Grade 4

ENGLISH

First Additional Language

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

ETDP•SETA

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Terms 3 & 4 Learner Book

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Icon Key

	Teacher Guidelines	LSC	Language Structures & Conventions
	Group Guided Reading	CS	Comprehension Strategies
	Independent Reading	Vocab	Vocabulary
	Summary	Reading	Reading

THEME

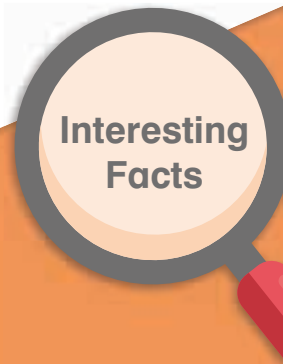
All about Myths

Term 3

Weeks 1 & 2 | Cycle 1

Myths and Legends for Kids
Funny, educational and free - **stories** and poems for **kids**, based on tales from **myths** and legends.
http://www.history-for-kids.com › myths-and-legends

- A myth is a story that people used to tell a long time ago to explain things they didn't understand. For example, they might tell a story about why thunder and lightning happen.
- Now, even though these stories aren't true they can still be important because they teach us lessons about how to be good people and how to treat others.



LSC

Remember: This means the a-e are separated in the word. The e goes at the end, to make the a sound long. For example: rate, fame

When -ing is added to a word that ends in e, the e is removed, like:
fake = faking
save = saving
shake = shaking

Decoding skills

Phonic sounds

Learn to read these sounds: **fl** **a-e** **-ing**

Phonic words

Practice sounding out and reading these words:

fly flag flap came name tale king wing flying

Word find

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

fl	**a-e**	**b**	**g**
k	**i**	**o**	**s**
ing	**m**	**p**	**n**

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

visit	**every**	**family**	**listen**	**about**
lives	**something**	**people**	**these**	**turn**

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

myth	**hero**	**heroes**	**adventure**	**magic**
human	**create**	**intelligence**	**emotion**	**ancient**
characteristic	**lesson**	**moral**	**loyalty**	**bravery**
profound	**culture**	**belief**	**believe**	**history**

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

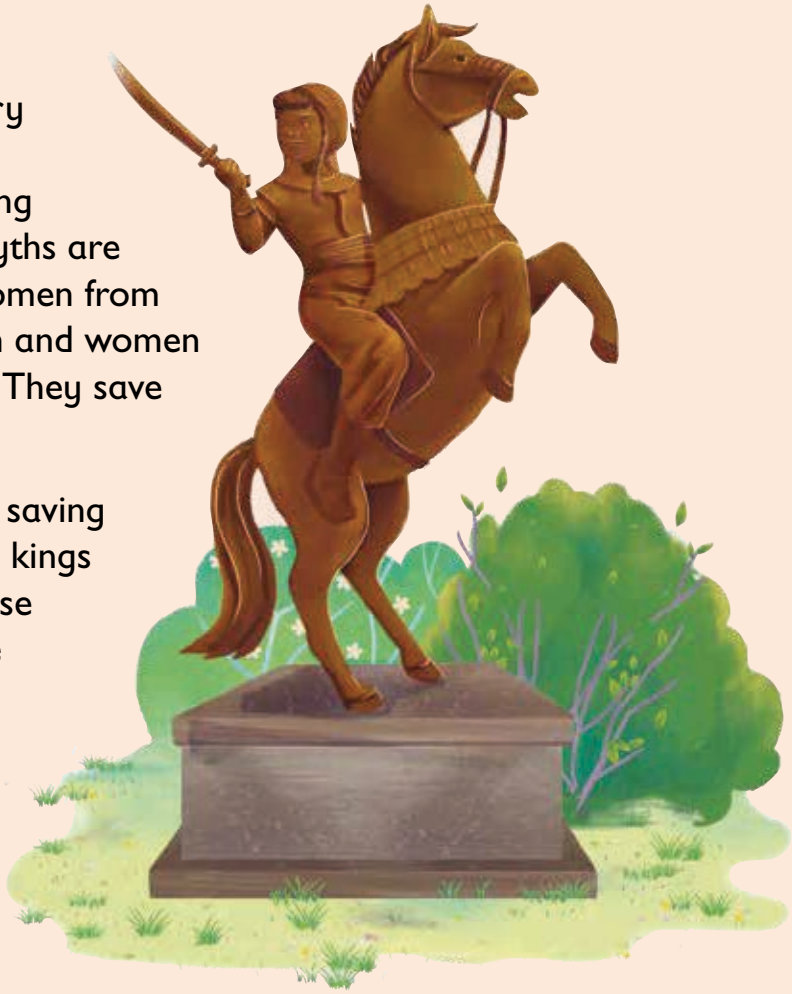
My granny's stories

I like visiting my granny. I like visiting my granny every week. My granny's name is Flo. Granny Flo lives far away from me. She lives in Limpopo. My granny and I like walking and talking. We go for long walks and she tells me tales. Tales are the same as stories.

I like to listen to my granny. I like listening to tales about her life. The tales about her life are full of history. She is good at telling stories. Her stories can be funny. I like to listen to Granny Flo's stories about her history. Her stories tell me about our culture too. I like stories about my family's history and culture. The stories tell me where my family came from.

I love visiting my granny every week. I love listening to Granny Flo's tales every week. And Granny Flo loves telling me her tales!

What are myths?



Myths are stories that are very old. We listen to myths from ancient history. We like listening to myths from many lands. Myths are sometimes about men and women from long ago. Sometimes the men and women in these tales do brave things. They save the day in some way.

Some myths have brave kings saving their people. Sometimes these kings are good men. Sometimes these kings are not good men. One myth is about a king named King Midas. King Midas made things turn to gold. King Midas liked making things turn to gold.

But not all myths are about people. Sometimes myths are about dragons that can fly. I like listening to stories about flying dragons! Myths can be stories about magic, adventure, history and culture. I like listening to the myths about magic and adventure.

In African culture we also tell myths. These myths teach us lessons. Many old people like telling myths that teach us lessons.

1. What are myths?
   Myths are…
2. Which king made things turn to gold?
   _____ _____ *made things turn to gold.*
3. What can myths be about?
   Myths can be about…

Shared Reading Text

Read this text together with your teacher.

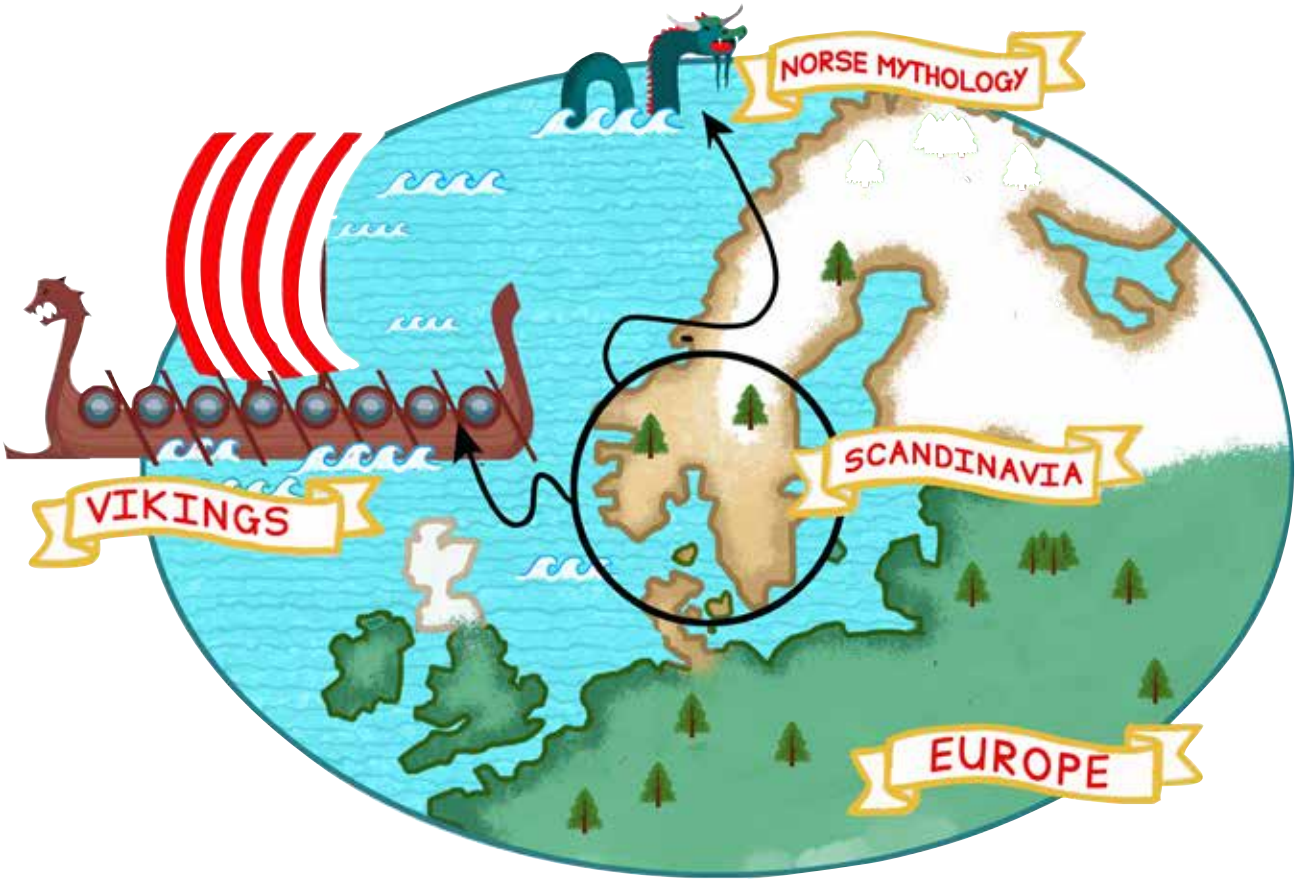
The First Humans in Norse Mythology: Ask and Embla

Norse mythology is a collection of stories about the gods and goddesses who lived in ancient Scandinavia. These stories were passed down from generation to generation, and were told to explain things like the changing seasons and other natural phenomena.

These stories were important to the people who told them because they helped explain the mysteries of the world. They also taught important lessons about bravery, loyalty, and other values.

Today, Norse mythology is still popular and many people enjoy reading these stories and learning about the gods and creatures of ancient Scandinavia.

The following story is the myth about the creation of the first human beings. It tells us what people in ancient Scandinavia believed about how humans came to be.



Long, long ago, the world was empty and silent. There were no insects, animals or people. The gods, who lived in their kingdom of Asgard above the world, wanted to fill the empty world with life and wonder.

They decided to create humans, intelligent and feeling beings who could appreciate the wonders of the world. So, they set out to create the first humans, Ask and Embla.

The gods found two trees, an ash tree and an elm tree, and shaped them into the forms of a man and a woman.

Then, Odin, the chief of the gods, gave them the gift of breath, which allowed them to breathe and move.

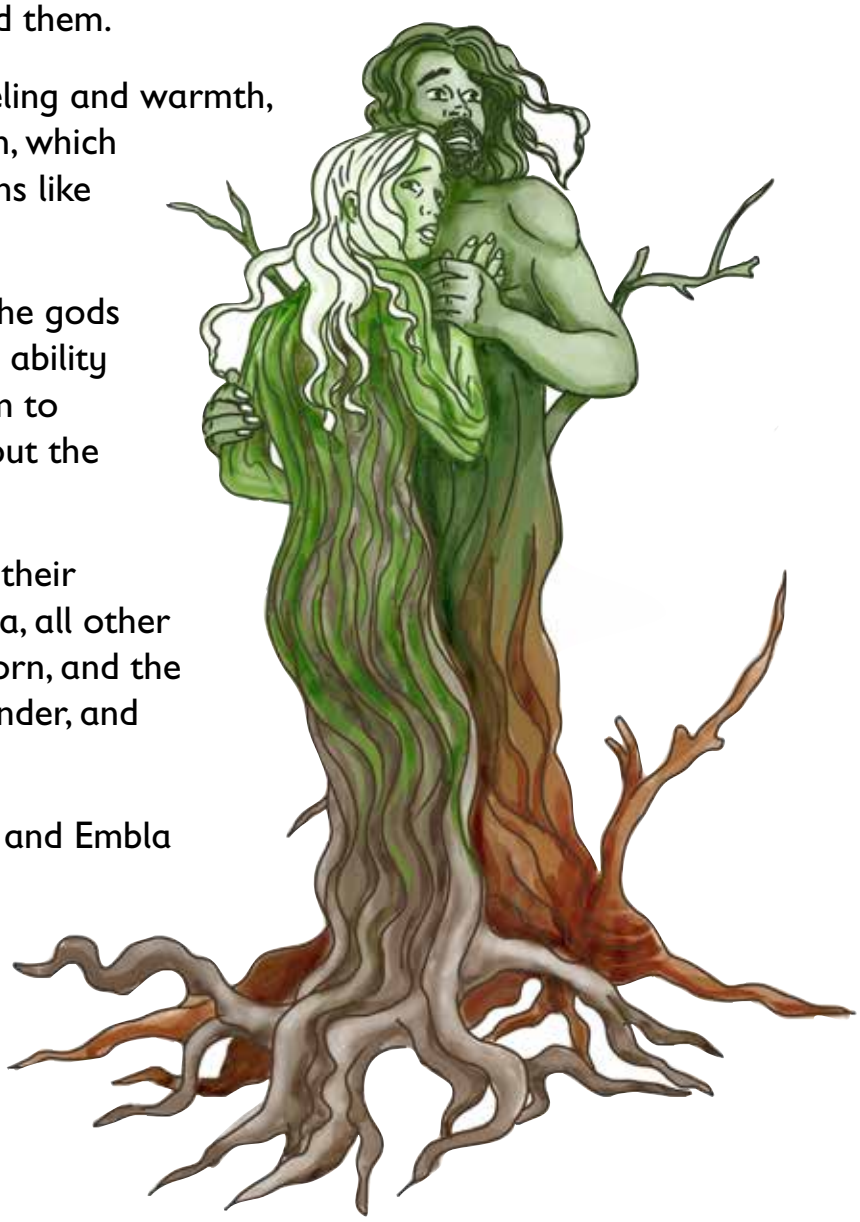
Next, Hoenir, the god of thought and memory, gave them the gift of intelligence, which allowed them to think and understand the world around them.

Finally, Lodurr, the god of feeling and warmth, gave them the gift of warmth, which allowed them to feel emotions like love, happiness, and sadness.

To complete their creation, the gods also gave Ask and Embla the ability to speak, which allowed them to speak to each other and about the world around them.

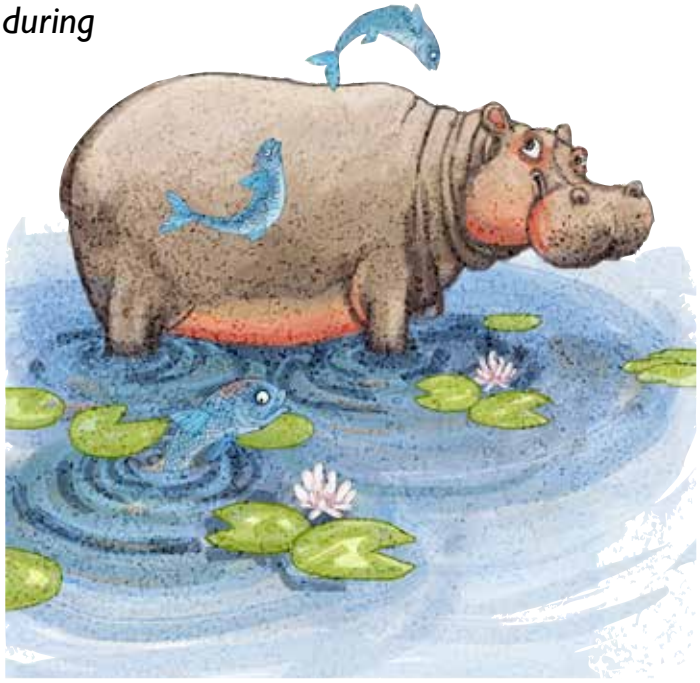
The gods were pleased with their creation. From Ask and Embla, all other humans in the world were born, and the world was filled with life, wonder, and potential.

And so, the first humans Ask and Embla were created with the gifts of breath, intelligence, emotions, and speech, allowing them to live, think, feel, and speak.



Independent Reading Text

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



Why Hippos Don't Eat Fish

This myth comes from the Kikuyu people, who are a group of people who live in Kenya. This myth explains why hippos don't eat fish. This myth teaches us to keep our promises and be truthful.

Long ago, there was a big hippo who lived in the forests and plains. He got very hot one day and wanted to live in the cool water of the rivers and lakes. The hippo went to see Lord N'gai, who made all the creatures on earth, and asked to live in the water. But Lord N'gai was afraid the hippo would eat his little fish friends. So, the hippo promised not to eat them.

Lord N'gai agreed to let the hippo live in the water, but he told the hippo he had to prove that he wasn't eating his fish friends. The hippo had an idea. He said he would come out of the water every night and scatter his dung on the ground. That way, Lord N'gai could see that there were no fish bones in his dung, and he would know that the hippo wasn't eating any fish.

So, every time a hippo poops, he looks up to the heavens and says, "Look N'gai, no fish!"

1. Where does this myth come from?
   This myth comes from…

2. What does this myth explain?
   The myth explains…

3. According to the myth, why do hippo poop on land and scatter their dung?
   Hippos poop on land and scatter their dung so that…

Visual Text

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

Ash tree

Elm tree

The Myth:

According to Norse Mythology, the first humans were made from an Ash tree and an Elm tree.

Three of the Norse gods found two pieces of driftwood – one from an Ash tree and one from an Elm tree – lying on the beach. They were shaped like a man and a woman, but they were lifeless and powerless. So, the gods decided to give them life, and make them fully human.

The Ash tree became the first man. He was named Ask. The Elm tree became the first woman. She was named Embla. They become the father and mother of all humans on earth.

Facts about Ash trees:

Ash trees are found in many places all over the world. Ash wood is flexible but also strong. The word 'Ash' comes from the word 'spear'. In ancient times, wood from the Ash tree was used to make weapons, like spears and arrows. Today, Ash wood is used to make tools, weapons, sports equipment, furniture, and more.

Facts about Elm trees:

Elm trees are found mostly in the Northern Hemisphere (the northern part of the globe). People often plant elms because they grow quickly into big, beautiful trees that can provide shade. In addition, Elm trees are valued for their strong wood. Today, Elm wood is used to make boats, wooden floors, furniture and more.

---

1. Look at the pictures above. Describe one way the Ash and Elm trees look different from one another.

   The Ash tree looks...and the Elm tree looks...

2. Read the facts about Ash and Elm trees. What is one similarity between Ash and Elm trees?

   Ash and Elm trees both…

3. Read the facts about Ash and Elm trees. What is one difference between Ash and Elm trees?

   One difference is that…

4. What did the Ash and Elm trees become, according to Norse mythology?

   In Norse mythology, the Ash and Elm trees…

5. We can infer that Ash and Elm trees were important in ancient Scandinavian culture. Why can we make this inference?

   I can infer that the Ash and Elm trees were important because…

THEME

Finding out more about Short Stories

Weeks 3 & 4 | Cycle 2

Creative Writing Project

Decoding skills

LSC

Remember: This means the i-e are separated in the word. The e goes at the end, to make the i sound long. For example: hide, ripe

Phonic sounds

Learn to read these sounds: **nk** **i-e**

Phonic words

Practice sounding out and reading these words:

ink junk blank kite white site

Word find

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

nk	**a-e**	**bl**	**ing**
a	**b**	**ck**	**i**
s	**t**	**i-e**	**w**

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

read story stories pages pictures
have write friend teacher funny

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

fiction	**characters**	**settings**	**structure**	**conflict**
personality	**tease**	**roughly**	**shocked**	**anxiously**
stood up to	**benefit**	**harvesting**		

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

The White Kite

My teacher reads us stories. I like listening to our teacher read stories. She read us a short story about a white kite. The pages of the story are not blank. The pages have words and pictures. The words and pictures are made with ink.

The white kite story is a good story. We sit and listen when she reads us the story about the white kite. The kite is made from a pile of junk. It is made from a pile of junk and it is blank. The kite does not have a name. This makes the kite sad.

We can write the kite's name in ink on the blank kite. A name will give the kite a personality. The kite is sad with no name. We write names for the kite in pink ink. We write names in pink ink on the blank kite. The white kite is not blank. Now the white kite has a name in pink ink.

If you have a book, you have a friend

If you have a book, you have a friend. A book is a friend made of white pages and ink. In books we find stories. Stories in ink. Stories on blank pages. Characters in stories are our friends. I like made-up characters the best. They are not junk. They are not junk friends. They are fiction friends. I like friends that I find in a book.

A book is a site with characters. Some characters can be dogs. Dogs that can bite and drink. Dogs can think. Dogs can be white or pink. Pink dogs can think and bite. Pink dogs are funny.

A kite can be a character. A white kite is a blank kite with no ink. The story about the 'White Kite' is a fiction story. It is the story of a kite with no name.

Friends in books can be a white kite or a pink dog. You will have a friend if you have a book. Thank you books! Thank you stories!

1. Complete the saying: 'If you have a book, …'
   If you have a book, …
2. What is a book made of?
   A book is made of pages and…
3. What kind of story is the 'White Kite'?
   The 'White Kite' is a…

Research Tasks

TASK 1: FINDING OUT MORE ABOUT SHORT STORIES

- *Read the text: Finding out more about short stories.*
- *Present your answers in a Mind-Map.*

1. Name one reason why an author writes a short story.
2. Name one type of short story.
3. The structure of a short story: a beginning, a _____ and an _____.
4. What are the characters in a short story?
5. Why are characters important?
6. How do writers help readers to imagine what the characters look like?
7. How do writers show readers what characters sound like?

TASK 2: LOOKING CLOSELY AT EXAMPLES OF SHORT STORIES

- *Read the texts: 'Fundiswa speaks out' and 'Noxolo saves the village'*
- *Present your answers in a Mind-Map and Venn Diagram.*

Fundiswa speaks out

1. Who is the main character in the story?
2. What do you know about her?
3. Describe how she looks.
4. Write down an adjective to describe Fundiswa.
5. Who is the other character in the story?
6. What do you know about him?
7. Write down an adjective to describe Thabo.
8. What happened in the story?
9. How would you feel if you were one of the learners in the class?

Noxolo saves the village

1. Who are the main characters in the story?
2. What do you know about Thandi?
3. What do you know about Noxolo?
4. What happened in the story?
5. Write down an adjective to describe Noxolo.
6. What do you think of Nxolo's plan?
7. What did you learn from this story?

Same or different? (Venn diagram)

1. What **similarities** do you see between the two short stories?
2. What **differences** do you see between the two short stories?

TASK 3: INTERVIEW TO FIND OUT HOW PEOPLE OF DIFFERENT AGES FEEL ABOUT SHORT STORIES

- *Ask a peer (someone in Grade 4) the following questions.*
- *Ask and an older person (a family member or neighbour) the following questions.*
- *Present your answers in Mind-Maps and a Venn Diagram.*

1. Do you like short stories?
   - If you answered no, please explain why.
   - If you answered yes, please explain why, and say which short stories you enjoy.
2. Have you ever written your own short story?
   - If yes, what was that experience like? What did you write about? Who were the characters in your short story?
   - If no, would you like to write your own short story? Who would the characters in your short story be?

TASK 4: OWN RESEARCH

- *Design your own driving question.*

Note Making Activity

Famous character: Sherlock Holmes

Sherlock Holmes is a famous character from the short stories written by Sir Arthur Conan Doyle. He is a **detective** who lives in London. The stories take place a long time ago, around 1880. Sherlock Holmes is really clever and very good at solving crimes. He solves difficult crimes by carefully studying the place where the crime happened and the people who are there. He always sees things that other people don't notice!

Sherlock Holmes is a very interesting person. Some people think he is rude and strange. But he is also kind and loyal to his close friends. His best friend is Dr Watson. Dr Watson works with him and helps him to solve the crimes. Sherlock Holmes is a famous and popular character in literature and there are many TV shows and movies about him too.

Edwards, William, *Our oldest stories*, 2007, Publishers World, Zimbabwe

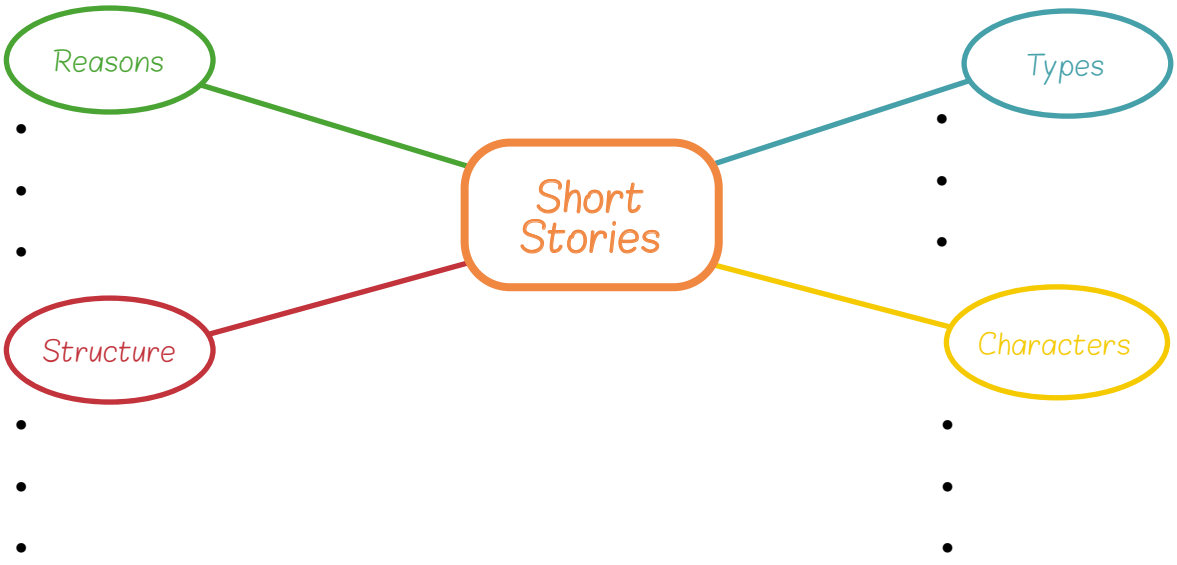
Vocab

detective - someone who solves mysteries or crimes

Using Graphic Organisers

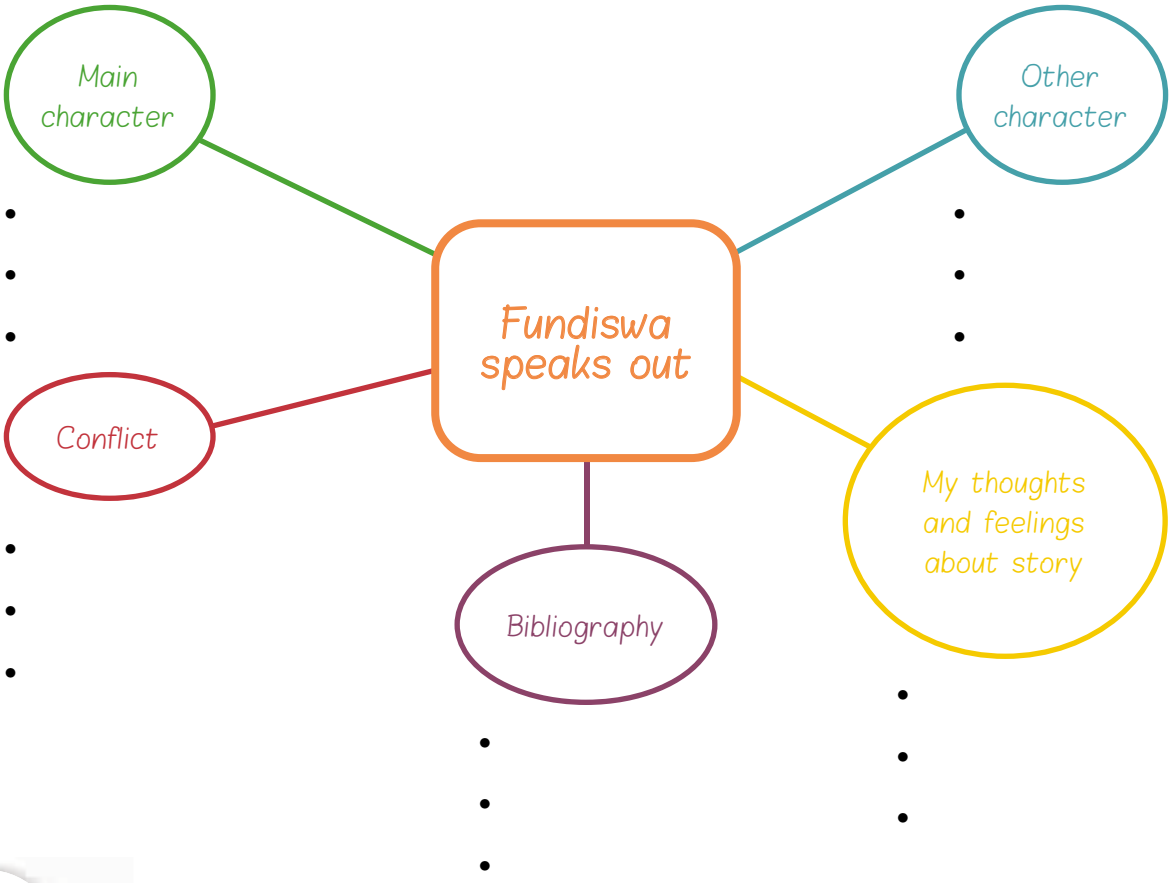
Task 1

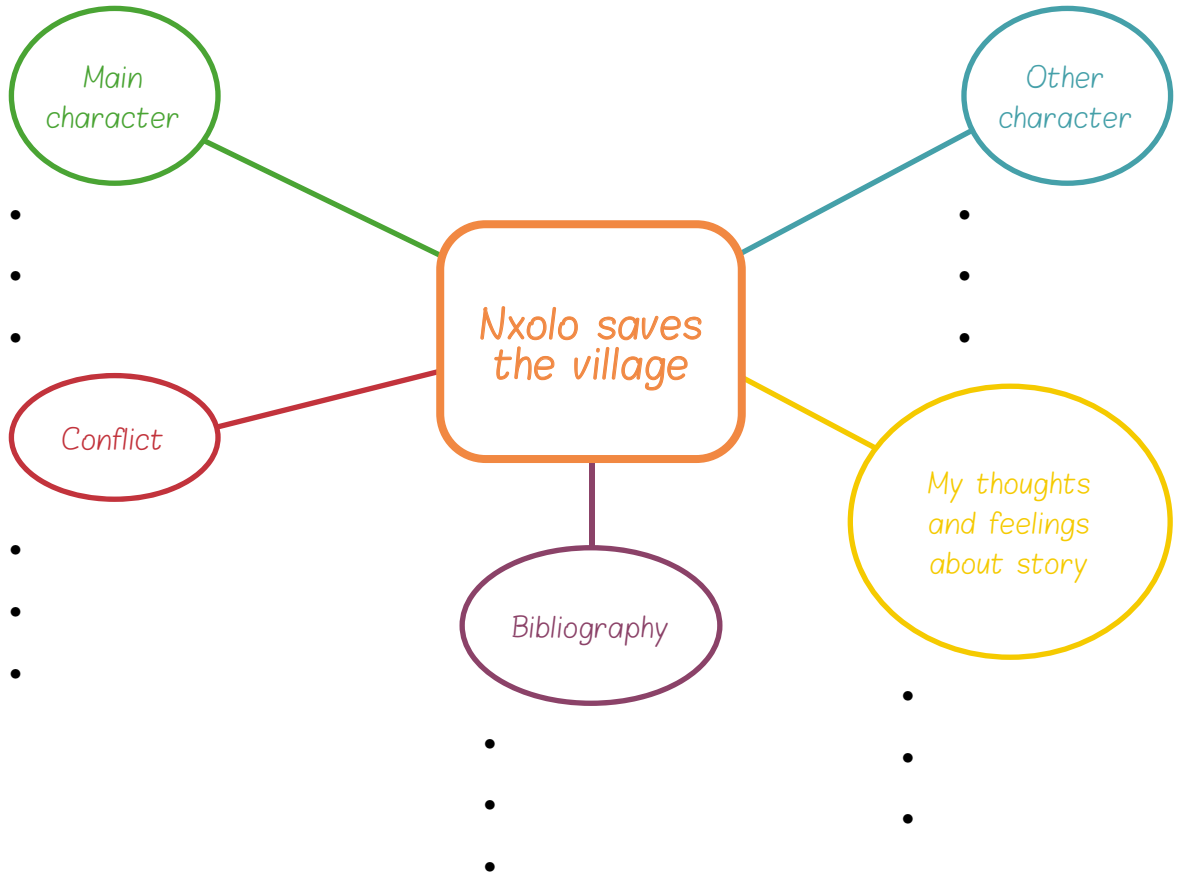
You may want to set out your Mind Map like this:



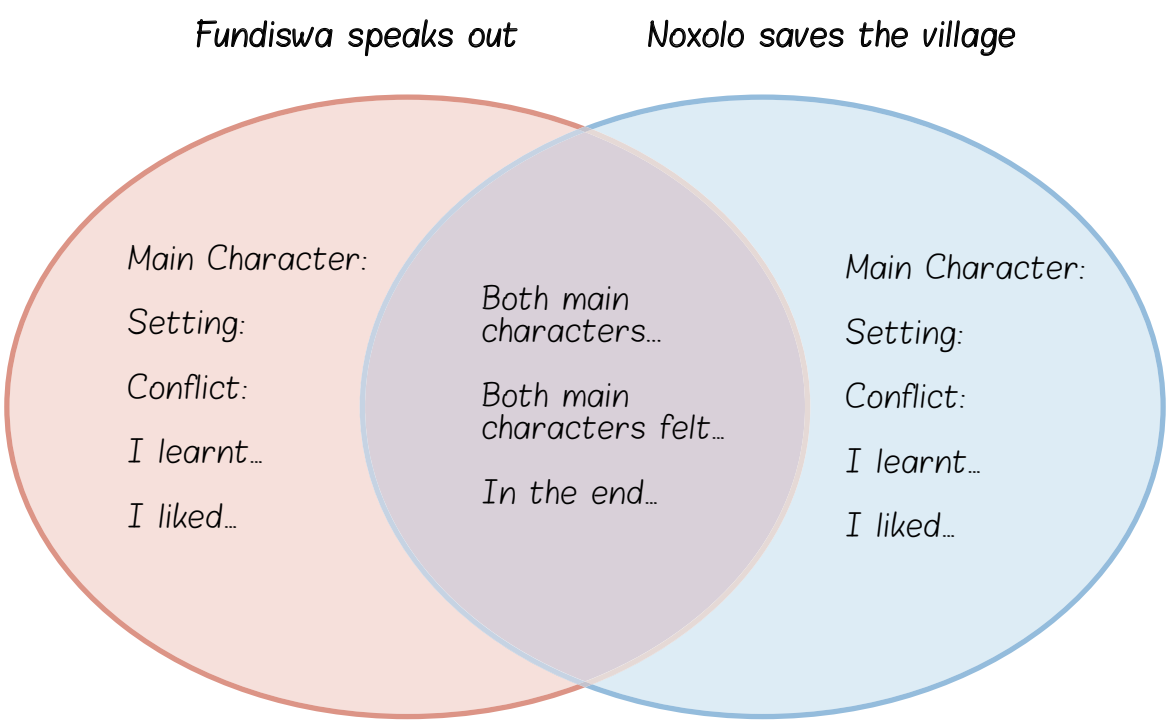
Task 2

You may want to set out your Mind Maps like this:



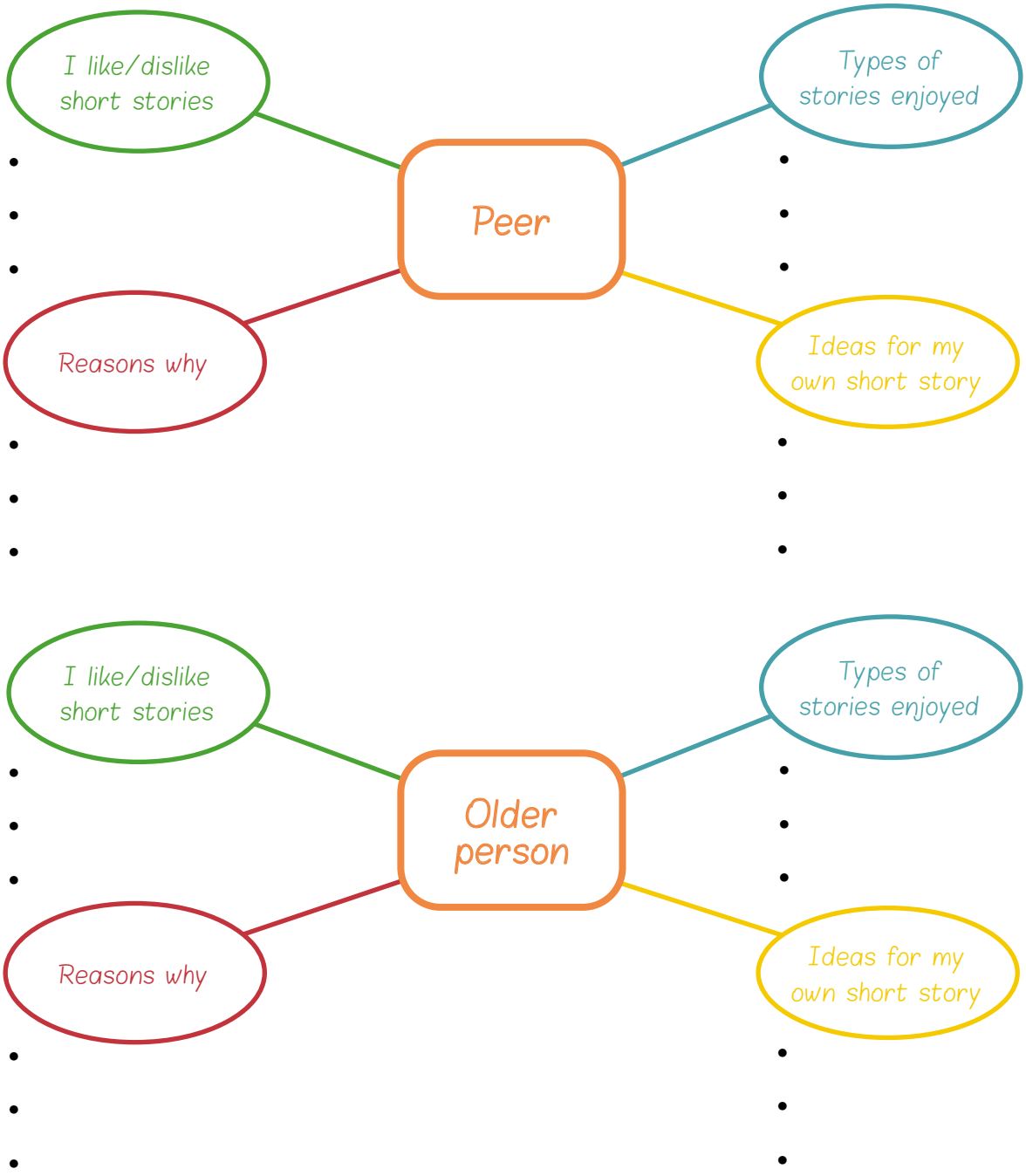


You may want to set out your Venn Diagram like this:

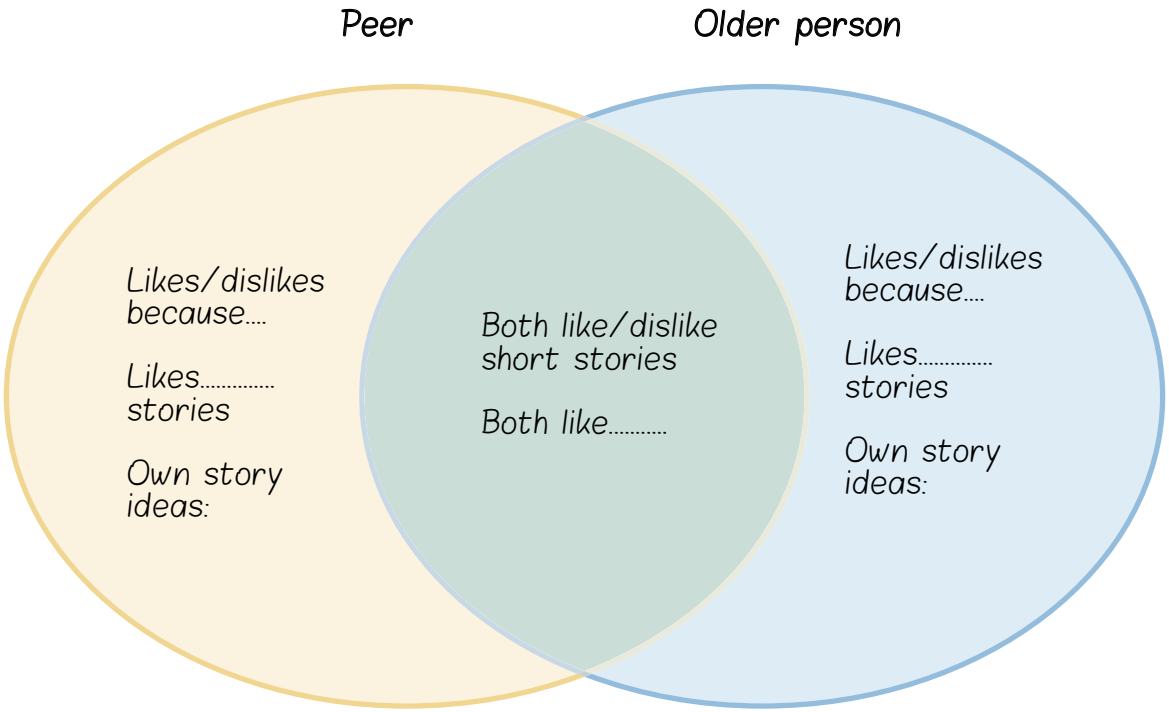


Task 3

You may want to set out your Mind Maps like this:



You may want to set out your Venn Diagram like this:



Using a Bibliography

It is important to properly document the sources of information that you use in your research.

When using **a book** as a source, you must document the following:

- **Author/s** (Surname then first name - the bibliography must be in **alphabetical order from the surnames**)
- **Title** of the book or article - this must be underlined
- **Year** it was published
- **Publisher**
- **Place** of Publication
- We use commas in between all these pieces of information

For example:

- Ross, Nadia, ***Inspiring Stories for Amazing Kids***, 2022, Special Art, Cape Town

When using **an online source**, you must document the following:

- **Name of website**
- **URL link**: http/…
- **Date** accessed/viewed

For example:
South African History Online, https://www.sahistory.org.za/people/gladys-thomas, Accessed on the 06/08/2023

When using **an interview** as a source, you must document the following:

- The **titles, names and surnames** of the person or people you interviewed
- The **date** of the interview
- The **name of the place** where the interview took place

For example:
Interview with **Dr Cebisa Ngubane** on the **10 August 2023, Butterworth Eastern Cape**

TASK 1 TEXT

More about short stories

Short stories are stories that are shorter than **novels**. They are usually **fiction** with interesting **characters** and **settings**.

People write short stories for many different reasons. Sometimes they want to tell an interesting and entertaining story. Or the author might want the reader to think more about an idea or to learn a lesson. There are lots of different types of short stories, for example: funny stories, love stories, action stories, fantasy stories, adventure stories, and many other kinds of stories.

The **structure** of short stories is usually similar to novels. Both have a beginning. This is where the characters and setting are introduced. Then there is the middle part where things get more interesting and there is some kind of problem or **conflict**. The story has an ending. The ending is where the conflict is sorted out. Sometimes the ending is happy, but sometimes it is sad.

Characters are very important in short stories. These are the people or animals in the story. They are important because the story is about them and what happens to them. Some characters are good, and some are bad. There is a main character, and the story is usually about that person.

We often find adjectives in short stories. These are words that describe the characters and the places in the story. They make it easier for the reader to picture the people and places.

We also find adverbs in short stories. Adverbs of manner tell us how something is done. Adverbs of time tell us when or how often something is done.

Direct speech is used to show what characters are saying. This helps readers understand their **personalities**. Direct speech makes the characters come alive.

Adjectives, adverbs and direct speech make the story more interesting to read.

Vocab

novel - a full length book

fiction - a story that is not true

characters - the people or animals who are in the story

setting - the place and time where the story happens (e.g. Durban, 2019)

structure - the way the story is organised

conflict - a disagreement, fight or problem of some kind

Vocab

personality - the kind of person you are, e.g. kind, mean, lazy, happy

Short stories are a great way to meet new characters, go to new places and to enjoy a good story – all in a short time!

Website: More about Short Stories, https://www.books.com/blog/what-is-a-short-story, Accessed 6 May 2023

TASK 2 TEXTS

Fundiswa speaks out

LSC

happily - adverb of manner showing how she walked

Fundiswa walked **happily** into the Grade 4 classroom on a sunny morning in Dobsonville. She was a small learner with her hair pulled back in a blue band. She was excited to start the day and see her friends. But then she saw Thabo, the class bully. He was sitting in the back of the class with his arms folded. He looked mean.

Vocab

tease - to say or do mean and horrible things to others

always - adverb of time showing when he pushed

roughly - adverb of manner showing how he pushed

Thabo was a big, strong boy who loved to **tease** and hurt the other students. He would **always** push them **roughly**, call them names, and take their food money.

Thabo had **often** teased Fundiswa because she worked hard and enjoyed school. He called her mean names and threw her books on the floor. She had **always** been scared of him.

As the teacher began the lesson, Thabo started to tease Fundiswa. He was talking **quietly** so the teacher couldn't hear, but Fundiswa could hear every word he said.

From behind her she heard Thabo's voice, 'Hey Clever, how are you today? Can you just **quickly** do my work for me? I know you don't have any friends. Nobody likes a nerd, Clever. You can just finish all my work. All you're good at is studying.'

Fundiswa **usually** just waited until he was finished. But this time was different. She sat still. Her face got redder and redder. Her heart was beating **hard**. She knew she couldn't take this anymore. That's when she stood up and turned around.

'Stop it, Thabo!' she shouted **loudly**, her voice shaking with anger. 'Stop saying these things! Leave me alone!'

Thabo was **shocked**. He sat there looking at her. The whole class and the teacher were all looking **anxiously** at Fundiswa.

Fundiswa was still standing. She continued, 'We're all sick of you being so mean all the time! Don't you have any friends? All you ever do is make others feel bad. You're just a bully! I'm not afraid of you!'

Thabo looked down at the floor. He didn't know what to do. No one had ever **stood up to** him before. Suddenly some of the other learners started clapping. Then the whole class was clapping! They were cheering **enthusiastically** for Fundiswa!

From that day things changed in the class. Thabo stopped teasing and hurting others. Fundiswa became known as the class hero. She **proved** that anyone could be brave and stand up for themselves.

Nguni, Nick, *Short Stories for young adults*, 2010, Classic Penguin Publishers, South Africa

Vocab

often - adverb of time showing when he teased

quietly - adverb of manner showing how he was talking

quickly - adverb of manner showing how Thabo wanted Fundiswa to do his work

LSC

usually - adverb of time

hard - adverb of manner

enthusiastically - adverb of manner showing how they cheered

loudly and **anxiously** - adverbs of manner

Vocab

shocked - very surprised

stood up to - to challenge someone

Vocab

prove - to show

Noxolo saves the village

Thandi was a young girl who lived in a small village in the Eastern Cape. She **always** had a friendly smile and loved talking to people. One day, she met an old woman named Noxolo. Noxolo lived alone in a small hut outside the village. Noxolo was kind and wise. Thandi enjoyed visiting her and **often** went to her hut to listen to Noxolo's interesting stories.

One day, a conflict arose in the village. There was an empty piece of land that no one was using. Some people wanted to turn it into a garden. Others wanted to use it for a market. The fighting grew worse **every day**. After a few weeks, the people were divided in two groups. Everyone was fighting and angry!

Thandi was sad. She was really worried about all the fighting. She went to speak to Noxolo and asked her for help. Noxolo Noxolo listened to Thandi **carefully** and thought about the problem for a long time. Later that afternoon she had a plan that would bring the people together.

LSC

always, often and **every day** - adverbs of time

carefully - adverb of manner showing how she thought

Noxolo called a meeting and invited all the villagers to come and listen to her. The villagers were surprised to see the old woman and the young girl together. But, they listened **respectfully** as Noxolo spoke. Noxolo spoke **calmly** in her gentle voice. She reminded everyone that they were all part of the same community. She said that they should find a way to work together.

Noxolo suggested that they use the land for both a garden and a market. She said that the villagers could work together to plant vegetables and fruits in the garden. Then, they could sell the produce in the market.

The villagers listened to Noxolo's words and realised that she was right. **Slowly** they began to talk and to listen to each other. Soon, the land was changed into a beautiful garden and market.

Thandi was so happy that Noxolo's wisdom had helped to sort out the problem. She realised that even though Noxolo was old, she was a very wise and thoughtful leader.

Lester, Joy, *Unexpected Heroes: stories for eager readers*, 1997, Wonderbooks, Johannesburg

LSC

respectfully, calmly and **slowly** - adverbs of manner

TASK 4 TEXTS

Characters in short stories

Characters are the people or animals that we read about in stories. They are very important because they help us understand what is happening in the story and what the story is about.

When authors describe their characters well, we can picture them in our minds. We can imagine what they look like and how they act. This is really important because it makes the story more interesting and helps us feel like we are a part of the story. If we can imagine what the characters look like and sound like, we can also understand how they might be feeling and what they might do next.

The main character is usually the most important character in the story. This person is the hero or heroine. They are the one who the story is mostly about. We usually learn a lot about them. We might learn about their personality, what they like, what they don't like, their family and friends.

So, next time you read a story, pay attention to how the author describes the characters. Try to picture them in your mind and think about how they might be feeling. This will help you enjoy the story even more!

Characters in Short Stories, https://www.masterclass.com/articles/guide-to-all-the-types-of-characters-in-shortstories, Accessed on the 24 April 2023

Famous character: Rip Van Winkle

Rip Van Winkle is a famous character from the short story written by Washington Irving. The story was published in 1819. Rip Van Winkle is a pleasant man, who everyone likes. But he's lazy and doesn't like to work. He prefers having fun with his friends.

One day, **Rip falls asleep and wakes up 20 years later**! Everything has changed! He returns to his village and finds his children have grown up, his friends are old, and he doesn't know or recognise anyone.

Eventually Rip learns to live in the new world. His story teaches us not to be lazy. It also teaches us that it is important to change with the times.

Edwards, William, *Our oldest stories*, 2007, Publishers World, Zimbabwe

A famous African character: Anansi

Anansi the Spider is a trickster character. He appears in many West African stories.

Anansi is a **complicated** character, and his personality can be both positive and negative. Sometimes he is the **hero** and sometimes he is the **villain**. He is often seen as a trickster, but he can also be a wise leader. Anansi is always looking for ways to get ahead, and he is not afraid to break the rules to do so. However, he also has a strong sense of **justice**, and he is always willing to help those in need. Anansi is also a reminder that even characters who are not perfect can be capable of great things.

CS

Visualisation - What do you think Rip looked like when he fell asleep?

Vocab

complicated - confusing and mixed-up

hero - the good character in a story

villain - the bad character in a story

justice - the right thing to do

Here are some of the most famous things about Anansi:

Cunning: Anansi is very good at deception (dishonesty) and trickery. He is always one step ahead of others. He is always coming up with new and creative ways to get what he wants.

Creative: Anansi is a talented storyteller and inventor. He is always coming up with new ideas, and he is not afraid to take risks.

Witty: Anansi is funny. He is always able to find the perfect joke, and he often uses his humour to calm his opponents.

Lovable: Anansi has a good heart and he is always willing to help others.

Anansi's stories often teach lessons about life, such as the importance of wisdom, cunning, and creativity. They also teach about the dangers of greed and selfishness. Anansi's stories are still told today, and they continue to entertain and teach people all over the world.

Website: African Stories for the fireside, https://ourfiresidestories.com/, Accessed 17 May 2023

THEME

Writing about Short Stories

Weeks 5 & 6 | Cycle 3

Creative Writing Project

LSC

Remember: This means the o and e are separated in the word. The e goes at the end, to make the o sound long. For example: rope, tone

if a word ends in a short vowel and a consonant, like 'spin' (-'in'), you double the consonant before adding an '-ed'. For example: spin – spinned.

Decoding Skills

Phonic sounds

Learn to read these sounds: **sp** **o-e** **-ed**

Phonic words

Practice sounding out and reading these words:

spell spider spiky smoke bone
nose spotted acted walked

Word find

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

sp	o-e	p	k
i	t	n	-ed
br	a	c	e

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

read	**story**	**witch**	**write**	**about**
mine	**says**	**black**	**out**	**hair**

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

caring	mean	angry	funny	huge
tiny	beautiful	horrible	calm	peaceful
swiftly	loudly	noisily	quietly	softly
warmly	lovingly	bravely	joyfully	slowly

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

The spell

I asked my teacher to read us a story. I hope my teacher will read the story about the horrible witch. I hope she will read about the horrible witch and her spells. I loved the story about the spells with smoke and spiders. The stories about the horrible witch and her spells of smoke and spiders are good stories.

The horrible witch says, "Nose of spider, smoke and bone. This spell is mine, is mine alone!" She says her spell. She says her horrible spell in the story.

We acted the story out. We acted out the story and spoke the spell. We acted out the story about the horrible witch and her spells. It was fun. Her spells have smoke and spiders. I asked to act as the witch.

I acted as the horrible witch. I spoke, "Nose of spider, smoke and bone. This spell is mine, is mine alone!" I loved to be the witch!

My dog Spot

I want to write a story about my dog Spot. Spot Is a funny dog. He is funny dog and he is my funny spotted friend. Spot has a spotted nose. Spot has a spotted nose and spiky hair. His spiky hair is funny. His spiky hair is black. His black spiky hair is funny.

Spot and I walked to the spaza shop. We walked to the spaza shop for my mom. At the spaza shop Spot stole a bone. The man at the spaza shop was angry. He was angry with Spot. He spoke loudly to Spot. He spoke to Spot loudly and said, "Spot, you stole a bone! Spot you are a bad dog!"

At home, Spot went to his bed. He went to his red bed with the bone he stole. I will write a story about my funny friend. I love my funny, spotted, spiky friend. You are a good dog, Spot! I love you, Spot!

1. What is the dog's name?
   The dog's name is …
2. Where did they go for my mom?
   They went to ... for mom.
3. What did Spot steal?
   Spot stole a …

TASK 5: CREATE YOUR OWN CHARACTER

- Imagine that you are writing a short story. Think about the story and about your main character.
- Write a paragraph describing your main character.
- Please use creative **adjectives** and **adverbs** to describe your character.

a. Describe what your character looks like.

- Describe the main things about the way your character looks like their hair, height and age.
- Also describe some interesting details about the way your character looks, like any scars, tattoos or their eyes.

b. Think about the way your character moves.

- Does your character move slowly or quickly?
- Is your character clumsy or graceful?

c. Describe your character's personality.

- Is your character kind, mean, excited, calm, or funny?
- Is your character good or bad? Or is your character both good and bad?

d. Describe what your character does with their time.

- Does your character go to school or work every day?
- What hobbies does your character have?
- What does your character do for fun?

TASK 6: CREATE A BOOK COVER FOR YOUR SHORT STORY

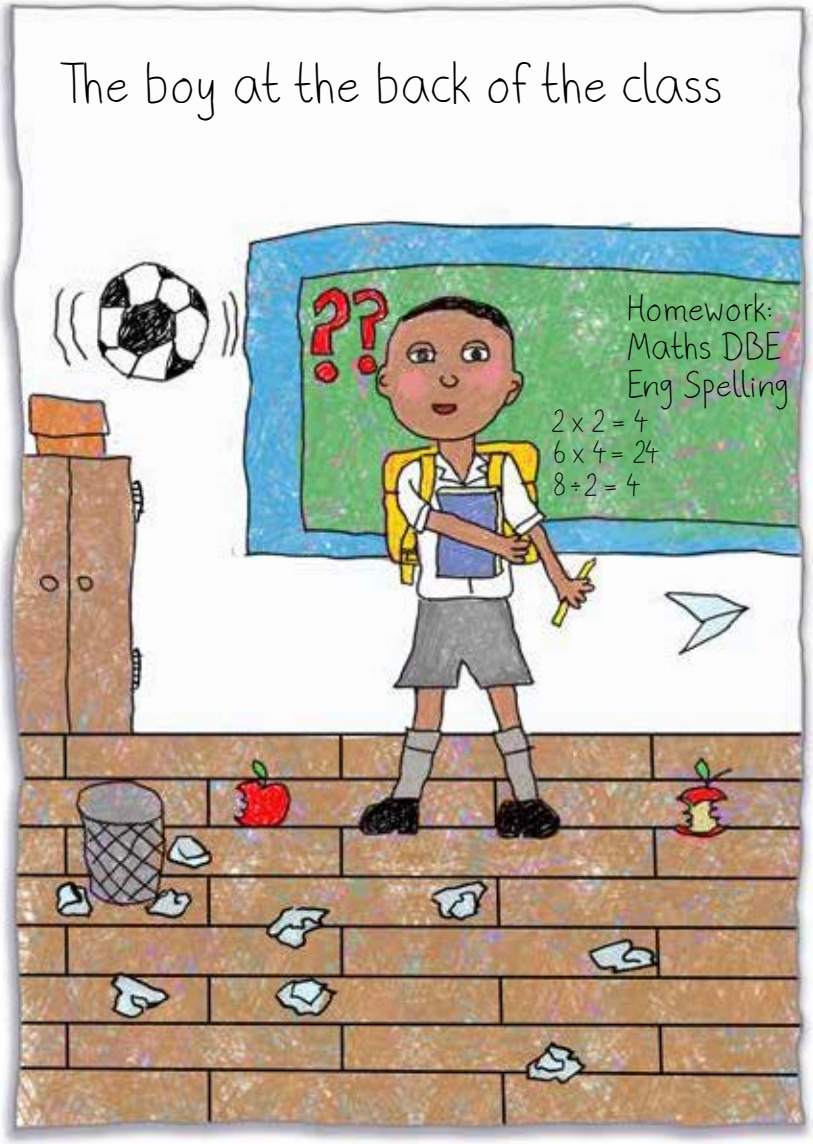
- Create a book cover for your short story that includes:
  a. The title of your short story
  b. A picture of your main character
- Also make sure that the cover of your short story:
  - Looks attractive
  - Has clear, neat writing
  - Relates to the story – gives an idea of what the story is about

Example of a Grade 4 learner's completed project

Paragraph about main character:

My story is The boy at the back of the class. The main character is Ntando. He is ten and is average hight. He has dark brown eyes and short curly hair. His best friend's name is Aviwe and he is loud and is sometimes a little naughty. Ntando likes to keep his uniform neat and tidy and the things he owns in the right place. Ntando's favourite subjects are Natural Science and Technology because he loves learning about living things. His dream is to become a scientist when he is older. Ntando is a calm and quiet person who loves playing with his friend.

Book cover for short story:



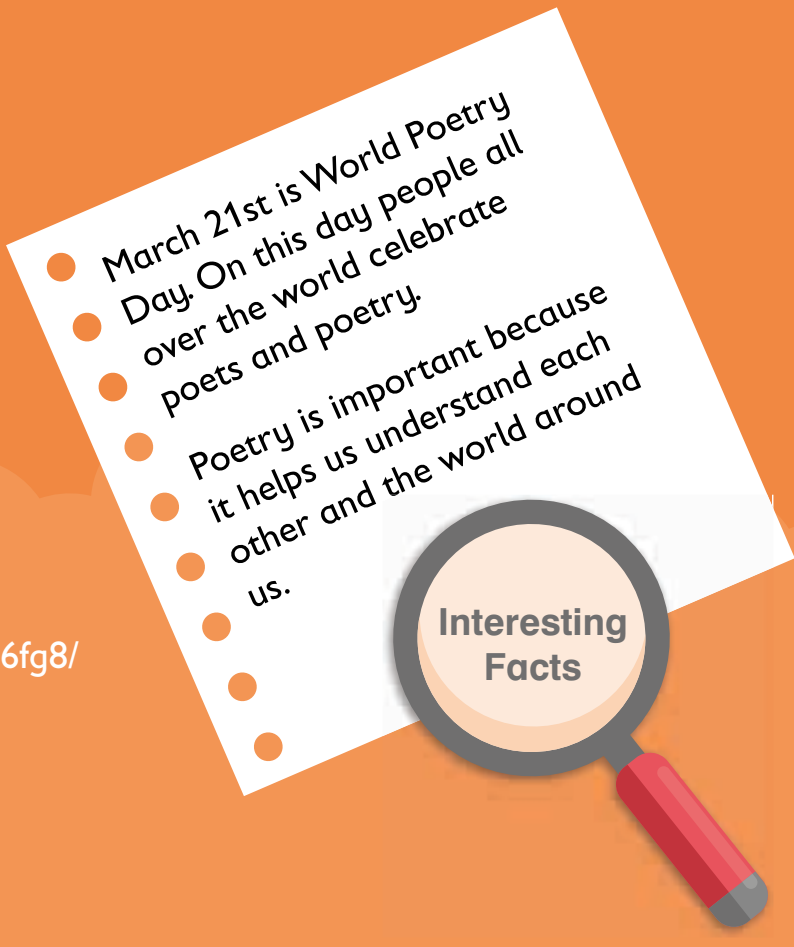
THEME

Fun with Poetry

Term 3

Weeks 7 & 8 | Cycle 4

What are rhyming words?
https://www.bbc.co.uk/bitesize/topics/zd66fg8/articles/zqjgrdm



LSC

Remember: This means the u-e are separated in the word. The e goes at the end.. For example: rude, rule, cute

Note: u-e makes two different sounds! The u-e sound in cube is different from the u-e sound in flute.

Note: oo makes two different sounds! The oo sound in pool is different from the oo sound in book.

Decoding Skills

Phonic sounds

Learn to read these sounds: **wh** **u-e** **oo**

Phonic words

Practice sounding out and reading these words:

whiz what whisper huge use cute book good boom

Word find

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

wh	u-e	p	l
i	t	n	oo
br	a	c	e

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

will	words	write	loud	soft
who	his	would	they	why

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

poet	poem	rhythm	rhyme	meaning
free verse	rhyming couplet		syllables	rules
topic	idea	pictures	stories	original
express	feelings	create	image	purpose

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

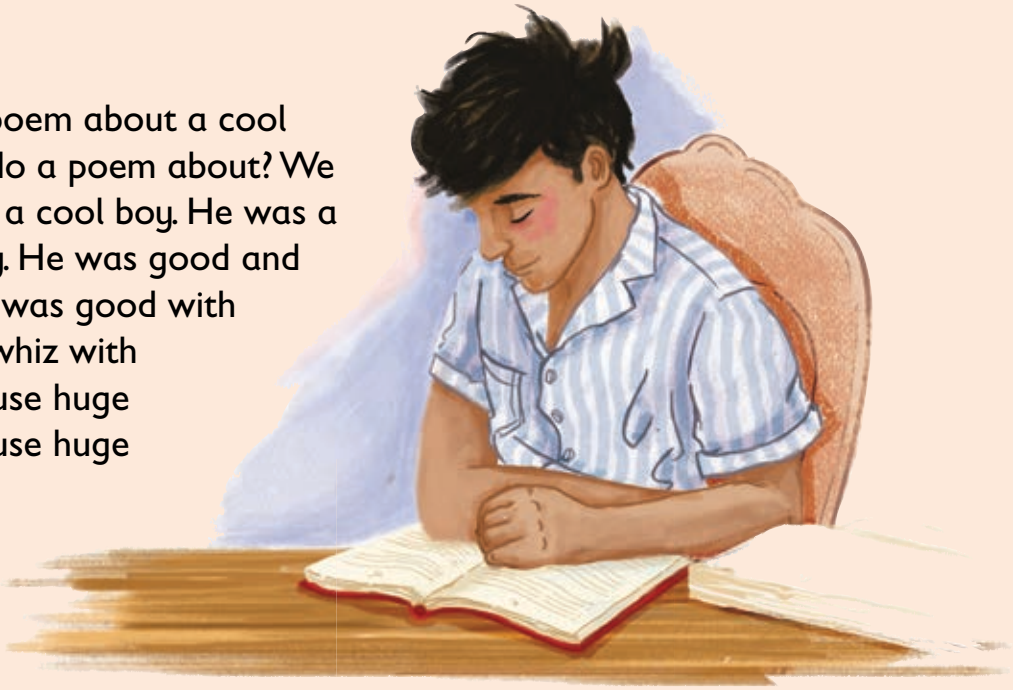
A poet is a whiz!

A poet is good with words. A poet is a whiz. He is a whiz with words. He can use and write words like a whiz. He will use many words. He will use many words to write poems. He will write these many words in a book of poetry. He is good with ideas. What is he good with? He is good with ideas.

He will use huge words. He will use cute words. Cute words can be funny. He will use words that boom! Booming words are loud. Very loud words boom! He will use words that whisper. Whispering words are soft. Very soft words whisper.

What words does the poet use? He uses words that are huge. He uses words that are cute. He uses words that boom! He uses words that whisper. He writes these good words in a book of poetry. I like to use a book of poems. I like to use a book of poetry.

The cool boy



In class we did a poem about a cool boy. Who did we do a poem about? We did a poem about a cool boy. He was a whiz of a cool boy. He was good and cute and cool. He was good with words. He was a whiz with words. He would use huge words. He would use huge words to write about his feelings. He would write his feelings in a book of poems. He would use his huge words in his book of poetry.

He would use his words to write good poems about the moon, the zoo and a baboon. What did he write about? About the moon, the zoo and a baboon. He would write down his feelings about the whispering moon, about the loud zoo and about the huge baboon.

"Why write words in a book?" they would whisper. They would whisper about the cool boy. They would whisper about the boy who writes good poems about his feelings. They would whisper about his poems about the moon, the zoo and the baboon.

1. Who did we do a poem about?
   We did a poem about…
2. What words did he use?
   He used…
3. What did he write about?
   He would write about the moon, … and …

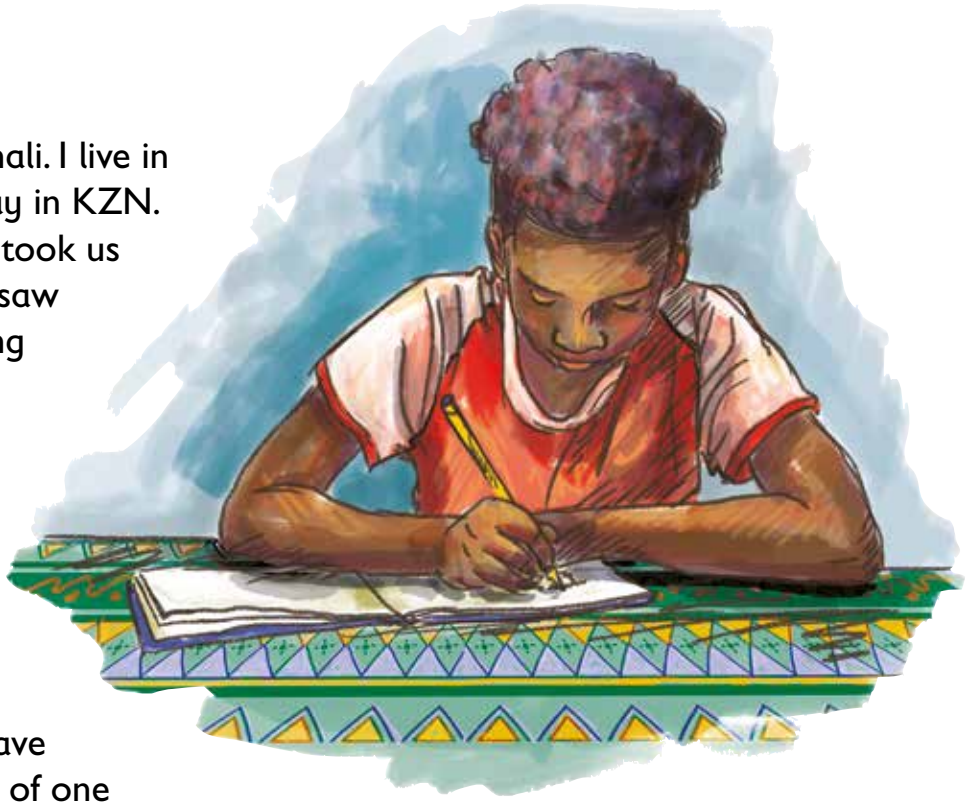
Shared Reading Text

Read and discuss this text together with your teacher.

Learning about Rhyming Couplets

In a type of poem called a rhyming couplet, the poet must write the poem in groups of two lines that rhyme. The lines must have more or less the same number of syllables. Syllables are the parts of a word that can be clapped out.

Let's read about some kids who wrote their own rhyming couplets.



Sizwe Mtshali

My name is Sizwe Mtshali. I live in the city of Richard's Bay in KZN. My mother and father took us to the game reserve. I saw many wild animals living in the bush.

I wrote a rhyming couplet poem about the animals I saw in the bush. I chose to write a rhyming couplet because I wanted the poem to have a rhythm, like the song of one of the birds we saw. I also like to follow rules when I write a poem.

I know that with a rhyming couplet:

- I must write my poem in sets of two lines
- The last words in the two lines must rhyme
- The lines must have more or less the same number of syllables
- There must be a rhythm to my poem when I read it aloud

Here is my rhyming couplet:

Bush animals

We drive through the bush, as quiet as can be,
My mother, father, sister and me.

I spot a big beast, he is huge and grey,
When he gets angry, we must move away!

Mom sees a bright bird, singing a song,
Cheep cheep, chirp chirp, sweet but not long.

Dad spots impala, jumping through the air,
Light and lovely, like they don't have a care.

My sister is quiet, she listens and looks
Then writes about the animals in her books!

by Sizwe Mtshali

1. Which animal do you think Sizwe spots (a big beast, huge and grey)?
   I think Sizwe spots…

2. How many syllables are in lines 5 and 6?
   There are … syllables in line 5.
   There are … syllables in line 6.

3. Which words rhyme in lines 7 and 8?
   The words that rhyme in lines 7&8 are…and…

Sammy-Jo Claasens

My name is Sammy-Jo Claasens. I live in Postmasburg in the Northern Cape. Once, I went to a zoo and I saw the lions. They were the most beautiful thing I have ever seen. Then I heard that lions are called the 'King of the Jungle'. I love reading and writing about lions.

Here is my rhyming couplet:

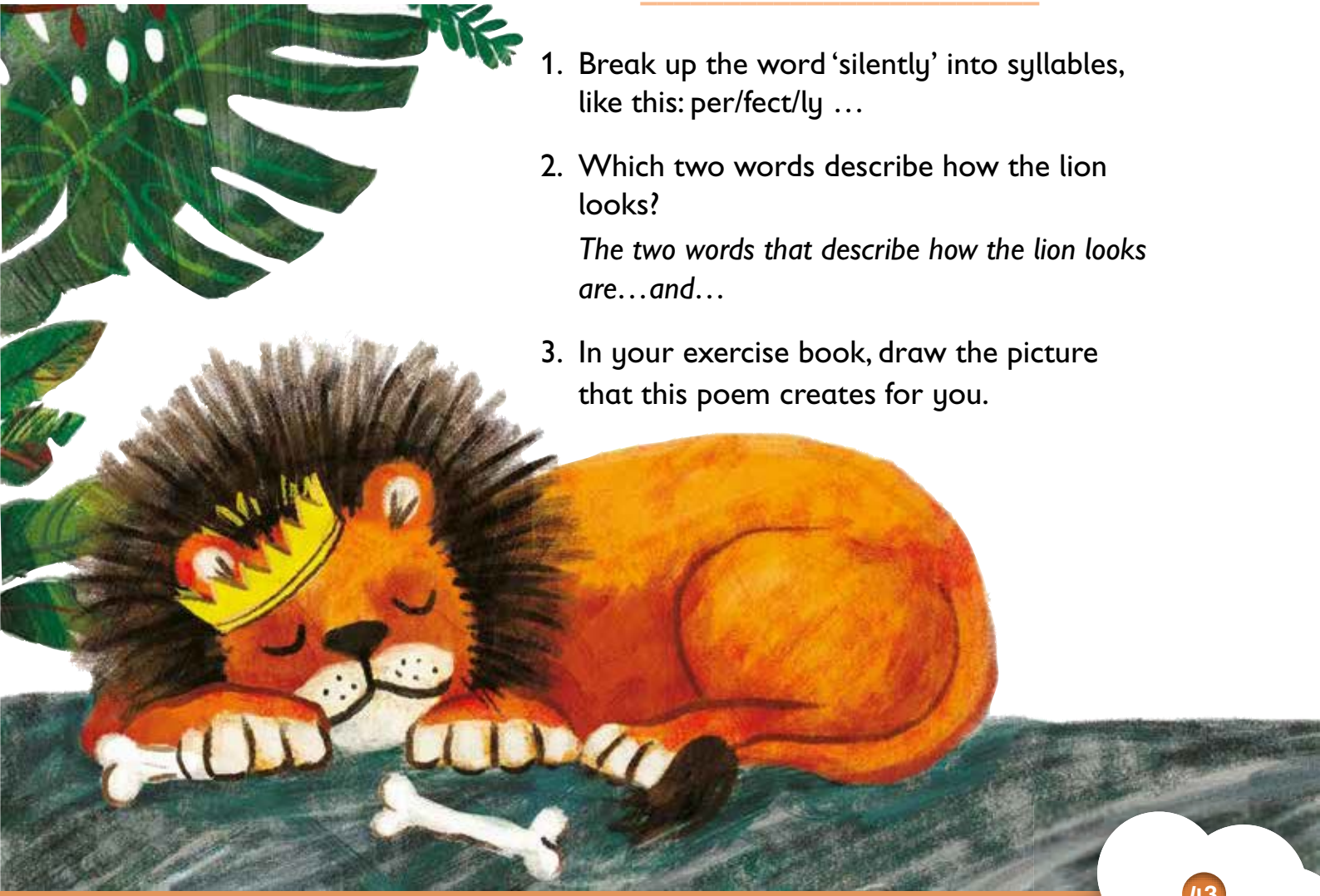
Mr Lion

Mr Lion big and strong
I love to hear you all day long.

But when it's night and time to sleep
I wish you would not say a peep.

But things are different in the heat of the day
That is when you silently attack your prey.

by Sammy-Jo Claasens



1. Break up the word 'silently' into syllables, like this: per/fect/ly …
2. Which two words describe how the lion looks?
   The two words that describe how the lion looks are…and…
3. In your exercise book, draw the picture that this poem creates for you.

Independent Reading Text

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

Poems give us hope

Poems can be magic. Poems can bring us hope.

I like poems. I hope you like poems. I like words that rhyme. There is magic in words that rhyme.

- Words that rhyme with **sing** are wing, ping and fling.
- Words that rhyme with **pool** are fool, school and cool.
- Words that rhyme with **flake** are make,
- take and sake.
- Words that rhyme with **book** are look, cook and hook.
- Words that rhyme with **base** are case, space and chase.
- Words that rhyme with **hole** are mole, sole and pole.
- Words that rhyme with **like** are bike, mike and spike.

I can grow long list of words that rhyme. I hope you like rhymes. I hope they make you happy. Why don't you make a list?

---

1. Which word rhymes with drink?
   A word that rhymes with drink is…
2. Which word rhymes with ring?
   A word that rhymes with ring is….
3. Which word rhymes with sale?
   A word that rhymes with sale is…

THEME

Teacher's Theme (Advertisements)

Term 3

Weeks 9 & 10 | Cycle 5

Please use the theme structures and teaching notes from PSRIP Term 1 Weeks 3-4 to structure a theme related to advertisements.

LSC

Both 'ee' and 'ey' say the long E sound. We usually use 'ee' in the middle of a word, like green. We use 'ey' at the end of a word like key.

Decoding Skills

Phonic sounds

Learn to read these sounds: **sl** **ee**

Phonic words

Practice sounding out and reading these words:

slow **slip** **sleep** **sleeping** **week** **free**

Word find

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

sl	ee	a	p
i	s	tr	sh
o	i-e	n	gr

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

slow	**one**	**eat**	**time**	**work**
much	**go**	**need**	**play**	**three**

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

school	**holiday**	**rest**	**study**	**relax**
pizza	**beach**	**teacher**	**weekend**	**sea**
slip-slops	**sweets**	**flee**		

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

Weekends

I like the weekend. I like the weekend very much. I do not like the school week. The school week feels slow. It feels very, very slow. One school week feels like three slow weeks. Three slow weeks of slow days that slip by slowly. Slip, slap, slip, slap they go by slowly. We work and work and work. So much work to keep us at school.

I like the end of the slow working week. The weekend is at the end of the slow working week. The week that feels three times as long. The weekend is when we can feel free. We are free to sleep. We are free to eat sweets. We are free in our slip-slops. We are free to play. Time to be free sleeping, eating and playing.

We are free from school. Time on the weekend seems to speed up. The school week is slow and the weekend speeds by. Speeding back to school time.

I need a holiday!

I need a holiday. I need to feel free. I need to flee. I need time to rest and relax. I need time to be slow. I need three weeks of rest. I need to go to the beach for my holiday. I need to be free on the beach. I need time to sleep under a tree on the beach. I need to sleep under a tree for a week. Sleeping under a tree on the beach is relaxing.

I need to feel my feet on the beach. I need to feel my feet in slip-slops on the beach. Slip-slops on my feet at the sea. I need to be free for three weeks at the sea. I need to be free from school and work. Free to be me. Free to eat sweets. Free to play. Time for playing in the sea. I want to go on a holiday to the beach.

1. What do I need?
   I need a…
2. How many weeks of rest do I need?
   I need… weeks of rest.
3. Where will I sleep on the beach?
   I will sleep under…

THEME

Weddings

Term 4

Weeks 1 & 2 | Cycle 1

Somebody's Getting Married
Reading Rockets
https://www.readingrockets.org/booklists/somebodys-getting-married

LSC

The 'k' sound becomes silent when it is placed before 'n'. So, in words like knife and knee, we only hear the 'n' sound.

'ow' makes two different sounds! The ow sound in owl is different from the ow sound in know.

Decoding Skills

Phonic sounds

Learn to read these sounds: **kn** **ea** **-ow**

Phonic words

Practice sounding out and reading these words:

knot know knee dream beach meal down cow gown

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	i	m	sh

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

idea	**fetch**	**their**	**tie**	**different**
some	**new**	**family**	**poem**	**knife**

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

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

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

The beach wedding

The bride and groom have dreamed of their wedding ceremony. Their dream wedding will be down on the beach this weekend. They know their wedding ceremony, down on the beach, will be a dream. They know that the ceremony down by the sea will be a dream. The idea of a beach wedding is the dream of the bride and groom. We say they will 'tie the knot'.

The bride and groom know they each have a lot to do before they 'tie the knot'. The bride must fetch her gown. The groom must fetch the rings. The bride will dress in a cream gown. The groom will dress like a king. The groom will be down on one knee on the beach. He will be down on one knee. He will wait for his bride in her cream gown. They will 'tie the knot' in a ceremony down on the beach.

A wedding for Khwezi and Linda

Khwezi and Linda married in a traditional ceremony. It was a different traditional ceremony. The wedding had some of Khwezi's traditions but also some of Linda's traditions. It had different traditions for a new family. It was a new traditional wedding ceremony.

They married at Khwezi's home in a small town. Linda wore her dream gown for her out of town wedding. Linda's mother and father walked her down to Khwezi. Linda's sister read a poem at the wedding.

Khwezi's family gave Linda's family many brown cows. One of the cows was used for the wedding meal. The meal was the meat of a cow. Khwezi cut the meat for his friends with a knife. Each friend had meat from the cow. It was a good wedding meal.

"Khwezi and Linda, we know you will be happy!" said the family and friends.

1. What did Linda's sister do at the wedding?
   Linda's sister…
2. What did Khwezi's family give Linda's family?
   They gave Linda's family…
3. What did they eat at the wedding?
   They ate…

Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

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, a country 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.

LSC

Idiom - '**can handle this**' is another way of saying to cope with or manage something difficult or challenging

Vocab

chubby – used to describe someone whose body is plump and round, and who looks well-fed

chubbier – rounder and plumper than before

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…

LSC

Remember:
The **present progressive** tense is used to describe an action that is still going on.

For example: She goes to work. She is going to work.

5. 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–

   e. *He went to the hospital to have an _____tion.*
   f. *Too much _____tion in the air is unhealthy.*
   g. *It is an old _____tion to give gifts to the bride and groom.*
   h. *The whole _____tion waved flags and sang the anthem.*
   i. *We waited at the bus _____tion for an hour for them to arrive.*
   j. *We loved the car chases and ____tion scenes during movie.*
   k. *Their wedding was a real _____tion of love.*

A Jewish wedding

It was breaktime 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.

A Jewish couple break a glass to symbolise that even in happy times, they must remember the hard times.

CS

People who are Jewish are part of the religion called Judaism. There are many Jews from all over the world, including Africa, the Middle East, North and South America and Eastern Europe.

Vocab

fasting – when you do not eat or drink anything.

'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:
   a. *The couple fast before the ceremony.*
   b. *The family give gifts to the new couple.*
   c. *They eat too much food.*
   d. *Everyone dances the whole night.*

4. What does it mean 'to fast'?
   'To fast' means…

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**.

Vocab

ritual – a series of actions done by people of a religion or culture

Rituals are often part of a marriage ceremony. One ritual is for the bride and groom and swap wedding rings.

bride – the woman getting married

groom – the man getting married

CS

Making connections
The number 7 is important in Jewish and Hindu weddings. There are seven blessings in a Jewish wedding. In a Hindu wedding, there are seven vows.

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.*

LSC

Remember: **Synonyms** are words that have similar meanings.

4 Choose the correct answer.

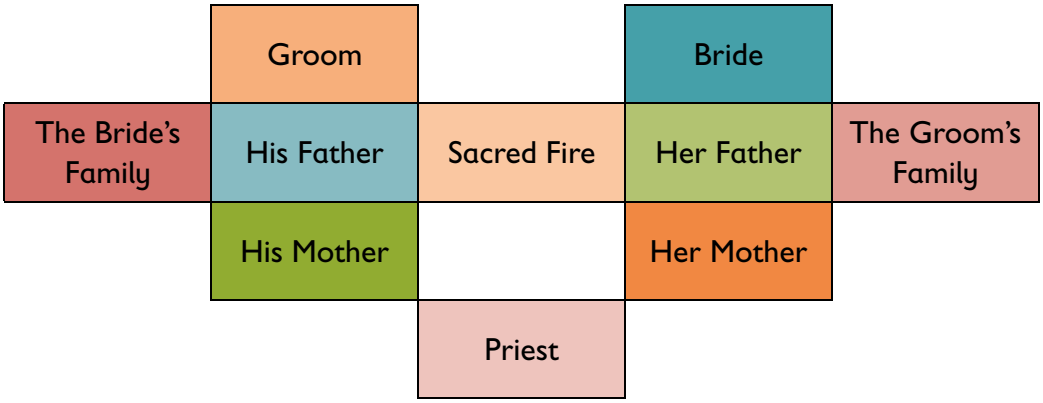
Sacred is a **synonym** (word with the same meaning) for:

a. *expensive*
b. *scary*
c. *holy*

Visual Text

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

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 <u>brides</u> mother cried with happiness and love.*
   b. *We waited for the <u>priests</u> blessing.*
   c. *You could see the <u>childrens</u> excitement.*
   d. *The <u>guests</u> gifts would be very useful in the <u>couples</u> new house.*
   e. *The <u>familys</u> welcome made the bride feel at home.*

LSC

An **apostrophe** is a punctuation mark that can show two things. Firstly, it can show where letters are missing when two words have been joined together. Or it shows when the thing being described in the sentence is owned by someone. This is called 'possession'.

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….*

Jewish couples say their vows under a chuppah.This is a roof that symbolises the new home the bride and groom are building together.

THEME

Friendship

Term 4

Weeks 3 & 4 | Cycle 2

Harvard University
Helping children make friends: What parents can do
https://www.health.harvard.edu/blog/helping-children-make-friends-what-parents-can-do-202303062899

LSC

'oy' and 'oi' both make the same sound, but 'oy' is usually used at the end of a word, and 'oi' is used in the middle of a word.

Decoding Skills

Phonic sounds

Learn to read these sounds: **oy** **oi** **ar**

Phonic words

Practice sounding out and reading these words:

boy annoy loyal noise avoid point dark barn smart

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

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

inside	**was**	**have**	**heard**	**strange**
would	**Mrs**	**others**	**cross**	**laugh**

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

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

Decoding Practice

Use your knowledge of phonics and difficult words to read these texts.

A strange friendship

The lonely boy went to the barn. Inside the barn it was dark. It was a very dark barn. The lonely boy enjoyed being in the dark barn. It was dark and quiet. He was lonely and did not have a friend. The lonely boy heard a noise in the dark barn.

"Oink oink," he heard. "Oink oink."

The lonely boy said, "Is anyone there? I can hear a noise."

A reply came out of the dark, "I am just a pig. I am just a pig but I live in this dark barn. I am lonely and have no friends."

The lonely boy replied, "Noisy pig, I am just a boy but I will be your loyal friend."

And so the noisy pig and the lonely boy made friends. It was a strange friendship but it made them happy. The strange friendship of a lonely boy and a noisy pig that started in a dark barn.

The selfish boy

Lebo would always spoil things. He was a selfish boy. He liked to annoy us all. He liked to spoil things for others. He was noisy and unkind. He would point and laugh at others. It was an unkind thing to do. He was noisy in class. He would make Mrs Tau very cross. His noisy laughing and pointing in class would make Mrs Tau very cross. We all tried to avoid Lebo.

The thing is, Lebo was smart. He was a smart boy but he did his best to annoy Mrs Tau.

One day Thendo said to Lebo, "Lebo, can we talk? I want to talk to you."

Thendo was a loyal boy. He was a kind and loyal boy. He said to Lebo, "Lebo, you are smart. You do not need to be unkind. You could enjoy school too. You could have many friends."

Lebo said, "Thendo, I am a smart boy. I will try to be better."

1. What did Lebo like to do?
   Lebo liked to…
2. What was the teacher's name?
   The teacher's name was Mrs…
3. Who was the boy that spoke to Lebo?
   …was the boy who spoke to Lebo.

Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

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.

People sometimes give each other friendship bracelets to show that they are friends.

Vocab

shy – when you struggle to be around lots of people, and feel anxious in social situations

selfish – to only think of yourself, to not care about other people

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. 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*

LSC

Direct speech is when we write down exactly what a person said. The words that someone said go in between quotation marks. For example: She said, 'I am a good friend!'

An **idiom** is a common phrase, which means more than what the actual words say.

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.

Vocab

Skype – a programme on your cellphone or computer that you can use to video call someone

LSC

Remember: This means you must add in proper punctuation, like: . , ! ? ‘’

1. What was making Kagiso sad about leaving?

   Kagiso was sad because…

2. What can you infer about how Sam felt towards his brother?

   I can infer that Sam felt… towards his brother.

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.*

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 if they are 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.

CS

We develop in many different ways. Our bodies grow and develop – we call this physical development. We also develop our ability to have good relationships with other people. This is called social development. We develop our feelings and emotions. This is emotional development.

Vocab

generous – when a person is happy to give help, kindness, things or money

self-confidence – when you are confident and like who you are as a person

1. Why is it important for children to have friends?
   Having friends is important for children because…

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 <u>cleared the air</u>.
   blow fresh air / to remove bad feelings between people / ended the friendship

   b. They had always helped each other <u>through thick and thin</u>.
   one is fat, one is thin / through the changes / through anything, no matter how difficult

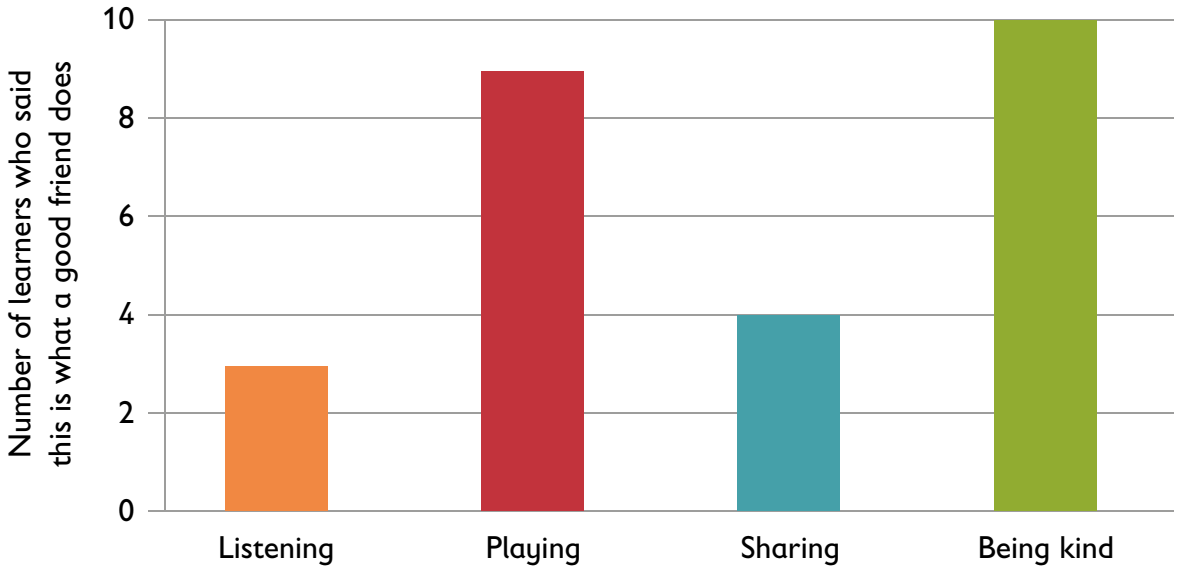
Some idioms about friendship

1. Like two peas in a pod.
   (the friends think and act the same)

2. Strike up a friendship. (the friendship started very quickly, like striking a match to light a fire)

Visual text

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



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 fewest children think was important about being a good friend?
   The fewest children…

3. Which do <u>you</u> think is most important 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– fellow–
   a. *I am not sure what I saw in the sky, but it looked like a _____ ship.*
   b. *Every Sunday we go to church and sing and _____ship with the pastor.*
   c. *You need a _____ship to take books out of the library.*
   d. *_____ships are very important for everyone, young and old.*
   e. *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….*

THEME

Learning about the Past

Term 4

Weeks 5 & 6 | Cycle 3

Fossil Sites In The Cradle Of Humankind:
https://www.maropeng.co.za/content/page/fossil-sites-in-the-cradle-of-humankind

Interesting Facts

- The Cradle of Humankind in the Gauteng Province of South Africa is a World Heritage Site. It contains many caves, in which archaeologists have found many ancient bones, skeletons and fossils of early humans.
- In 2015, archaeologists found the remains of an early human that had never been found before. They called this early human, our early ancestor, Homo Naledi. They still have a lot of questions about these remains because their discovery is so new.

LSC

In English, the q is always followed by u, which is why we teach the sound 'qu'. The only time you will ever see q without u is if it is a word borrowed from another language.

Decoding Skills

Phonic sounds

Learn to read these sounds: **qu** **ow** **aw**

Phonic words

Practice sounding out and reading these words:

queen quit quiet brown crown clown lawn paw crawl

Word find

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

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

Difficult words or high frequency words

Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

are	**wish**	**flowers**	**near**	**would**
look	**bones**	**lived**	**under**	**sand**

Theme vocabulary words

Your teacher will teach you the meanings of these words. Use your phonic knowledge to sound out these words. Practice until you can read them automatically.

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

Decoding Practice

Queen the Digging Dog

My brown dog's name is Queen. Queen is a clown. She is a clown of a brown dog. She likes to dig. She likes to dig a lot. Queen likes to dig and dig. She crawls up and down and digs. She crawls and digs up the lawn and the flowers. Queen digs down and down.

The lawn and the flowers are in ruins. Still she is digging. She is digging holes in the lawn with her paw. She digs holes with her brown paw. She is digging up the flowers. She is digging up the lawn. Queen will not quit. She digs and digs looking for buried bones.

Queen is not quiet when digging. Digging for buried bones in the lawn is not a quiet job. I wish she would quit digging holes. I like to draw the flowers but now the flowers are in ruins. I cannot draw the flowers. Queen has dug all the flowers up. Bad dog!

The Ancient Queen

The archaeologist dug a hole. She dug up the lawn near the town. Under the lawn was brown sand. She dug down under the lawn. She dug up the brown sand. She was looking for fossils and bones.

She was looking for the fossils of an ancient Queen. She was looking for the Queen's crown. The crown and the bones of the ancient Queen were under the lawn. The lawn was near the town. The ancient Queen lived near this town long ago. It was quiet at the dig. It was quiet as the archaeologist dug the hole.

The archaeologist was digging down. She would not quit looking for the crown and bones of the Queen. She would crawl on the brown sand looking down. She would crawl and look for the fossils. She would draw the crown of the ancient Queen. She would draw the crown of the Queen that lived in this town.

1. What did the archaeologist dig up?
   The archaeologist dug up the …
2. What was the archaeologist looking for?
   She was looking for… and…
3. Whose bones was she looking for?
   She was looking for the bones of...

Shared Reading Text

Read this text together with your teacher.

THE TIMES

no 203.078 WORLD NEWS TODAY Since 1890

King Tutankhamun!

TOMB UNEARTHED

By *Chennai Mashaba*

In a historic expedition on November 4, 1922 British archaeologist Howard Carter made an astonishing discovery that continues to captivate the world. Deep within the ancient Valley of the Kings in Egypt, Carter unearthed the hidden tomb of the young Pharaoh Tutankhamun, revealing a treasure trove of wonders from a bygone era. After years of searching for the hidden entrance to the tomb, Carter's persistence finally paid off. Carter's find offers an amazing glimpse into the rich and majestic past of ancient Egypt.

As Carter carefully entered the tomb for the first time, he was met with a breathtaking sight. The room was filled with beautiful artifacts, golden treasures, and intricate carvings. The walls were decorated with bright, colourful paintings that showed scenes from ancient Egyptian life. It was a fascinating glimpse into the glorious past of a mighty civilization. Overwhelmed by the significance of the find, Carter exclaimed, "We have stumbled upon a treasure beyond imagination! This discovery will rewrite the history books and bring us closer to understanding the marvels of ancient Egypt."

The tomb of Tutankhamun, also known as the "Boy King," held a wealth of valuable objects and artifacts, including jewelry, statues, chariots, and even the famous golden mask that laid on the face of the pharaoh's mummified body. This extraordinary find provides a window into the life and grandeur of an ancient king who lived thousands of years ago. Archaeologists and historians are carefully studying the artifacts found within the tomb to unlock the secrets of Tutankhamun's reign and the customs and beliefs of ancient Egypt. Each piece of treasure tells a story, adding to our knowledge of this fascinating civilization that captivates the world.

The discovery of Tutankhamun's tomb reminds us of the endless wonders that await us in the depths of history. It inspires us to imagine the lives of those who came before us and sparks our curiosity about the mysteries that lie hidden beneath the sands of time.

Independent Reading Texts

Read and discuss these texts with your partner during group guided reading.

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

CS

The Shona people are one of the ethnic groups of people from the areas in and around Zimbabwe.

Vocab

ruins – the remains of an old building

drought – a period of time where there is very little rain, and not much water

abandoned – to leave a building or place

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** to connect the two sentences. Remember, a connector that shows addition can be <u>and</u> or <u>in addition</u>
   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** for the following words:
   c. *beautiful – superb / picturesque / unattractive*
   d. *happy – miserable / cheerful / content*
   e. *smile – grin / frown / beam*
   f. *massive – tiny / huge / enormous*
   g. *ancient – old / new / antique*

CS

Did you know: The word '**Zimbabwe**' means 'stone houses' in Shona?The country is named after the stone ruins of Great Zimbabwe.

LSC

A **connector** is a word that connects two sentences.

LSC

Remember, **synonyms** are words with similar meanings.

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.

Vocab

massive – very big

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!'

CS

Was there really an animal in the garden? What inferences can you make here?

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 / and / 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. Choose the correct **homonym** to complete 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.*

LSC

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

For example: two / too / to are homonyms.

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!

Vocab

weird - unusual or strange

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 owners of the dog 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 a 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.

Vocab

coffin – a box (often made out of wood) that you bury someone in when they die

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 one of the following antonyms: smooth, strong, hate, dark, difficult.
   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

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

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.*

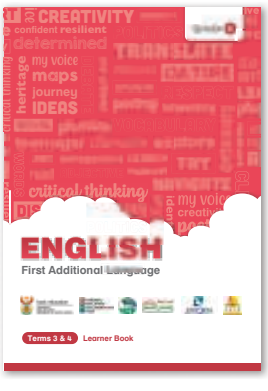
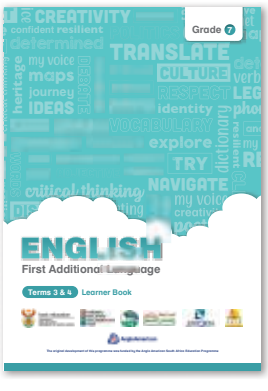
Summary: Things buried in people's gardens

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

THEME

Revision

Term 4

Weeks 7 & 8 | Cycle 4

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