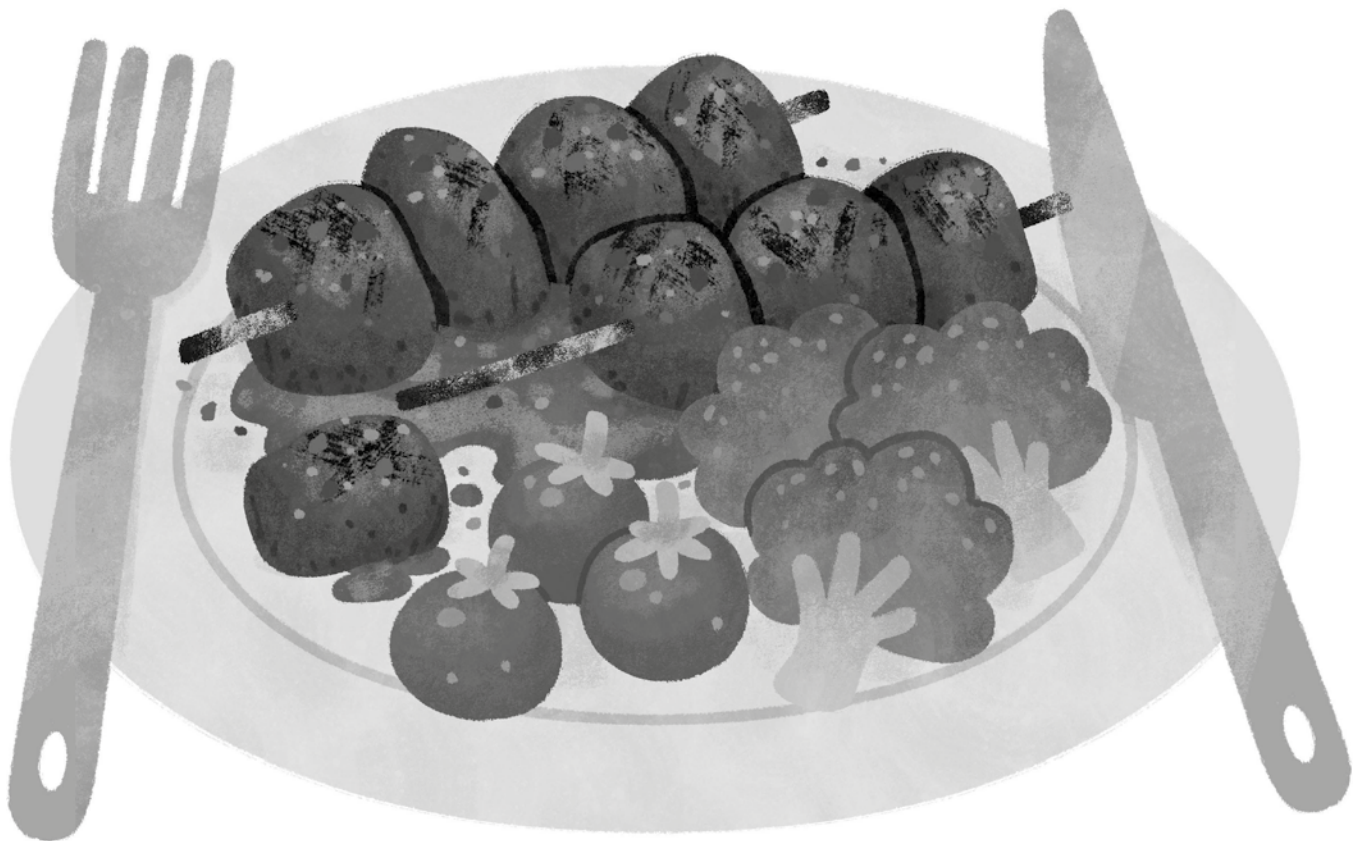
Try new food

I like to try. I like to try new food. What do I like to try? I like to try new food. Some food is spicy. Other food is bitter. Other food is sweet. Food can be spicy, bitter or sweet! I like most food. I like all food! I have a knack. I have a knack for food.

First, I slowly heat some meat. First, I heat some spicy meat. What do I heat? I heat some spicy meat that comes from a cow. I eat some spicy meat now. I eat some spicy meat with a knife. I said thank you. I knew to say thank you. I knew to say thank you for the spicy meat now.

Then, I eat some vegetables. Then, I eat a special vegetable meal. I eat a special vegetable meal from the garden. Where are the special vegetables from? The special vegetables are from the garden.

I want to try. I want to try more food! I want to try more new food.



Melissa makes a meal

Melissa makes a meal.
Melissa makes a special meal. What does Melissa make? Melissa makes a special meal. Who is making her first meal? Melissa is making her first meal. Melissa makes her first meal for her mum and dad.

Melissa went to the garden. Melissa went to the garden where the vegetables grow. Where do the vegetables grow? The vegetables grow in the garden.



‘Thank you, garden! Thank you for the vegetables!’ Melissa said. Melissa said thank you to the garden.

Melissa has a knife. She knew to be careful with the knife. She knew be careful with the knife and the vegetables. She heats the meal. She heats the meal of vegetables and meat.

Mum and dad try. Mum and dad try the food. Mum and dad eat. Mum and dad eat the food.

‘More! More!’ mum and dad say. ‘Melissa, you have a knack! You have a special knack for food!’

-
1. Where do the vegetables grow?
The vegetables grow...
 2. What must Melissa be careful with?
Melissa must be careful with...
 3. What does Melissa have a knack for?
Melissa has a knack for...

Group Guided Reading Text

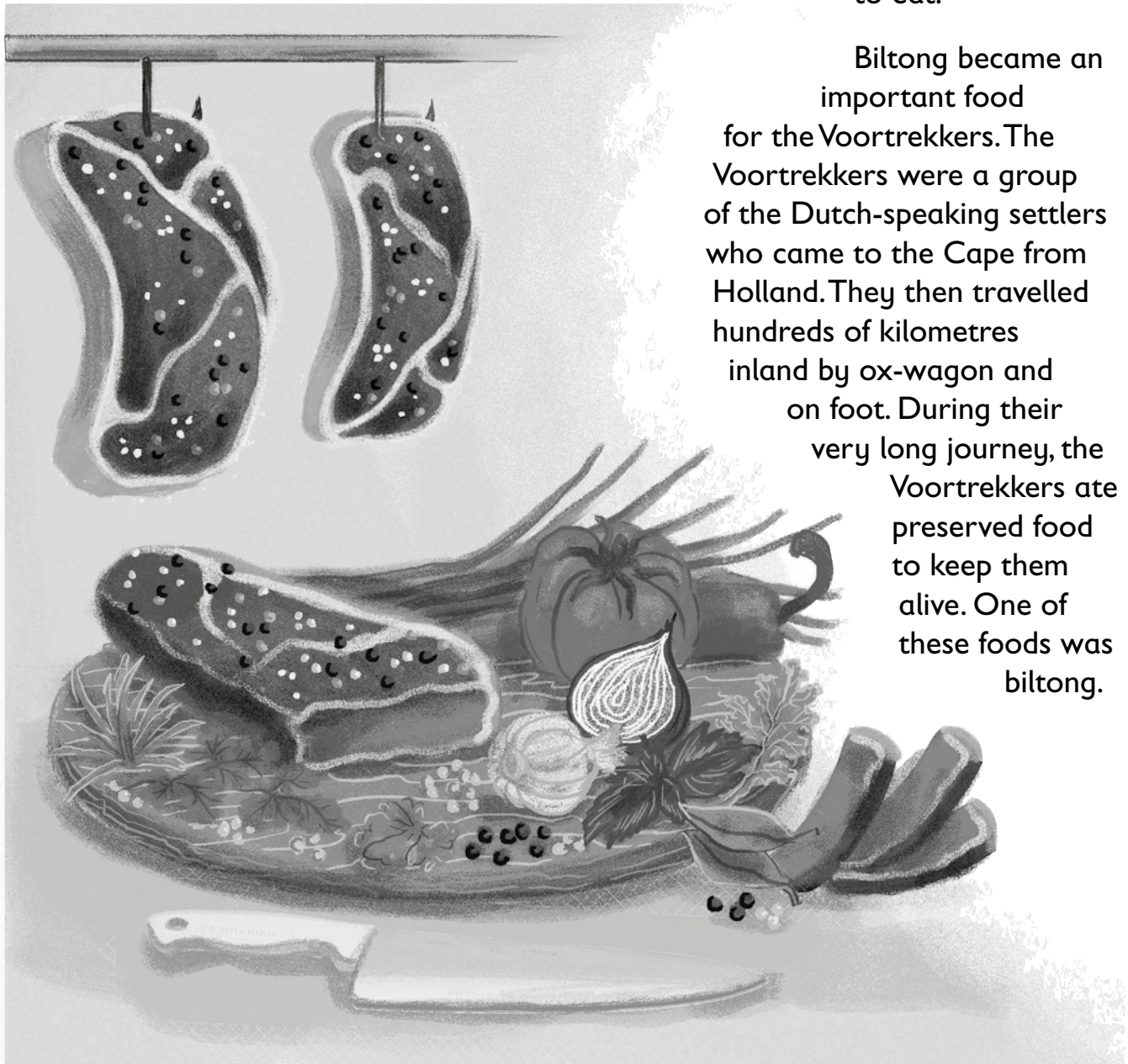
Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: The history of biltong

Biltong is very popular in South Africa and many South Africans love eating biltong. This dried meat was first made in Southern Africa by the San and the Khoisan people. After a big hunt, they would cut some meat into strips and hang it to dry. This dried meat lasted for a long time, and never made them ill.

When Dutch settlers came to South Africa, they learnt about dried meat from the Khoisan. They changed the taste by adding different spices and a green herb called coriander. They also added vinegar which helped to preserve the meat even longer. Biltong became an important food in those times because it never went rotten. That meant that sailors who sailed across the ocean for weeks at a time could always have some meat to eat.

Biltong became an important food for the Voortrekkers. The Voortrekkers were a group of the Dutch-speaking settlers who came to the Cape from Holland. They then travelled hundreds of kilometres inland by ox-wagon and on foot. During their very long journey, the Voortrekkers ate preserved food to keep them alive. One of these foods was biltong.



1. Who were the first people to preserve meat by hanging it to dry?
The first people to preserve meat by hanging it to dry were....
2. What did the Dutch settlers add to the dried meat?
Dutch people added...
3. What do you think it means to preserve food?
I think to preserve food means to...
4. What food would you like to take to eat if you were going on a long journey?
I would take... to eat on a long journey.
5. Punctuate the following sentences correctly using a question mark, a full stop or an exclamation mark to end the sentence.
 - a. *Where are you going*
 - b. *I love eating biltong*
 - c. *Stop that right now*
 - d. *Do you prefer to eat fruit or vegetables*
 - e. *I've never made biltong*
 - f. *How is biltong made*

6. Biltong is a word that comes from the Dutch language.
Write down the words that come from Dutch with their matching meanings:

<i>biltong</i>	<i>a four-wheeled vehicle pulled by oxen or horses</i>
<i>bully</i>	<i>to touch or stroke lightly with fingers</i>
<i>wagon</i>	<i>open land or grassland in South Africa</i>
<i>iceberg</i>	<i>unkind or unpleasant behaviour</i>
<i>tickle</i>	<i>ice that broke off from glaciers and is floating in the sea</i>
<i>meerkat</i>	<i>meat that has been salted, cut up and dried</i>
<i>veld</i>	<i>someone who hurts or frightens someone else</i>
<i>nasty</i>	<i>a small, grey animal that sometimes sits up on its back legs</i>

Independent Reading Skills

Non-fiction text, information: The national food of Scotland

People from different countries like to eat different types of food. Wherever you go in the world, there are different types of food and different ways of cooking food.

Scotland is in the United Kingdom. In Scotland, the national food dish is called Haggis. To make Haggis, you will need: a sheep's stomach; a sheep's heart; a sheep's liver; a sheep's lungs; onions; salt; oatmeal; and other spices. Everything is mixed together, except the sheep's stomach. The mixture is put inside the sheep's stomach. The stomach is tied closed so that the mixture stays together. Then, the sheep's stomach is put into a pot to boil.



Many people from Scotland love Haggis and eat it all the time. However, on the 25th January it is a tradition for Scottish people to eat Haggis. They do this to celebrate the birthday of a very famous Scottish writer. His name was Robert Burns, and he wrote a poem about Haggis.

1. What is the national food dish in Scotland?

The national food dish in Scotland is...

2. Would you like to eat Haggis? Why or why not?

I would / would not like to eat Haggis because...

3. A poet from Scotland is a Scottish poet.

Complete the following with the correct proper adjectives: (Remember to use capital letters.)

a. A writer from South Africa is a _____ writer.

b. Food from Italy is _____ food.

c. Traditions from Nigeria are _____ traditions.

d. Folktales from China are _____ folktales.

e. People from Zimbabwe are _____ people.

Fiction text, short story: Sipho's birthday meal

It was Sipho's 10th birthday and every year he was allowed to choose the restaurant for his birthday dinner. Sipho always wanted to go to the same place: 'Mama's Mexican Restaurant'.

'Not again, Sipho!' his dad, Mr Jola, laughed. 'Why don't you ever want to eat proper South African food, like meat and pap?'

'Dad, you know I love Mexican food!' said Sipho. 'I am just like millions of other people! I heard that Mexican food is eaten in almost every country in the world!'

Mr Jola dad didn't believe him, so he went on to the Internet and googled: 'Where is Mexican food eaten?'. To his surprise, Sipho was correct. He read that Mexican food is so popular because it uses healthy ingredients, it is full of flavour, and it is cheap to make.

'You're right. People all over the world have heard of Mexico because of the food. Mexican food has made Mexico famous!' said Mr Jola.

'I feel hungry now,' laughed Sipho. 'Let's go! I am going to eat tortillas, minced meat, avocado and salsa!'

Sipho's mouth watered. He could almost taste the spicy onion and tomato salsa in his mouth.

1. What kind of food did Sipho always want to eat?

Sipho always wanted to eat...

2. Do you prefer to eat food you know, or do you like to try new food and flavours? Why?

I prefer to... because...

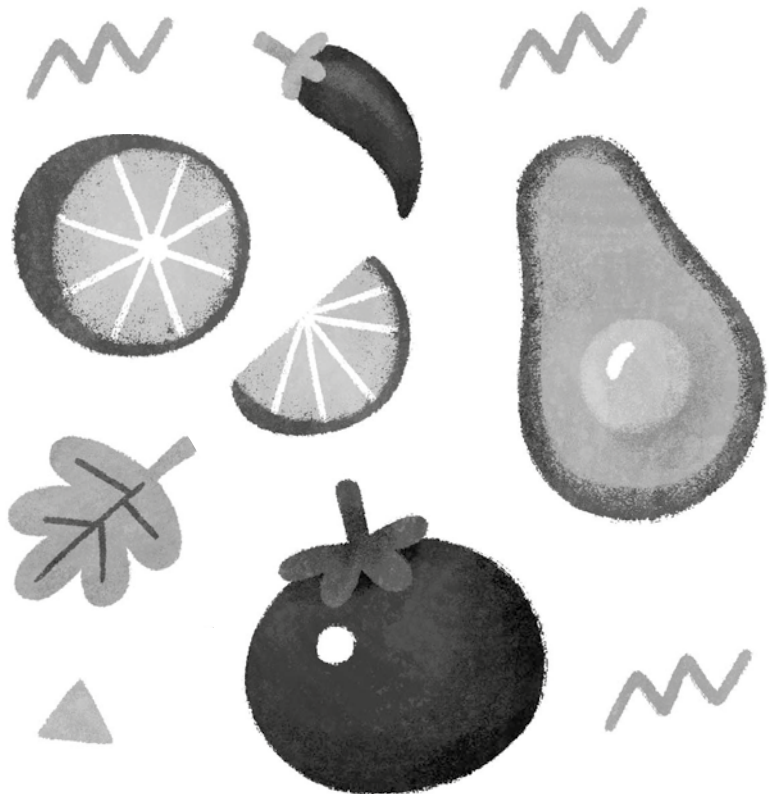
3. List four things that you can eat in a Mexican restaurant.

Four things that you can eat are...

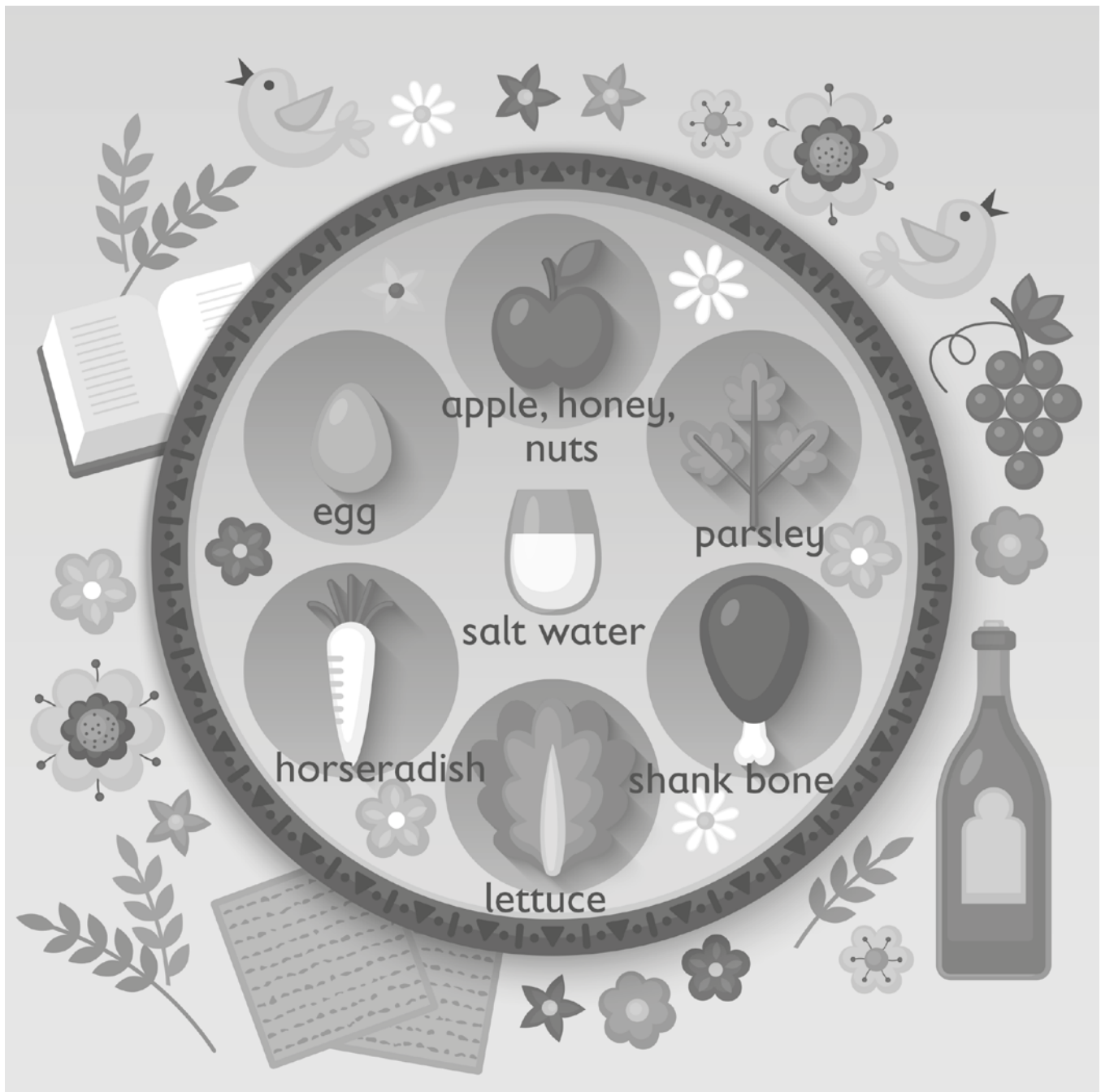
4. Why did Sipho's mouth water?

Circle the correct answer:

- a. He was thirsty
- b. He was hungry for Mexican food
- c. He had a sore mouth



Visual text, diagram: Diagram of a Seder plate



1. How many foods are on the Seder plate?
There are...foods on the Seder plate.
2. Which of these foods would be sweet?
The food that would be sweet is the ...
3. Which foods are next to the lettuce?
The foods next to the lettuce are....and....
4. Name the one item on the plate which is not solid food, but a liquid.
The item which is liquid...

Summary: Sipho's birthday meal

1. Read the fiction text again: **Sipho's birthday meal**
2. Make a summary using the frame below.

Summary: Siph'o's birthday meal

1. This text is about...
2. I liked...
3. I learnt that....



Grade 4 Term 4 Weeks 3 and 4

Theme: Archaeology and Palaeontology



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

boy joy enjoy toil point spoil art park

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

oy	oi	ar
b	l	c
j	n	t
ea	a	ch

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

history lives imagine show ago
change bones animals something around

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

archaeology	gold	abandoned	artifacts	ancient
palaeontology	skull	discovery	discover	fossil
archaeologist	trade	underground	extinct	quarry
palaeontologist	ruins	dig / dug up	buried	hole

Decodable texts

Fossil in my garden

I found a fossil. I found an old fossil in my garden. What did I find? I found an old fossil in my garden. This fossil is an animal bone. What is this fossil? This fossil is an animal bone.



I had to toil and dig. I had to toil and dig around my garden. Where did I have to toil and dig? I had to toil and dig around my whole garden.

'I discovered something! I discovered something from long ago! Can you believe I discovered something from long, long ago?' I asked.

I point at the animal fossil. 'I am full of joy! I am a boy full of joy!' I said. 'I am boy full of joy with an animal fossil! I want to enjoy my fossil,' I said.

This fossil can't spoil. This fossil can't change. This fossil can't spoil or change. This fossil is from history. I can imagine history. I can imagine history with this fossil.

Imagine the history

I like history. I like to imagine lives from history. What do I like to imagine? I like to imagine lives from history. Boy! I am full of joy! I am full of joy when I imagine history.

Ancient things help me imagine. Ancient things help me imagine history. I dig up old things. I dig up old things from long ago. I enjoy this toil. I enjoy this toil and to point around to things from long ago. What do I enjoy? I enjoy this toil and to point around to things from long ago.

Some things are bones. Some things are animal bones. What are some things? Some things are animal bones. Bones don't spoil! Bones don't spoil over time!

Ancient things teach me many things. They show me how people's lives were in history. Lives change. Lives change over time. Ancient things teach me many things. Ancient things show me how lives change over time.

1. What does the person in the story like to imagine?

The person in the story likes to imagine...

2. What helps the person in the story imagine lives from history?

... help the person in the story imagine lives from history.

3. What change over time?

... change over time.



Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

Fiction text, short informative story: The Great Zimbabwe ruins

Nomalanga Mabuwa sat at the breakfast table with her mother, father and her two younger sisters. Nomalanga's sisters were reading a magazine article about the most beautiful places in the world.

Mr Mabuwa pointed at a page and let out a happy sigh, 'The Great Zimbabwe ruins. The Great Zimbabwe ruins are the most magical place that I have ever been to.'

'What is it?' asked Nomalanga.

'It's an ancient city that was built by ancestors of the Shona people who lived more than a thousand years ago! The Great Zimbabwe ruins were massive buildings built from stone and granite. It is said that many important people lived there, and that it was a centre of trade, religion and business. Archaeologists found artifacts from Persia and China, which meant that the people of Great Zimbabwe were trading with people from all over the world.'

'Why is it called the ruins, dad?' asked Nomalanga.



'Long ago, about 600 years ago, the city was abandoned. It is not clear why everyone left, but many archaeologists believe it was because of drought and because people wanted to move closer to the gold trading areas. So, the city was abandoned, and over many years, the buildings fell apart and became ruins,' explained her father.

'Why do you love going there?' asked one of Nomalanga's sisters.

Mr Mabuwa smiled, 'I love going there because it is amazing to imagine how people built such wonderful buildings without machinery, electricity or technology. I love to imagine what life was like back in that time. It makes me very proud to be an African.'

Nomlanga looked at her father and smiled. She promised herself that one day she would visit the Great Zimbabwe ruins.

1. Where is Mr Mabuwa's favourite place to visit?

His favourite place to visit is...

2. Who built the city of Great Zimbabwe?

The people who built the city of Great Zimbabwe were...

3. Why does Mr Mabuwa like visiting the Great Zimbabwe ruins?

He likes visiting the Great Zimbabwe ruins because...

4. What makes you proud to African?

I am proud to be African because...

5. Use a connector that shows addition to connect the two sentences.

Remember, a connector that shows addition can be and or in addition

a. *I would love to visit the Great Zimbabwean Ruins_____see their beauty.*

b. *I always ask other people for their ideas_____ I read lots of information before I decide where to travel.*

6. Write down the word which is NOT a correct synonym (word with the same meaning) for the following words:

a. *beautiful – superb / picturesque / unattractive*

b. *happy – miserable / cheerful / content*

c. *smile – grin / frown / beam*

d. *massive – tiny / huge / enormous*

e. *ancient – old / new / antique*

Independent Reading Skills

Fiction text, short story: A special anniversary gift

Themba and Thandi were twins. They were both in Grade 4, in the same school and in the same class. At school, Themba and Thandi had been learning about archaeology. They had learnt about all the amazing things that archaeologists had found by digging in the ground!

It was their parents' wedding anniversary, and they wanted to get them a gift. So, the twins decided to dig in their garden to try and find something! Themba dug a massive hole on the one side of the garden, and Thandi dug a massive hole on the other side of the garden.

The twins dug for hours. They were just about to give up when Thandi spotted something shiny. She dropped to her knees and grabbed the shiny object. It was a beautiful red stone.

'Yay!' shouted Thandi, 'Themba, I found their gift, come and look!'



Themba ran towards his twin sister and looked at the stone. He also thought it was beautiful. The next morning, Themba and Thandi gave the stone to their parents.

Their mother smiled, 'This is beautiful, thank you! But do you know what would make us even happier?'

'What?' asked Thandi.

'Well,' said their mother, 'I think there was an animal in our garden yesterday. It dug two big holes in our garden. It would make us very happy if you could fill those holes up for us!'

1. Why did the twins decide to dig in their garden?

The twins decided to dig in their garden because...

2. Why did their mother say there was an animal in the garden?

Their mother said there was an animal in the garden because...

3. Complete the following sentences with one of these words:

additionally / afterwards / in addition / then / next

a. *The twins were both in Grade 4, _____ they were both in the same class.*

b. *First, they thought about a present for their parents, _____ they decided to see what they could find in the garden.*

c. *The twins dug in the garden _____ they gave their parents the stone.*

4. Homonyms are words that are pronounced the same, but have different spellings and meanings.

For example: two / too / to are homonyms.

Choose the correct word in each sentence:

a. *I want (two / too / to) go to my friend's house.*

b. *Everyone went to the party and I wanted to go (two / too / to).*

c. *In my family there are (two / too / to) children.*

d. *There are (two / too / to) many people in the room.*

Non-fiction text, account: Things buried in people's gardens

There are many reasons why people have to dig holes in their gardens. Sometimes, people dig holes to lay pipes. At other times, people dig holes to plant trees. But sometimes, people dig up their gardens for fun, to see if they can find anything weird or wonderful!

Over the years, people have found many weird and wonderful things buried in their gardens. For example, one day, a dog in California started digging in the garden. When the couple looked closer, they saw a tin in the ground. They dug up the tin, and inside it, was a collection of gold coins. The couple took the coins to the bank, and they turned out to be worth about 10 million dollars!

Imagine finding that in your garden!

One day, a man in New Orleans, a city in the United States of America, got a team of workers to dig a massive hole for a swimming pool. As they dug, the workers found an old graveyard from around 1700. They found 13 old coffins in the garden.

In 2013, a man from the Czech Republic was digging a hole in his garden to lay new pipes. As he dug, he found two massive church bells. The bells were over 400 years old. The church bells were stolen from a nearby church 11 years earlier.

Have you ever wondered what strange things you might discover if you dug a hole in your garden?

-
1. What did the couple from California find in their garden?

The couple from California found...

2. What would you like to find buried in your garden?

I would like to find...

3. Change the following sentences into the past tense:

a. *The dog loves digging holes in the garden.*

b. *It is amazing to see what was buried in the ground.*

c. *They are so happy to find the valuable coins.*

4. Old and new are antonyms because they have opposite meanings. Complete the sentences with the antonyms of the given words.

a. *I (love) _____ to dig in the garden.*

b. *The tin in the ground was (rough) _____.*

c. *The graves had been in the (light) _____ for centuries.*

d. *It is always (easy) _____ to find treasure.*

e. *You have to be very (weak) _____ to dig a deep hole.*



Visual text, photograph: Let's be archaeologists!



Taung child



Human child

1. Which parts of the two skulls do you think look the same?
I think the parts that look the same are...
2. Which parts of the two skulls do you think look different?
I think the parts that look different are...
3. Who do you think has a bigger brain and why?
I think...has a bigger brain because....
4. An archaeologist studies the ancient past by looking for the objects left by the people who lived long ago. Write down all the objects that an archaeologist may find from the list below:
 - a. coins
 - b. bones
 - c. cell phones
 - d. tools
 - e. iPads
 - f. buildings
 - g. fossils
 - h. ancient pieces of art
 - i. cars

Summary: Things buried in people's gardens

1. Read the non-fiction text again: **Things buried in people's gardens**
2. Make a summary using the frame below.

Summary: Things buried in people's gardens

1. This text is about...
2. I liked...
3. I learnt that....



Grade 4 Term 4 Weeks 5 and 6

Theme: Friendship



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

queen quick out about house saw paw

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

qu	ou	aw
ck	a	ee
n	br	l
s	h	i

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

hurt protect earth difficult take
every heart through only couldn't

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

selfish	selfless	thoughtful	grateful	trait
sigh	depressed	encourage	struggle	ceiling
reply	replied	friendship	survey	graph
chat	chatted	video call	lonely	cellphone

Decodable texts

Friends of the earth

All of us live on the earth now. Where do all of us live? All of us live on the earth now. We only have one earth. What do we have only one of? We only have one earth.

We must be friends of our earth. We must be friends of our earth, quick! We can't quit our earth. We can't quit our earth at all. We must be friends of our earth now. We must take care of our earth now. What must we take care of? We must take care of our earth now.

Our friend the earth is hurt. Our friend the earth is going through a difficult time. Our friend the earth is going through a difficult time and is hurt now.

We can't just frown now. We can't just quit now. We must protect our friend! Every person must protect our friend the earth. Just ask how!



Friends to the rescue

The queen was hurt. The queen was hurt in her heart. How was the queen hurt? The queen was hurt in her heart. I saw the queen was not happy. The queen was frowning all the time. The queen had a difficult frown through the whole day! I saw the queen couldn't be happy.

'We see you struggle. We see you struggle every day!' said the queen's friends. 'Don't quit so quick now, queen. Now, don't quit so quick at all! We will encourage you. We will encourage you and help you. We will encourage you to imagine something good!'

How did the queen's friends help? The queen's friends helped her imagine something good. They could protect her. They could protect her heart. They could protect her heart through the struggle.

The queen couldn't quit. The queen couldn't quit with her friends' help.

'You came to my rescue! You came to my rescue through it all!' said the queen.



-
1. Who is hurt?
... is hurt.
 2. How do the queen's friends help her?
The queen's friends help her by... and... and telling her to...
 3. Who came to the queen's rescue?
... came to the queen's rescue.

Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.



Fiction text, short story: How to be a good friend

It is a very important skill to learn to be a good friend.

Not all children know how to be a good friend. Some children are shy and find it difficult to talk to others. Some children are selfish and do not think about the feelings of others. Some children are bullies and pick on others.

At Jabulani Primary School in Gauteng, the teachers asked some of the children in grades 4, 5 and 6 a question. The teachers asked: 'What does a good friend do?'

The children had several answers. They said being a good friend means: listening to what others say; sharing your things with others; playing with others at break; and being kind.

After getting all their ideas, the teachers discussed these four friendship skills with the learners. Following this discussion, the learners were much nicer and kinder to each other. The school was a happier place.

1. What is a very important skill to learn?

A very important skill to learn is...

2. Why do selfish children struggle to be good friends?

Selfish children struggle to be good friends because...

3. At Jabulani Primary School the teachers had to ask the children what it means to be a good friend. From this information, what can you infer was happening at Jabulani Primary School?

I can infer that...

4. Can you add your own idea to the list of what it means to be a good friend?

I think to be a good friend also means...

5. Direct speech is when we write the exact words that someone says. Put the following sentences into direct speech:

a. *Lindiwe said that Amanda was her best friend.*

b. *Ayanda said he was glad to have so many friends.*

6. An idiom is a saying with a deeper meaning. Write down the correct meaning of the idiom: A fair-weather friend is a friend who...

a. *will always be with you.*

b. *is only with you in good times.*

c. *likes sunny weather.*

Independent Reading Skills

Fiction text, short story: Long distance friends

The day had come for Kagiso to leave South Africa. His family was moving to Germany for his mom's new job at BMW. Kagiso was excited, but he was also very sad to leave his best friend David.

Kagiso and David hugged each other. 'Goodbye David,' said Kagiso. 'You are still my best friend. I will never forget you.'



David felt very lonely without Kagiso. Then, one day, David's big brother Sam helped him to Skype with Kagiso. David used Sam's cellphone to call Kagiso. But it was not just an ordinary phone call! David could see Kagiso on the cellphone, and Kagiso could see David. It was a video chat!

The two friends chatted and laughed together for 30 minutes. Kagiso even showed David what his new house in Germany looked like.

After the Skype call, David hugged Sam. 'Thank you Sam! It was great to see Kagiso!' said David.

'My pleasure,' said Sam. It felt good to see his brother so happy.

1. What was making Kagiso sad about leaving?
Kagiso was sad because...
2. What can you infer about Sam's feelings for his brother?
I can infer that Sam's feelings for his brother were...
3. Punctuate the following sentences correctly to show direct speech.
 - a. *Hello David, I miss you said Kagiso.*
 - b. *Kagiso, I miss you too! How are you? asked David from South Africa.*
4. Complete these sentences using words that start with 'ex-'. You can find the first one in the text. Choose from these endings: -pect; -cited; -am; ercise.
 - a. *Kagiso was so ex_____ to talk to his friend.*
 - b. *You and your friend can study for the ex_____.*
 - c. *Kagiso did not ex_____ to see his friend on the phone.*
 - d. *When you ex_____ outdoors with your friends, always drink water and wear a hat.*

Non-fiction text, information: The importance of having friends

Making friends is an important part of growing up for all children. Having friends helps children to develop socially and emotionally, for these reasons:

1. Children who have friends are kinder and more generous.
2. They often have more self-confidence.
3. These children learn more about themselves.
4. Children who have friends are able to understand other people more easily.
5. They find things easier as they grow up, start working in jobs and have their own families.

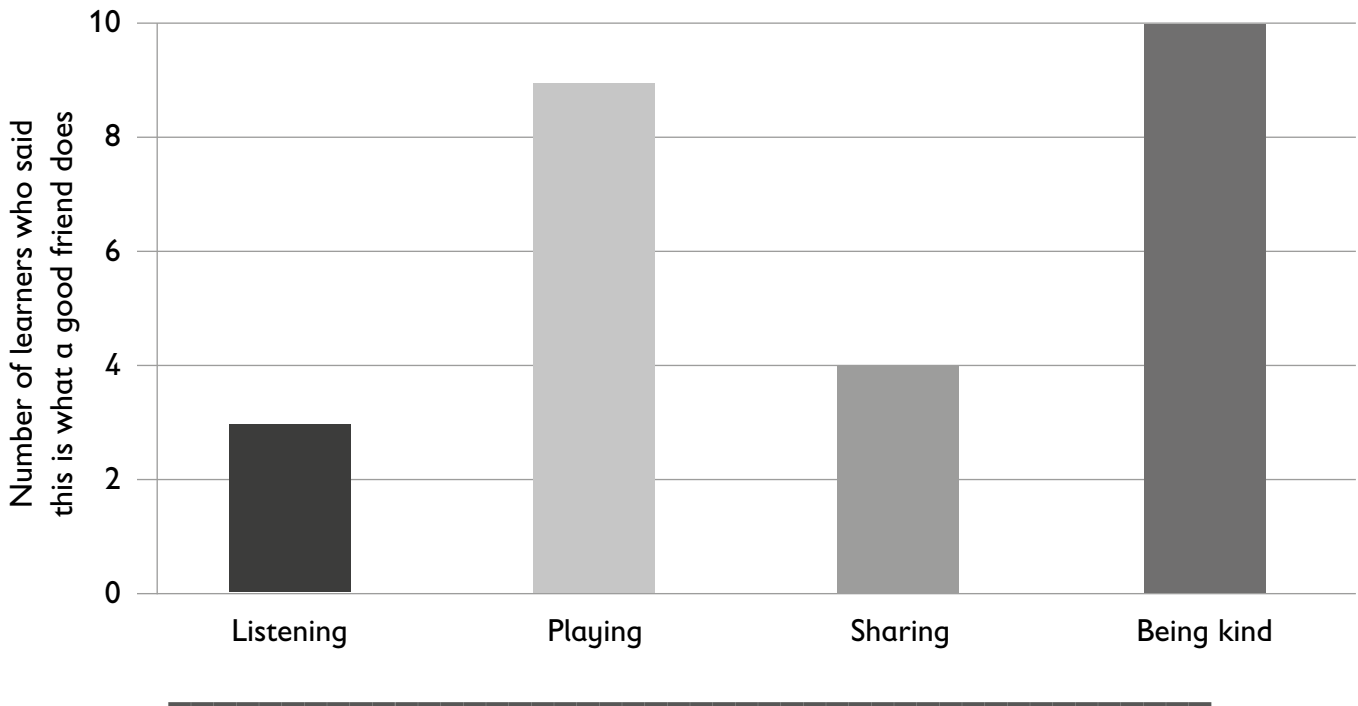
Good friends share, take turns and listen to each other. They don't bully, hit, or tease. When children are making new friends, they should look for friends who know and follow these rules too. It is important to choose friends who try to treat others with kindness.

Friendships are not always easy and sometimes friends disagree or argue with each other. Arguments are a natural part of friendships. If friends have an argument or a fight, they should try to talk about how they are feeling. They must figure out why they are sad, angry or hurt. Sometimes children can work out their own fights. But, sometimes children must talk to a grown-up (a parent, guardian or teacher) about their feelings and ask for help with their friendships.



-
1. Why is it important for children to have friends?
Having friends is necessary for children to...
 2. Why do you think it is important for friends to listen to each other?
I think it is important...
 3. What are three things that good friends do not do?
Good friends do not...
 4. Idioms are sayings that have a deeper meaning. Write down the explanation that matches the idiom:
 - a. They had a big fight, but after they spoke about it, they cleared the air.
blow fresh air / to remove bad feelings between people / ended the friendship
 - b. They had always helped each other through thick and thin.
one is fat, one is thin / through the changes / through anything, no matter how difficult

Visual text, graph: Being a good friend



1. How many children said being kind is what a good friend does?
.... children said being kind is what a good friend does.
2. What did the fewest children think was important about being a good friend?
The fewest children...
3. Which do you think is the most important characteristic to be a good friend?
Why?
I think it is most important to...
I think this is most important because...
4. Complete the sentences using words that end in – ship.
friend – space – champion – member-
 - a. I am not sure what I saw in the sky, but it looked like a _____ ship.
 - b. You need a _____ ship to take books out of the library.
 - c. _____ ships are very important for everyone, young and old.
 - d. They trained very hard and won the soccer _____ ship!

Summary: The importance of having friends

1. Read the non-fiction text again: **The importance of having friends**
2. Make a summary using the frame below.

Summary: The importance of having friends

1. This text is about...
2. I liked...
3. I learnt that...

Grade 4 Term 4 Weeks 7 and 8

Theme: Wedding Traditions and Laws



Decoding Skills

Phonic sounds

Learn to say these sounds:

st

igh

oa

Phonic words

Practice sounding out and reading these words:

might fight right star start stop boat coat

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

st	igh	oa
i	r	l
t	b	e
p	fl	s

Sight or high frequency words

Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

man woman own next choice
equal marry love lots I'll

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice reading them until you can recognise them by sight:

groom	married	tradition	traditional	invite / invited
bride	wedding	western	ceremony	unite
law	legal	illegal	marriage	arrested
strange	stranger	chubby	chubbier	anniversary

Decodable texts

Thembi doesn't want to get married

Thembi was happy. Thembi was happy on her own. Who was happy on her own? Thembi was happy on her own.

'Oh, man! I don't want to. Oh, man! I don't want to get married!' said Thembi. 'I don't want to get married at all,' she said. 'I'll make my own choice. I'll make my own choice to marry or not.'

Thembi might go on a journey. Thembi might go on lots of journeys. Where might Thembi go? Thembi might go on lots of journeys. Thembi loves to start new things. Thembi loves to start new things on her own. Thembi could stop and see the stars on her own! What could Thembi do? Thembi could stop and see the stars on her own!

'This is right. This is right for me!' said Thembi. 'I will not fight. It is my choice. It is my choice what I'll start next!' said Thembi.

Love is love

Bongani was full of lots of love. Bongani couldn't help it! He was full of lots of love. Next, Bongani wanted to get married! What did Bongani want to do next? Next, Bongani wanted to get married.

But, some people want to start a fight. But, some people want to start a fight with Bongani. Some people want to stop Bongani's marriage.

'Stop! You can't get married like that! It is not right! Stop! Stop your love!' they said.

'It is my own choice. It is my own choice who to love. It is my own choice who to marry. It is my own choice who to love and who to marry! I might marry someone kind. I might marry a woman. I might marry someone who sings! I might marry a man. I might marry someone good. I'll marry who I love!' said Bongani.

All love is equal. Love is love.

1. What was Bongani full of?

Bongani was full of...

2. What were some people trying to stop?

Some people were trying to stop...

3. What is Bongani's own choice?

It is Bongani's own choice...



Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

Non-fiction text, information: Marriage traditions around the world

All over the world, people get married. In most countries and cultures, family and friends attend the wedding. And in most countries and cultures, the wedding ceremony is followed by a celebration. However, wedding ceremonies and celebrations can be very different!

In Scotland, which is next to England, there is a very strange wedding tradition. This tradition is from many years ago, but some families still do it for fun. Before the wedding, the bride's friends and family cover her in all kinds of disgusting things! They make the bride dirty and smelly. The Scottish people believe that if the bride can handle this, she can handle any difficult times that she may have during her marriage.

Another strange wedding tradition takes place on the island of Mauritius. It is said that before getting married, brides eat a lot of food. They need to eat as much as possible so that they can put on weight! It is believed that the wife should be chubbier as it is a sign of financial wealth.

In Germany, a week or two before the couple get married, all of their friends and family meet somewhere. Then, they break many glass plates on the floor! The friends and family leave, and it is up to the couple to clean the broken plates. This is a test of how well the couple will work together during difficult times.



1. Why do brides in Mauritius want to be chubbier before they get married?
Brides in Mauritius want to be chubbier because...
2. Why do the German couple have to clean up the broken dishes?
The German couple have to clean up the broken dishes because...
3. Do you think it is fair that Scottish people only cover the bride and not the groom in smelly things? Why or why not?
I think it is / is not fair that Scottish people only cover the bride and not the groom in smelly things, because...
4. How would you feel if you were covered in disgusting, smelly things as part of your wedding tradition?
I would feel...
5. Present progressive tense means something is still happening. For example: She is marrying him now. Change the following underlined verbs into the present progressive tense. (Use is/are before the verb and add -ing to the end of the verb.)
 - a. They learn about different wedding traditions.
 - b. They meet with all the family before the wedding.
 - c. All their friends and family attend their wedding.
 - d. They work together very well as a married couple.
6. Some nouns end in – tion.
Complete the sentences below with words that end in – tion. The beginnings of these words are listed below.
na – opera – celebra – pollu – ac – sta – tradi –
 - a. He went to the hospital to have an _____tion.
 - b. Too much _____tion in the air is unhealthy.
 - c. It is an old _____tion to give gifts to the bride and groom.
 - d. The whole _____tion waved flags and sang the anthem.
 - e. We waited at the bus _____tion for an hour for them to arrive.
 - f. We loved the car chases and _____tion scenes during movie.
 - g. Their wedding was a real _____tion of love.

Independent Reading Skills

Fiction text, short story: A Jewish wedding

It was breacktime on a Monday, and Methembe ran to her friends. She wanted to tell them all about her weekend.

‘Guys! Guys! Guess what I did this weekend?’ asked Methembe with a smile on her face.

‘What?’ asked Gugu, who was Methembe’s best friend.

‘I went to a Jewish wedding,’ said Methembe, ‘and it was awesome!’

‘That sounds interesting,’ said Gugu, ‘what happened at the wedding?’ she asked.

‘Well, first, the bride and groom fasted! They did not eat anything until after the wedding ceremony. They do this to ask for forgiveness for anything they have done wrong in their lives,’ said Methembe.

Gugu smiled, ‘That’s interesting! What else happened?’ she asked.

‘Well, both parents of the groom walked him down the aisle! Then, both parents of the bride walked her down the aisle. I have never seen that at a wedding before. It was cool,’ said Methembe.

‘What was your favourite part of the wedding?’ asked Gugu.

‘My favourite part was at the end of the ceremony. The bride and groom stood on a glass that was wrapped in a cloth. They broke the glass together with their feet. This symbolises that even in the happiest times, they remember the hard times.’

Gugu hoped that one day she could also go to a Jewish wedding.

1. Who walked the bride down the aisle?

...walked the bride down the aisle.

2. Which part of the Jewish wedding do you like the most?

The part of the Jewish wedding that I like the most is...

3. Change the following sentences into the negative:

- The couple is fasting before the ceremony.*
- The family is giving gifts to the new couple.*
- They are all eating too much food.*
- Everyone is dancing the whole night.*

4. What does it mean ‘to fast’?

‘To fast’ means...



Non-fiction text, information: A Hindu marriage

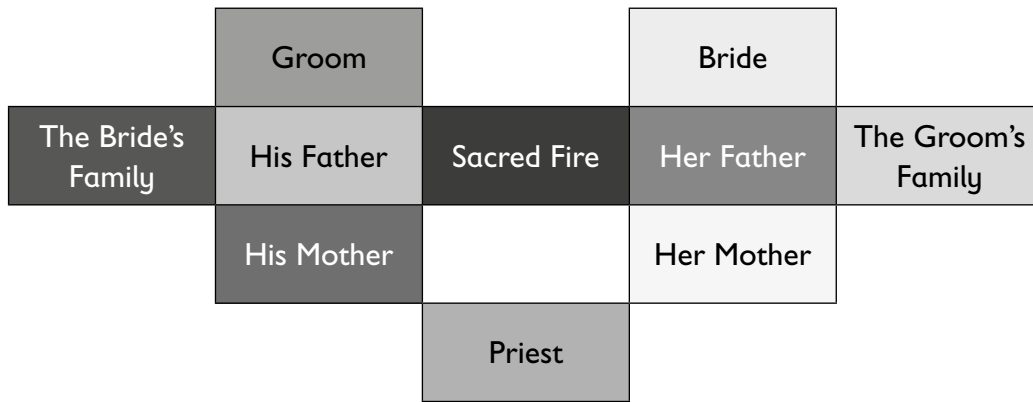
There are different kinds of Hindu marriage rituals around the world. But most Hindu marriages go something like this:

1. The bride's family hosts the wedding.
2. The family prepares a wedding stage, called a Mandup, where all the important people sit.
3. In the centre of the Mandup is a sacred fire.
4. When all the family are seated, the wedding begins.
5. The bride's family give her to the groom.
6. The couple commit to each other in front of the sacred fire.
7. The couple say 7 vows of commitment.
8. The friends and family bless the couple.
9. After the wedding, the bride is taken to the groom's house, where she is welcomed to her new family.
10. Then, a wedding reception is held, with food and dancing.



-
1. What is a Mandup?
A Mandup is...
 2. Who do you think are the important people in this wedding ceremony?
I think the most important people in this wedding ceremony are...
 3. Write down the following statements in the order in which they happen.
 - a. *The bride is given to her new family by her parents.*
 - b. *The couple make a commitment to each other for their married life together.*
 - c. *There is a big wedding party, with lots of dancing and celebrating.*
 - d. *The bride and groom say seven promises of commitment.*
 - e. *When all the important people are comfortable and seated, the wedding begins.*
 - f. *The family and friends give their wishes and blessings to the new couple.*
 4. Choose the correct answer.
Sacred is a synonym (word with the same meaning) for:
 - a. *expensive*
 - b. *scary*
 - c. *holy*

Visual text, diagram: Hindu wedding stage or Mandup



1. Would you change anything on this plan and why?
I would / would not change anything of this plan because...
 2. Why do you think the bride's family sit by the groom, and the groom's family sit by the bride?
I think they sit this way because...
 3. Why do you think the priest and sacred fire are in the centre?
I think the priest and sacred fire are in the centre because....
 4. Add apostrophes to the following underlined words to show possession.
 - a. The brides mother cried with happiness and love.
 - b. We waited for the priests blessing.
 - c. You could see the childrens excitement.
 - d. The guests gifts would be very useful in the couples new house.
 - e. The familys welcome made the bride feel at home.
-

Summary: A Jewish wedding

1. Read the fiction text again: **A Jewish wedding**
2. Make a summary using the frame below.

Summary: A Jewish wedding

1. This text is about...
2. I liked...
3. I learnt that....