

Grade 6

First Additional Language



Learner Book

ENGLISH

First Additional Language

Grade 6

Learner Book

Terms 3 & 4



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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Term 3

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Group Guided
Reading



Independent
Reading



Summary



LSC

Language Structures
& Conventions



CS

Comprehension
Strategies



Vocab

Vocabulary



Reading

Reading

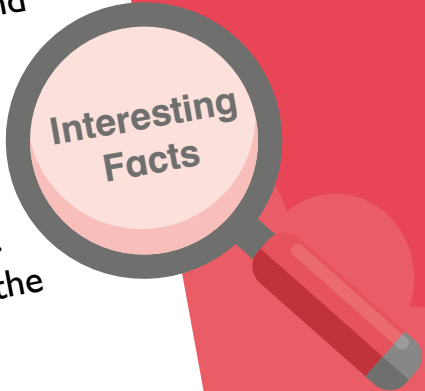
THEME

Mythical Characters

Term 3

Weeks 1 & 2 | Cycle 1

- Interesting facts: The 12 Olympian Gods
- 1. Zeus - god of the sky and lightning.
- 2. Poseidon - god of the sea.
- 3. Athena - goddess of war, handicraft, and practical reason.
- 4. Aphrodite - goddess of love.
- 5. Hades - king of the underworld.
- 6. Hera - queen of the gods and the protector of women and marriage.
- 7. Hestia - goddess of the family and the home.
- 8. Hephaestus - god of fire.
- 9. Ares - god of war.
- 10. Hermes - the messenger god.
- 11. Apollo - god of wisdom, poetry, and music.
- 12. Demeter - goddess of the harvest, fertility, agriculture, and nature.



Interesting Facts



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:

flesh fly flower lake tale
made-up taking flying singing

Word find

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

fl	a-e	b	k
l	o	ing	m
p	a	t	s

Sight or high frequency words

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

magic something float through air
care over pages Earth books

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	mythical	mythology	trait	goddess
indigenous	harmony	environment	nature	create
creature	determined	courageous	caring	ambitious
motivate	motivation	responsibility	desire	shelter



Decoding Practice

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

Mythical creatures

A mythical creature is a not the same as you and me. It is not the same at all. A mythical creature is a made-up creature. It is a creature made-up in the tales we find in books. It is not made of flesh like you. It is not made of flesh like me. It is made up of things in magical tales.

Some mythical creatures are made to fly. Some are flying creatures. They fly on wings. They fly on wings that float through the air. They can fly and float. They can fly and float through the air like magic. They are mythical flying and floating creatures. They fly through the air in the tales we see on pages in books. They fly across the pages and make magic.

Some mythical creatures can sing. They are singing mythical creatures. They sing a song that floats through the air. The singing of the mythical creatures floats through the tales in mythical books. The singing floats across the pages of a magical tale. A magical tale of singing and flying mythical creatures.

Mythical creatures are not made of this Earth. They are not of this Earth like you and me. They are not made of flesh. They bring magic to tales in books. They are in the tales of magical things. Tales we find in mythical books. Books made of magical pages and creatures not of this Earth.





The Flower Goddess of Spring

Something was flying through the air. Something was flying through the air and singing a song. The song was floating. The song was floating through the air. Over the lake came the singing. Through the air and over the lake it came. Over the lake it came; the magical, mythical singing. The magical, mythical singing came over the lake.

It was the Flower Goddess of Spring. The singing over the lake came from the Flower Goddess of Spring. She was flying over the lake and singing. She came in the flesh to sing her song. She came flying over the lake to save nature. She came flying in the flesh to save the environment. She came flying in the flesh to save the spring flowers. She came over the lake singing her magical song to save nature and the environment. The mythical, magical Flower Goddess of Spring came in the flesh to take care of nature and the environment.



You may read about the Flower Goddess of Spring in books. She is in many books of myths. She is a magical creature of myths. She is a flying, singing, caring goddess of nature and the environment. She is singing her song. She is taking care of nature. She is taking care of the environment. The Flower Goddess of Spring will fly over the lake and sing. She will sing her song and it will float through the air and save us.

1. What did the Flower Goddess of Spring fly over?

The Flower Goddess of Spring flew over ...

2. What was the Flower Goddess of Spring singing?

She was singing ...

3. What did the Flower Goddess come to do?

She came to save...



Shared Reading Text

Read this text together with your teacher.

The Myth of Tāne

The Māori are the indigenous people of New Zealand. They settled in New Zealand over 700 years ago and were the first people to live in New Zealand. The Māori call New Zealand Aotearoa (pronounced: ow-tear-roh-ah). According to Māori legend the first explorer to reach New Zealand was the heroic ancestor, Kupe. Using the stars and ocean currents as his guides, he travelled across the Pacific on his waka (canoe) from his Polynesian home, called Hawaiki. You will not find Hawaiki on a map, but it is believed Māori people came from an island or group of islands in Polynesia in the South Pacific Ocean.

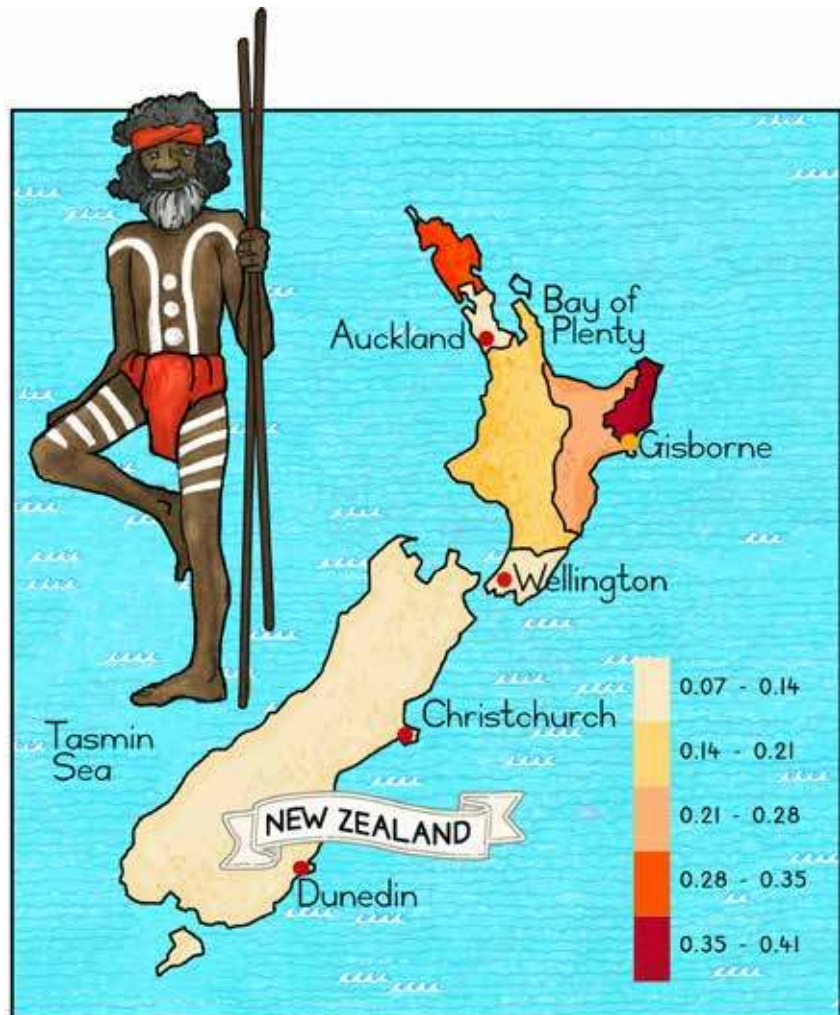
The Māori have a rich culture of storytelling that includes many fascinating myths and legends. Māori myths and legends tell us about Aotearoa New Zealand's origins and the earth's creation. There are stories about gods, mythical creatures, nature, war and sky and stars, to name a few!

One such myth is the story of Tāne. Tāne is a god who separated his parents, the Sky Father, and the Earth Mother, to bring light and life into the world. Tāne had many siblings who were gods of different things.





This myth can teach us valuable lessons about Māori people's connection to the earth, their beliefs about gods and goddesses, and the importance of courage and determination in the face of challenges. In this myth, we also see that the actions of just one being can have a big impact on the entire environment. This myth shows us the importance of nature and the connections between all living things.



KEY SHOWING ABORIGINAL POPULATION NOW

Long ago, the world was dark and full of chaos. One of the most powerful gods in this world was Tāne. Tāne was known for his strength and his ability to create life. Tāne wanted to bring order and beauty to the chaotic world around him.

Tāne decided to create a new world. He began by separating his parents, the Sky Father and the Earth Mother. Tāne used his strong arms to pull his parents apart. Then, he pushed his father up to create the sky, and pushed his mother down to create the land. He made the sun and the moon to light up the day and night.

Tāne looked at his creation and knew it was missing something. He decided to create creatures to inhabit the earth. Tāne created all of earth's animals – from the tiniest bugs to the biggest elephants. He created birds, giving them wings to fly through the sky and sweet voices to sing.



He created fish, giving them fins to swim through the sea and gills to breath underwater.

Tāne was not done yet. He knew that his world needed more than just animals. So, he created trees of all shapes and sizes. He breathed life into them and watched as they grew tall and strong – just like him. He created thick, deep forests to give shelter to all the creatures that he had created.

Tāne's world was beautiful, but he saw that the creatures he had made were not enough to care for the land. So, Tāne created humans to live in the world be its caretakers. **Using rich red soil, Tāne formed the first humans' bodies.** Then, he breathed life into them.



The first humans were known as the children of Tāne, and they were given the power to think, speak, and create, just like their creator. Tāne watched over them. He taught them how to live in harmony with nature and guided them on their journey through life.

Tāne had created a beautiful world filled with animals, trees, and humans. His creation would live on forever, and Tāne, god of the forest and skies, knew that he had done something truly great.

Today, Tāne is still revered by the Māori people as a powerful and wise god, and the god of forests and birds. The story of Tāne continues to inspire and guide modern Māori. His story serves as a reminder of the power of creation, the importance of harmony with nature, and the potential of humanity to bring order and beauty to the world around us.



Making connections
- in Grade 4 you read about Norse mythology. In Grade 5, you read about Aboriginal mythology. Can you make a connection to the creation of the first humans in these mythologies?

Making connections
- what do you believe about the creation of the first humans?



Independent Reading Text

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

Hercules

Greek mythology is a collection of stories about gods, goddesses, and heroes from ancient Greece. These stories were told to help explain the world, and to teach important lessons about bravery, loyalty and kindness. Hercules is a famous character from Greek mythology.

Hercules is a mythical character from ancient Greek mythology. He is known for his incredible strength and bravery. Hercules is the son of Zeus, the king of the gods. His mother was human. As a baby, Zeus gave superhuman strength. As a result, he was able to perform incredible tasks from a young age, like fighting monsters. However, his path to becoming a hero was not an easy one. Hercules' stepmother hated him and tried to destroy him at **every turn**.



CS

Making connections - look closely at the illustration of Hercules. Then, read the description of Hercules on the next page. See if you can make connections between the illustration and the description.



LSC

figurative language - 'at every turn' means at every chance. Hercules' stepmother tried to destroy him at every chance she got.



Hercules is shown as a muscular man with wide shoulders. He is usually shown wearing a lion skin cape and carrying a club as his weapon. He is usually shown with an **intense**, serious expression, which shows his strength and determination. He is also usually shown to be standing tall. His confident posture helps show his bravery and courage. Despite his serious look, Hercules is also known for his kind heart and **compassion** towards others.

In stories, Hercules is often shown to be a brave and fearless warrior. Hercules went on many adventures and completed many impossible tasks, like fighting a three-headed monster and capturing a golden deer. Hercules once had to clean one thousand stables in just one day!

Despite facing many challenges, Hercules is almost always described as being both brave and kind. Hercules did not just fight monsters. Hercules also helped people in need and fought for what was right. But Hercules is not a perfect character. He is also shown to have some **flaws**. He is known to get angry easily and make bad decisions, which lead to some of his biggest and most difficult challenges. Despite his flaws, Hercules is admired for his incredible strength and bravery.

Overall, Hercules was a true hero who taught us about bravery, kindness, and determination. He is still remembered today for his incredible feats and his inspiring character.

1 Who is Hercules?

Hercules is...

2 What kind of text is this?

This text is a...

3 What are 3 adjectives used to describe Hercule's personality?

Three adjectives that describe Hercule's personality are...

4 What are Hercules' flaws?

Hercule's flaws are...



Vocab

intense - to have very strong feelings

compassion - a feeling of wanting to help others

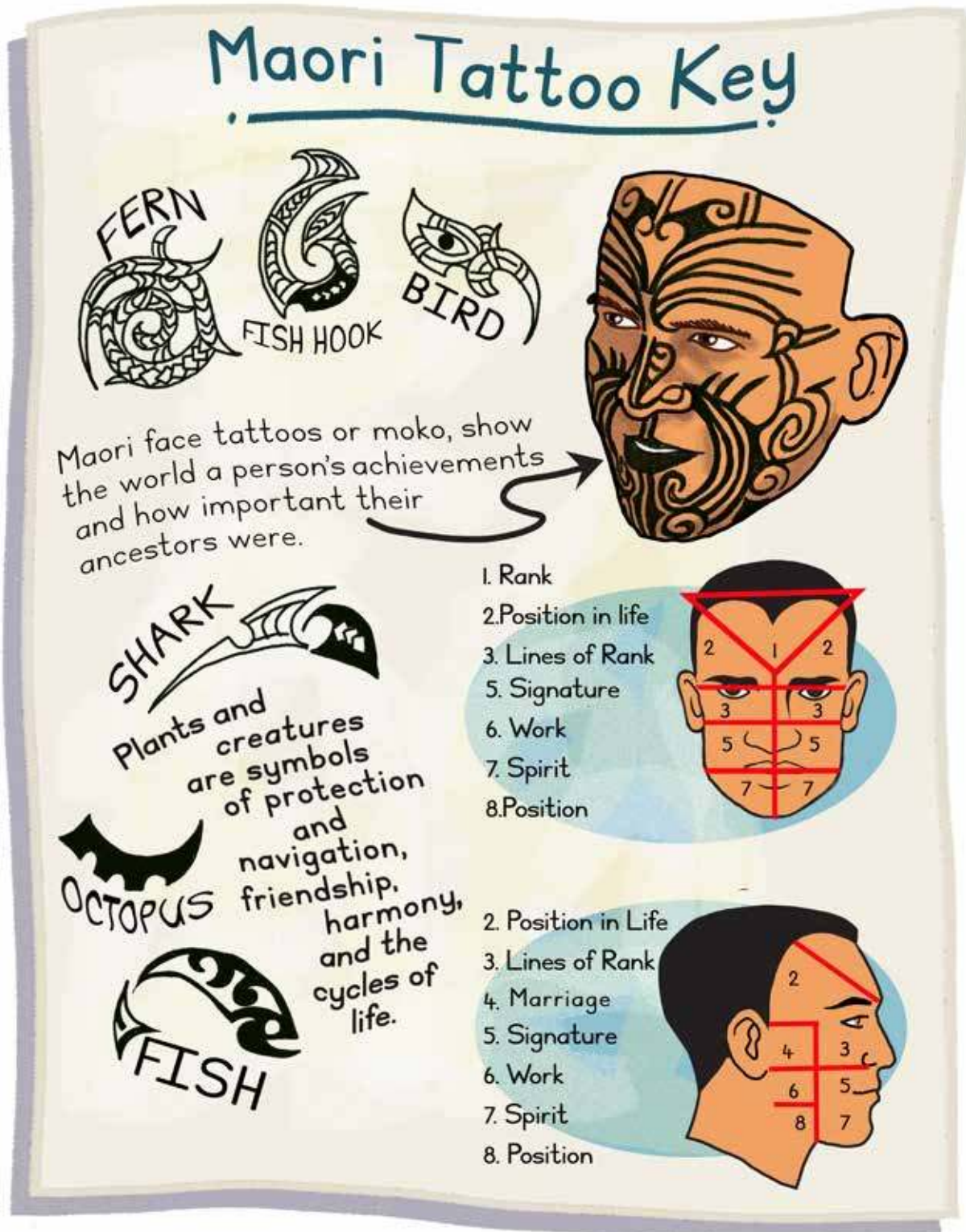
despite - even though

flaws - bad parts or weaknesses



Visual Text

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







Learning about Maori facial tattoo

- The tradition of Maori tattoo is called Tā moko. It is a unique expression of cultural heritage and identity.
- The Maori facial tattoo was seen as a sign of rank and also used as a kind of identification card.
- The male facial moko or tattoo is generally divided into eight sections of the face. Most important is the centre of the forehead called the ngakaipikirau, which showed a person's general rank.
- Plants were often shown as folded, coiled ferns, called koru. This symbol is used in to symbolise life, new beginnings, and tradition.
- The Maori symbols of hei matau, more commonly known as the fish hook, symbolises prosperity. Fish were so plentiful to the Maori that the simple ownership of a fish hook meant prosperity.
- The ocean is also a place of rest. On this account waves symbolise the place of rest, voyage and tradition.

1 What is the Maori word for face tattoos?

2 What do plants symbolise in Maori tattoos?

Plants symbolise...

3 What do tattoos on the forehead show?

Tattoos on the forehead show...

4 Look at the picture of the Maori person with tattoos on their face and shoulders. Where do you see the fish hook symbol?

I see the fish hook symbol...

5 From this visual text, why might you infer that the sea is very important in Maori culture?

I infer that the sea is important because...



THEME

Finding out more
about Myths

Weeks 3 & 4 | Cycle 2



Creative Writing
Project



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

Decoding Skills

Phonic sounds

Learn to read these sounds:

nk

i-e

Phonic words

Practice sounding out and reading these words:

monk think plank wise smile ice

Word find

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

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

Difficult words or high frequency words

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

long live life says ask
nothing about river going help

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.

ancient	arrogant	immortal	devastated	fertile
monster	goddesses	dragons	superhuman	grief
conflict	kidnapped	imaginary	heartbroken	defeat
lagoon	villagers	relateto	generation	vast

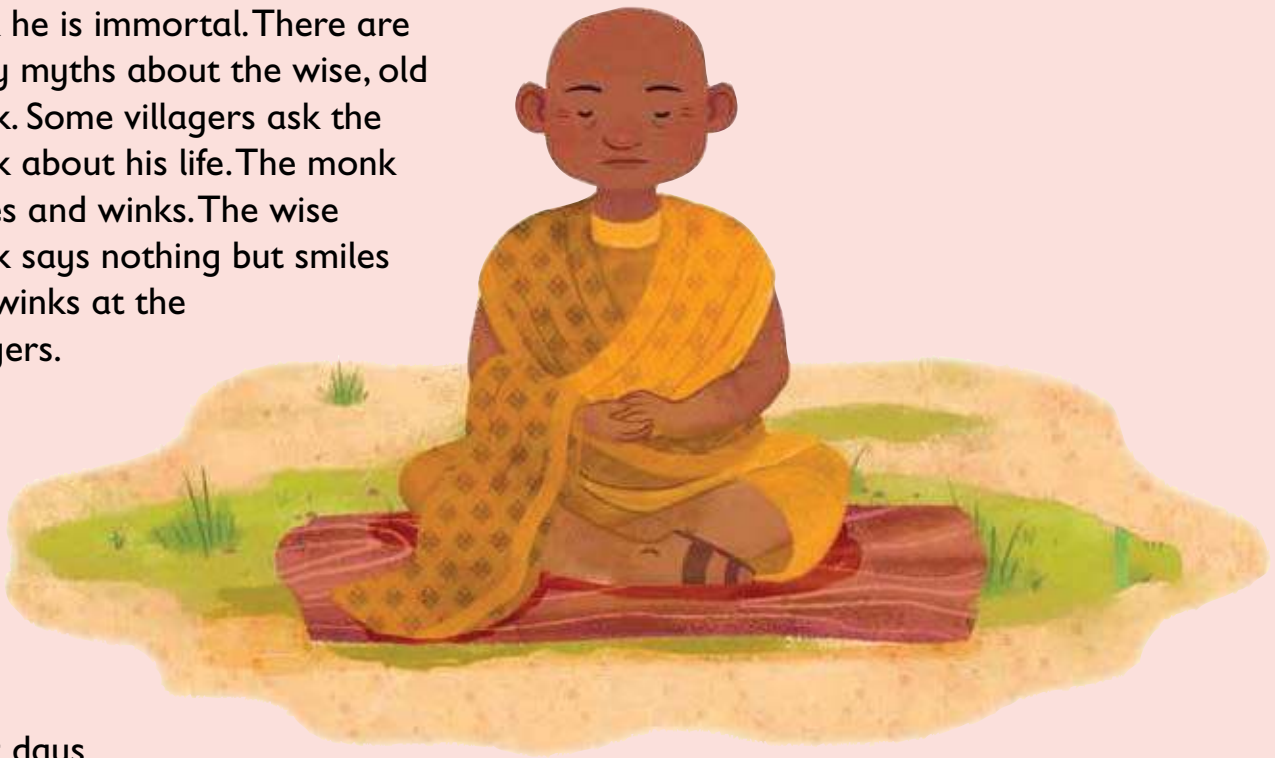


Decoding Practice

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

The thinking monk

The thinking monk is wise and ancient. This monk is very, very old. He is a wise, old monk. Some villagers think he is immortal. There are many myths about the wise, old monk. Some villagers ask the monk about his life. The monk smiles and winks. The wise monk says nothing but smiles and winks at the villagers.



Most days
the wise old monk
sits on a plank with his pipe. He
sits on the plank with his pipe to think. He sits thinking about things. He
thinks about wise things. He sits for a for a long, long time on his plank.
He thinks about the villagers. He thinks about things that monks think.
He smiles and thinks for a long time on that plank of his. The ancient,
wise monk asks the villagers for nothing.

The villagers bring him ice drinks. He thanks them for bringing him ice
drinks. But 'thanks' is all he says. Then he smiles and winks at them and
then thinks about life. He says nothing more. He sits on his plank thinking
about life. The villagers like the monk. They like the smiling, wise monk
that sits on a plank to think. They bring him ice drinks. The villagers think
he is immortal and that he will sit and think on that plank for a long,
long time. And that he will smile and thank them for the ice drinks they
bring. The ancient monk is wise.



The stinking monster

Five villagers live on the bank of the ice river. The five villagers like to live on the bank of the ice river. But the river stinks. The river stinks from a monster. The stinking monster lives in the ice river too. The villagers do not like the stinking monster. They are heartbroken about the stinking monster. They do not like the way he stinks. They think he is bad for the village. They think drinking from the ice river is bad. A drink from the ice river makes them stink like the monster.

The five villagers ask the wise monk to help with the stinking monster. The wise monk sits on his plank thinking about the stinking monster. The monk asks if the monster is a dragon. The villagers say it is not a dragon. It is a stinking monster. The wise monk says with a wink and a smile, "I think I can help with the stinking monster in the river. I can help so that you can drink from the river."

The wise monk talks to the stinking monster. Then he listens to the monster. The villagers see the monk talking and listening to the monster. The wise and ancient monk tells the monster that he stinks. The monk tells the monster that he is making the ice river stink. The monster is heartbroken. He tells the monk he will go. The five villagers listen to the monster and are sad. They thank the monster for going. They smile and thank the stinking monster for going.

1. Where do the five villagers live?

The five villagers live...

2. Who do the villagers ask for help?

The villagers ask...

3. What does the monk ask?

The monk asks if...



Research Tasks

TASK 1: FINDING OUT MORE ABOUT MYTHS

- Read the text: *More about Myths*.
- Present your answers in a Mind Map.

1. From which language does the word myth come? What does the original word 'mythos' mean?
2. Why do you think the original creators/authors of myths are not known?
3. How were myths passed down from one generation to the next?
4. What are 2 reasons that people created myths?
5. Who were some of the characters in myths?
6. How were gods and goddesses different to normal humans?
7. Why do you think some myths are set in real places?
8. Why do you think some myths are set in imaginary places?
9. What does water symbolise in some myths? What does a lion symbolise?
10. Why do people still read myths today?
11. Why do you think the settings of myths is so important?

TASK 2: LOOKING CLOSELY AT 2 EXAMPLES OF MYTHS

- Read the texts: *'Hades and Persephone'* and *'The Hole in the Wall'*.
- Present your answers in a Mind Map and Venn Diagram.

Hades and Persephone

1. What is Demeter the goddess of?
2. What is Persephone the goddess of?
3. What is Hades the god of?



4. Describe the world where Demeter and Persephone live.
5. Why did Hades kidnap Persephone?
6. Describe the world where Hades lives?
7. How did Demeter react when Persephone was kidnapped? Describe what happened to the world?
8. What did the gods use to save Persephone from the underworld?
9. How did Demeter react when Persephone was saved? Describe what the world looked like when she was home.
10. What cycles of our natural world does this myth explain?

The Hole in the Wall

1. In which province is this myth set?
2. Complete the sentence: A lagoon is a ...
3. Complete the sentence: The water in the sea is ...
4. How is the young woman in the myth different from the rest of the villagers?
5. Who did she meet one night coming out of the sea?
6. How did her father react to her meeting?
7. How do you think she felt about his reaction?
8. Describe what the villagers saw the night the young woman went to meet her sea man.
9. How did the sea people change their environment?
10. What would you change about your environment if you could?
11. Do you think this is what the young woman wanted?
12. Would you want to leave your home and go live somewhere else? Describe where you would want to go and live.



Same or different? (Venn diagram)

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

TASK 3: OVERVIEW OF SETTINGS OF MYTHS

- Read the research text: *Settings of Myths*
- Present your answers in a Table

1. From which cultures' myths are these settings?
2. Are these places real settings or imaginary settings?
3. What does the landscape look like?
4. What kinds of plants grow there?
5. What kind of animals live there?
6. Is the place dangerous and scary or friendly and safe?

TASK 4: OWN RESEARCH

- Design your own driving question.
- You may use the text listed as 'Task 4 Texts' to help you.
- Or you may use your own resources to complete this task.

Note Making Activity

The oldest myth: The Epic of Gilgamesh

*This is the oldest known myth in the world written many centuries ago. It takes place in **ancient Mesopotamia** which is in the now modern country of Iraq. It was mostly desert with rich farming alongside the rivers. In ancient times people were farmers and over thousands of years, these communities became cities.*

Uruk was the first of these cities. The buildings were made from mud bricks. Houses were usually two stories with a courtyard and garden. People lived social lives playing games, music and telling stories. A well-liked story was the story of King Gilgamesh.

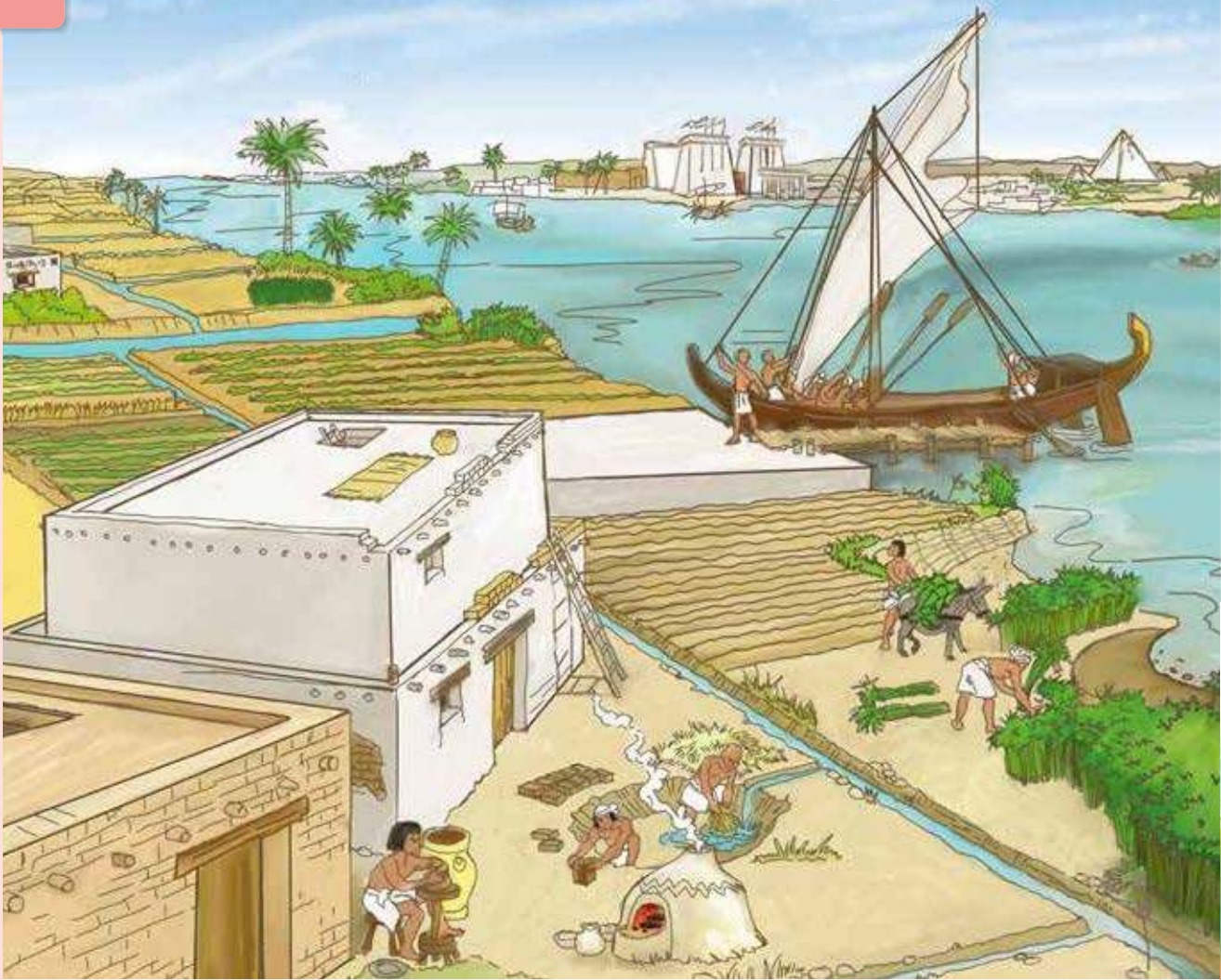


Vocab

ancient - very old



Mesopotamia,
now known as
Iraq



Vocab

arrogant - to be very proud and think you are better than other people

immortal - will live forever

Once upon a time, there was a great king named Gilgamesh who ruled over the city of Uruk. Gilgamesh was powerful and **arrogant**. But he was also afraid of death. He didn't want to die and leave all of his riches and power behind.

So, Gilgamesh decided to find a way to beat death. He heard about a man named Utnapishtim who had become **immortal** after surviving a great flood. Gilgamesh thought that if he could find Utnapishtim, he could learn how to live forever.

Gilgamesh set out on his journey to find Utnapishtim. He took his good friend, Enkidu and they left their land and families behind. Gilgamesh and Enkidu had many adventures on their journey and battled dangerous, scary monsters. Enkidu became sick and died of an illness along the way.



Gilgamesh was very sad about the death of his friend. He became more determined to find a way to live forever.

Finally, Gilgamesh found Utnapishtim. He asked Utnapishtim to teach him how to become immortal. Utnapishtim told Gilgamesh a story about a great flood. He had survived the flood and become immortal, but he explained to Gilgamesh that *he* is the only immortal and Gilgamesh will never outlive death! Gilgamesh was **devastated**. He had gone through so much and lost his friend trying to find the secret to live forever. Now he learned that he would never be able to beat death.

**Vocab****devastated**

- completely shocked and sad, usually by bad news



King Gilgamesh and his friend, Enkidu, on their adventures



But Gilgamesh also learned an important lesson on his journey. He realized that death was a part of life, and that he should make the most of the time he had. He had already wasted so much time on his journey. He returned to Uruk a wiser and kinder king, and he ruled his people well until the end of his days. So, even though Gilgamesh couldn't beat death, he learned to accept it and live his life to the fullest.

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

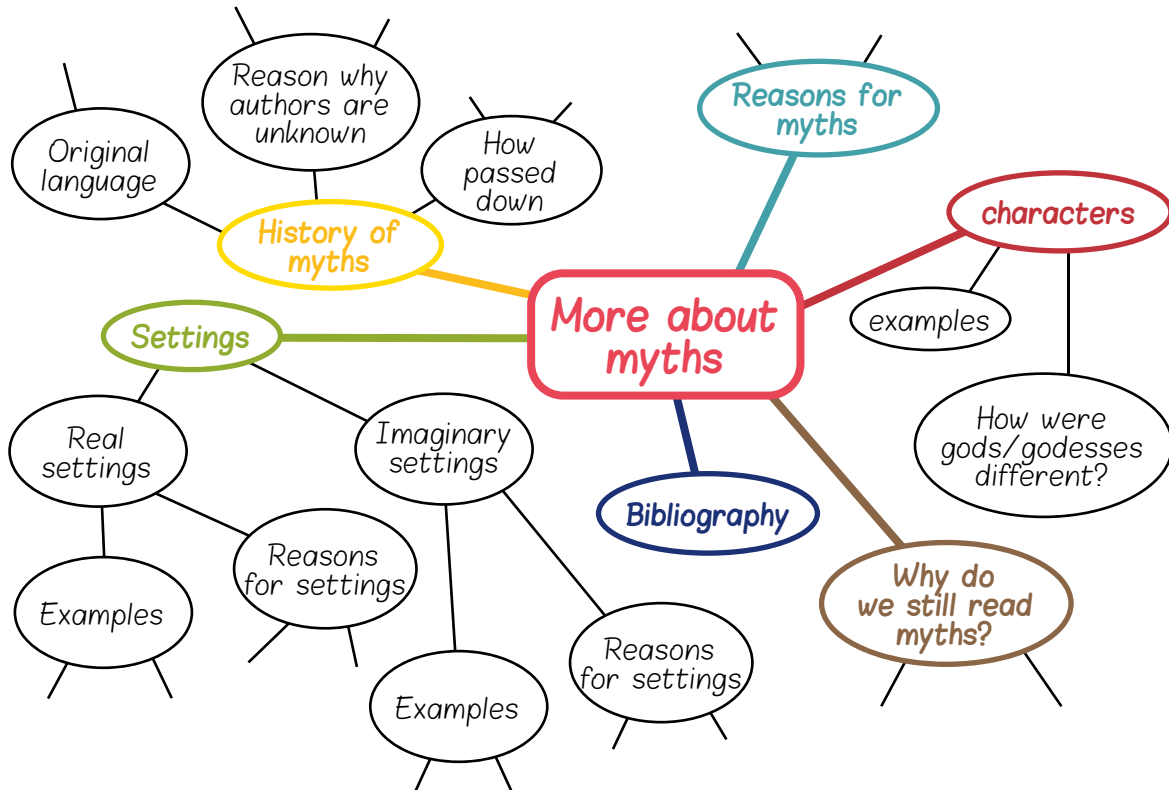




Using Graphic Organisers

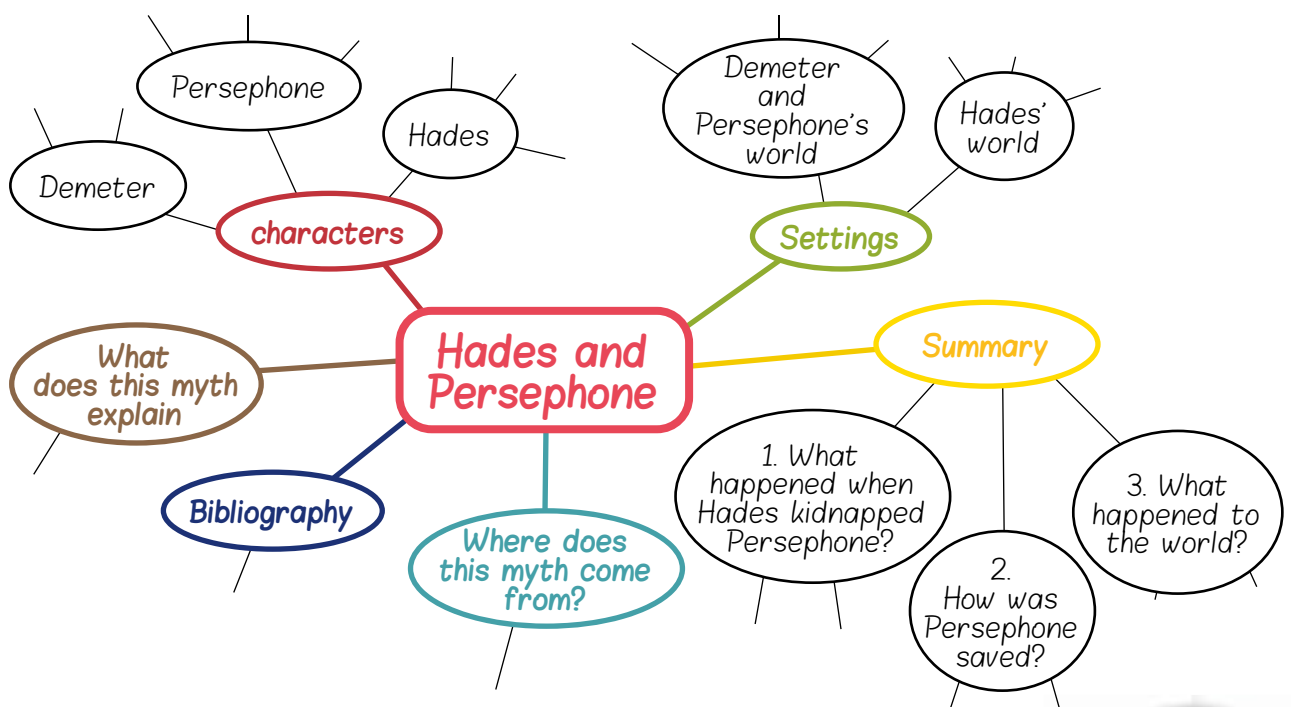
Task 1

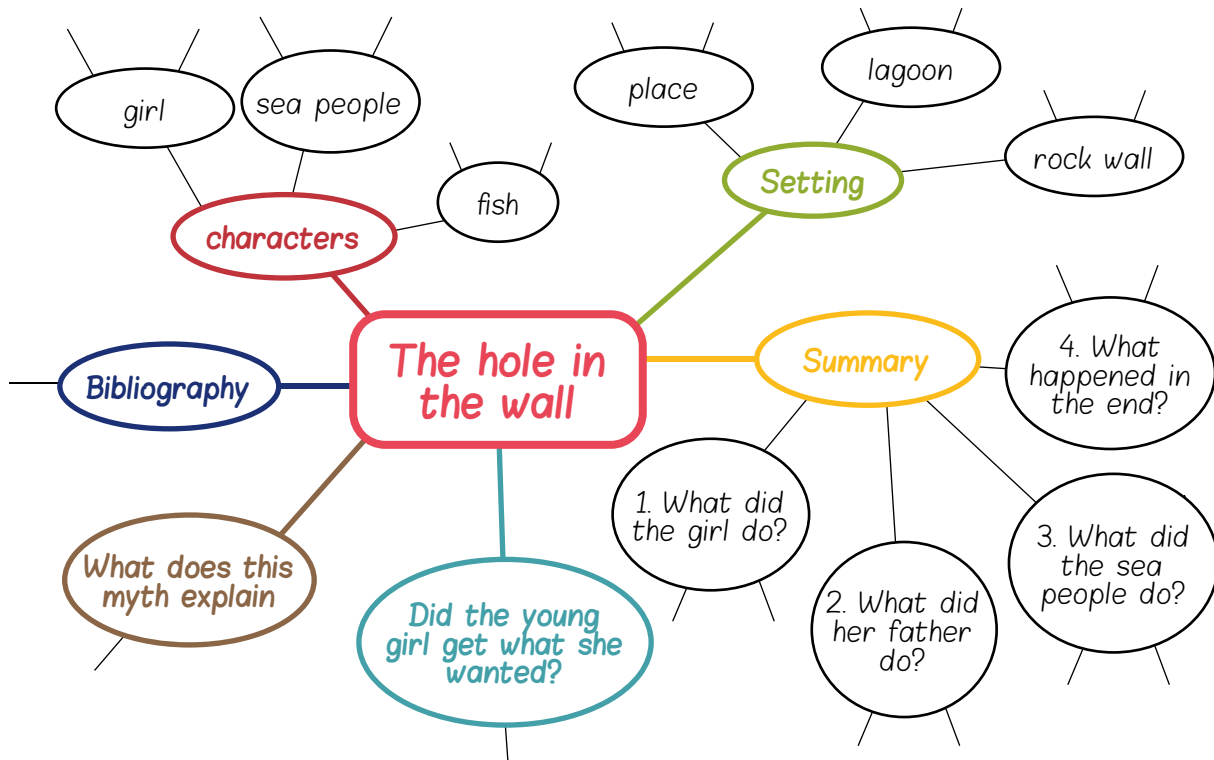
You may want to set out your Mind Map like this:



Task 2

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





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

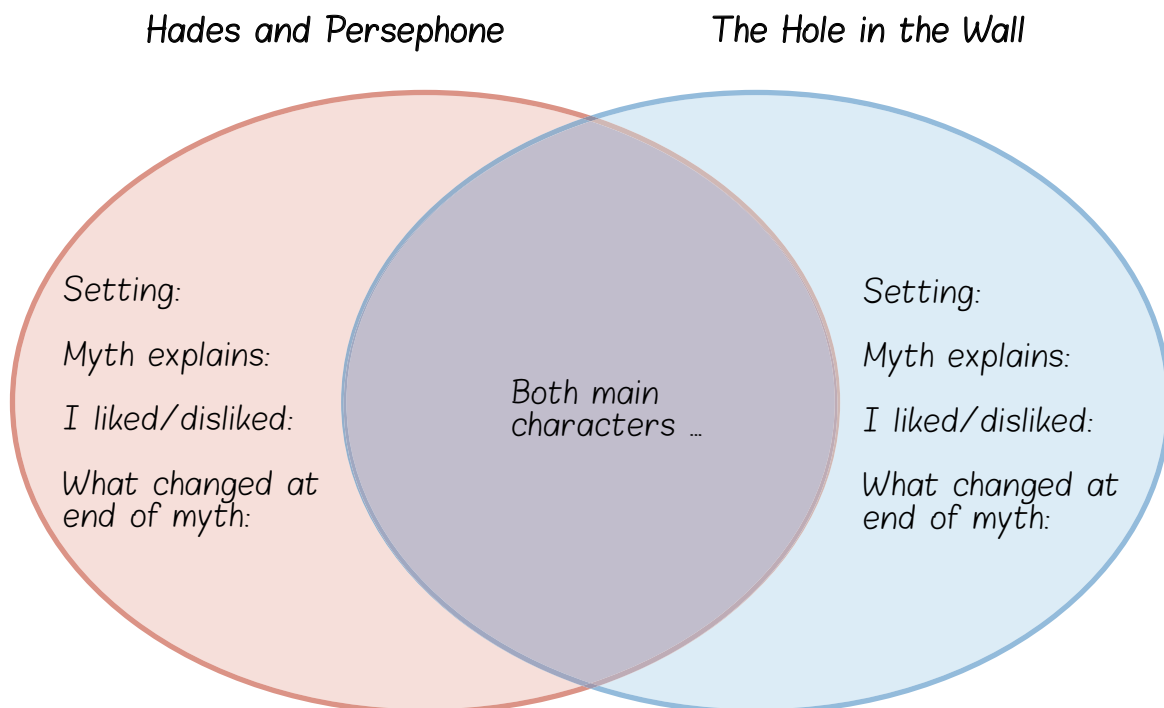


Table showing information about Gr 6 learners at Ntambeni High School

Row $\rightarrow$



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/...](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

Finding out more about myths

The word myth is derived from the Greek word mythos, which means 'story'. Myths are stories that have been passed down by telling these stories from **generation** to generation. The original authors and creators of myths are unknown. Myths exist in every culture and country.

Myths came about in ancient times when people did not know much about science or technology. These stories were created to try and answer big questions about how important things began and to explain nature, natural happenings and things they did not understand. Myths explained things like how the world was created, how humans came to be, the seasons or why death is necessary. Myths were an important part of ancient cultures and societies.

Like all stories, myths have many characteristics. Here are some common elements that you find in a myth:

1. **Characters:** Many ancient societies believed in gods, goddesses and heroes who were **superhumans**. They often had magical or special powers and mystical tools to help them. People believed these mighty beings controlled the weather, the seasons, and other natural phenomena. They also believed in magical creatures like **dragons**, **monsters**, and unicorns. The characters in myths are sometimes mythical 'first people' who create the world. There are many myths from ancient Egypt about the gods and goddesses who ruled over the Nile River. When we read these myths, we meet characters like Osiris, the god of the underworld, and Ra, the god of the sun.
2. **Setting:** Myths are often set in a real place or a place very similar to the culture and society in which they are told. (Except with supernatural beings or monsters!) This is so that the people could relate to the myth and the characters and understand the explanations and lessons.



Vocab

superhumans
- humans that have powers like strength or extra abilities that make them different from normal people

dragons - a mythical, fictional monster looking like a giant lizard, usually shown as having wings. Many dragons breathe fire.

monster - a fictional beast or creature, usually scary and dangerous

setting - where a story happens, the place



Vocab

imaginary - not real, made-up, from the imagination

conflict - a fight, a disagreement, going against someone else



Vocab

defeat - to win a victory over someone, to beat them in a fight or battle

epic story - a long and complex story

Some take place in a fictional, **imaginary** world, such as Asgard, the kingdom of the gods in Norse myths.

3. **Conflict:** Like all good stories, myths often involve a conflict between different characters. For example, this conflict might be between a hero and a monster, or between two gods or goddesses. For, example, in the story of Perseus and Medusa from Greek mythology, Perseus is sent on a journey to kill Medusa, who has snakes for hair and the power to turn people into stone. There is conflict between Perseus and Medusa because he must **defeat** her to complete his journey.
4. **Plot:** Myths have a plot that follows a specific storyline. This might involve a hero's journey or an adventure to save the world from destruction. For example, the myth of Sundiata Keita from ancient Mali is an **epic story** about Sundiata's journey to defeat his jealous brother and become king.
5. **Symbolism:** Myths often use symbolism to represent ideas. For example, a myth might use water to represent purity and cleansing, the sun to mean life and power, and a lion to symbolize strength, courage, and royalty.

Myths are not only stories from the past – they are still important today. Many people today feel connected to their ancestors and culture through telling, hearing, and reading myths.

Overall, myths are fascinating stories that help us to understand the beliefs and values of different cultures throughout history. By reading different myths, we can develop appreciation for the many different cultures and beliefs that exist in the world.

Website: More about myths, <https://study.com/academy/lesson/what-are-myths-definition-types-examples.html> Accessed 28 April 2023



TASK 2 TEXTS

Hades and Persephone

Greek myths are set on Mount Olympus, on earth and in the underworld, deep underground. There are 12 gods and goddesses who live on Mount Olympus. This myth explains the seasons to people. It is the story of Demeter, goddess of farming and her daughter Persephone, goddess of spring.

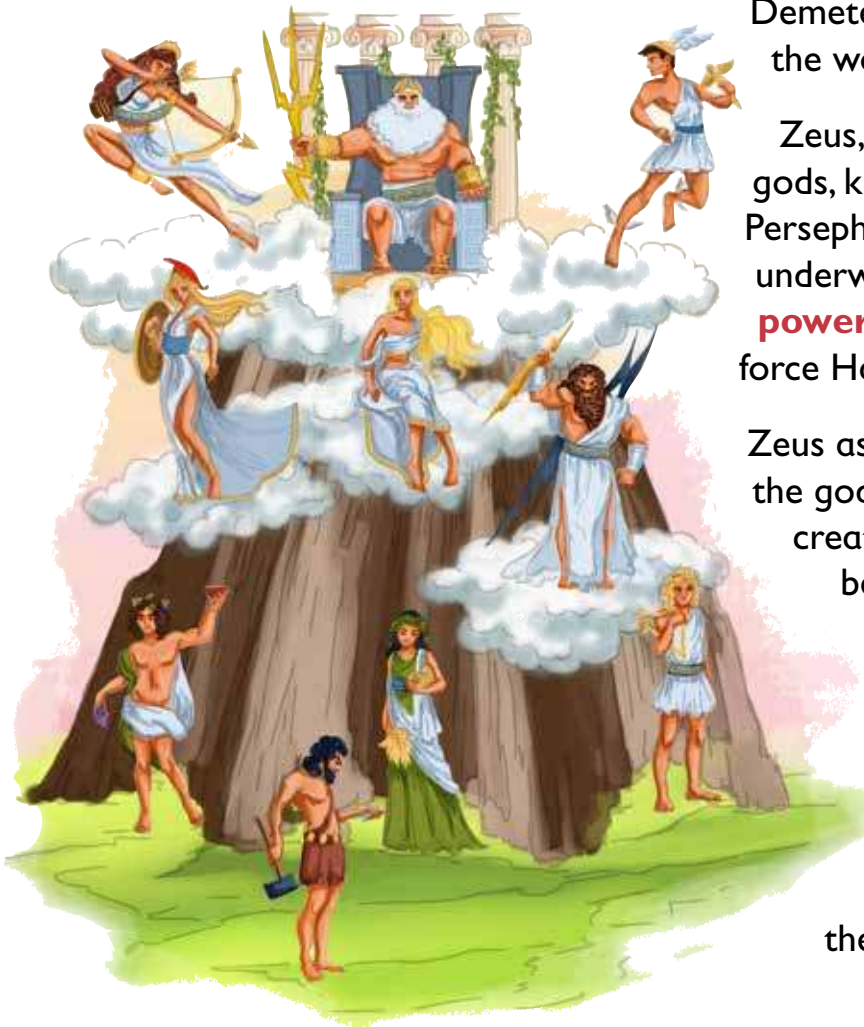
Long ago, the goddess Demeter and her **beautiful** daughter Persephone watched over the world's plants and animals. But Hades, the god of the underworld loved Persephone so much that he **kidnapped** her to live in his **dark, sad** kingdom with him.

Demeter was **heartbroken**. Because she was so sad, crops and plants stopped growing, animals died and winter took over. The other gods and goddesses decided to stop Demeter's **grief** and bring the world back to life.

Zeus, the king of the gods, knew he had to bring Persephone back from the underworld. He needed a **powerful magical** tool to force Hades to let her go.

Zeus asked Hephaestus, the god of fire and steel, to create a tool that could beat Hades. Hephaestus made a magical sword that had the power to set Persephone free.

The gods and goddesses took the sword into the



beautiful - adjective, sense of sight

dark and sad - adjectives



kidnapped - to take a person when you are not allowed to

heartbroken - very sad and upset, it feels like your heart is broken

grief - sadness and pain, usually after someone has died or gone away



powerful and magical - adjectives



Vocab

fierce - adjective**defeated** - to beat, to win a fight against someone

LSC

coldest - adjective, sense of touch

underworld. A **fierce** battle broke out but the gods **defeated** Hades and rescued Persephone.

Persephone returned to earth and Demeter was overjoyed. She ended the winter and the world came back to life. But Hades didn't give up. He had tricked Persephone into eating the enchanted food of the underworld: pomegranate seeds. This meant that every year Persephone would miss the underworld and return to Hades for half the year.

And so, the seasons were born. In the spring and summer, Persephone was with her joyful mother, and the world was full of colour, life and growth. But in the autumn and winter, she returned to the underworld. Demeter became sad again and the world turned dark and cold.

However, even in the **coldest** winter, the people knew that spring would come again, and with it, new life and growth. And so, they continued to celebrate the cycle of the seasons, knowing that there was always hope for a brighter future.

Waters, Sarah, Gods and goddesses in Greek mythology, 1994, Macmillan Publishers, London





The Hole in the Wall

The Eastern Cape Wild Coast, birthplace of Nelson Mandela, is an area rich in Xhosa history and stories. The Hole in the Wall is a rock in the sea with a giant opening worn through its centre by the waves. The local Xhosa call the place 'iziKhaleni', which means 'Place of Thunder' because of the sound of waves hitting the rocks during high tide. According to Xhosa myths, the Hole in the Wall is the gateway to their ancestors.

A long time ago, there was a beautiful, strong girl who lived near the **lagoon**. She would sit on the shore and stare out to sea. Her people were land people who were afraid of the sea. Their quiet, **peaceful** lagoon was separated from the **wild** sea by a **giant** rock wall. But she was different. She loved the sounds, smells and power of the sea.



Vocab

lagoon - a big lake, usually calm with no waves



LSC

peaceful - adjective, sense of sound

wild - adjective, sense of sound and sight

giant - adjective, sense of sight





One night, she visited the shore. Out of the waves came one of the sea people. He was tall, with silky, flowing hair. He said he had watched and admired her often. He wanted to marry her.

The girl told her father about the man. Her father was angry and forbade her to see him again. But the girl did not listen. The next night, she slipped out to meet her sea love. He asked her to wait until high tide a week later when they could be together.

People from her village had followed her to the beach. They saw sea people on the rock carrying a mighty fish. The fish smashed a hole in the rock. The sea people had made a way for the waves to enter the still lagoon.

As the tide got higher, the force of the sea pushed a giant wave of water through the Hole in the Wall. Hundreds of sea people were on the wave singing and shouting with joy. Riding the wave in front of them all was the girl's sea love. He stretched out his shining arms and the girl stepped onto the wave to join him. As the wave flowed back, the girl went with the sea people back through the hole in the rock wall and was never seen again.

According to Xhosa people, on nights when the tide is high, they can hear the sea people in the roar of the waves as they rush through the Hole in the Wall in their search for a bride.

Ntshonga, Anele, Anthology of South African Myths, 2018, New Africa Publications, Johannesburg



TASK 3 TEXTS

Settings of Myths

The setting of a story is very important. The setting of a myth gives the reader the time, place and atmosphere of the myth. Myths are generally set in a place very similar to the culture and society in which they are told. The reason for telling myths is usually to explain something in the natural world or to explain experiences that societies have. The setting of a myth needs to be a place that people can understand and **relate to** so that the story makes sense. Some cultures also have made-up, imaginary worlds as the settings for their myths. Even though these places are not real, there is a lot of the setting that is still similar to the real places where the people live.

Here is some more information about the settings of myths.

A. Egyptian myths

Some Egyptian myths are set in real Ancient Egypt.

This was a civilization that grew and thrived in north-eastern Africa along the Nile River from around 3100 **BCE**. The ancient Egyptians are well-known for their **remarkable achievements** in architecture, engineering, art, and religion.

Much of the land is a desert and everything is very dry. However, the Nile River was the centre of ancient Egypt. The Nile provided food, water and the land along the river allowed the Egyptians to farm and, develop their agricultural society which was the basis of their economy.

The ancient Egyptians built huge structures such as temples, pyramids, and tombs, many of which still stand today. These structures were often decorated with carvings and paintings that showed scenes from daily life, the Egyptian gods and religious rituals.



Vocab

relate to - connect to, understand

BCE - before the common era, or before the Christian era. The number we see with this tells us the number of years that something happened before Christ's time.

remarkable achievements - wonderful things that were done



Religion was very important in ancient Egyptian society. They believed in many gods and goddesses who ruled over different things. Some of these are:

- Ra - god of the sun
- Osiris - god of the underworld
- Isis - goddess of motherhood
- Sobek - god of the Nile
- Anubis - god of death
- Nut - goddess of Earth

In addition to the realistic setting, **there are also imaginary settings in Egyptian myths.**

The Duat is the underworld in ancient Egyptian mythology. The god Osiris was the god of the underworld. He and other gods lived there.

Duat looked like the world the Egyptians knew: There are realistic things like rivers, islands, fields, lakes, mounds and of course, the desert. But there were also **fantastic fiery** lakes, walls of iron, and **turquoise, magical** trees. This wasn't a dark scary place, but a place where the souls of the dead went to be judged.



fantastic, fiery -
adjectives

turquoise -
adjective, a
blue-green colour,
sense of sight

magical -
adjective

A view of Ancient Egypt. The Sphinx is to the left, and two pyramids are to the right. In the foreground we see the silhouettes of a camel and two palm trees.





B. Greek myths

Many Greek myths are set in what was Ancient Greece. This was a civilization from around the **8th century BCE** in the south-eastern corner of Europe, in between the Mediterranean Sea and the Aegean Sea. The landscape is made up of **rocky, mountainous** land and many islands. These mountains and sea made cities separated from each other. People travelled in boats on the sea because that was often the easiest way to move from place to place. Mount Olympus is the highest mountain in Greece.

In ancient Greece, many of the buildings were all built on the slopes of the mountains. In the towns there were many temples, theatres and other public buildings. These were often impressive and decorated with sculptures from Greek myths and images of the Greek gods and goddesses. The temples and government buildings were often built on the top of a hill. People worshipped their gods and goddesses in the temples. Some of the Greek gods and goddesses are:

- Zeus - god of the sky
- Poseidon - god of the sea
- Ares - god of war
- Aphrodite - goddess of love
- Apollo - god of the sun, music and poetry
- Hermes - the messenger god



Vocab

century - 100 years

8th century BCE - this means 800 years before the common era, or the time of Christ



LSC

rocky, mountainous - adjectives, sense of sight





LSC

warmer -
adjective, sense of
touch



Vocab

chariot - a two-
wheeled, open
cart that was
pulled by a horse.
A man stood in
the cart and held
the reins of the
horses.



CS

**Making
connections**
- the ancient
Egyptians and the
Ancient Greeks
both had myths
set in real places
and imaginary
places that were
similar to the real
places.



LSC

sweet, purest -
adjective, sense of
taste



Vocab

sacrifices -
offerings that
were made to
the gods. These
offerings were
usually burnt on
an open fire, so
that the smoke
could travel up to
the gods.

These cities had roads. The homes were built so that they could use the sun to keep their homes **warmer**. The homes were built so that the wind blew away from them, also to keep them warm. Each city was organized with an urban centre and the surrounding countryside. Around each city of Greece was a large wall that was built so that the people would be protected from attacks. The Ancient Greeks loved sports and sports were part of their everyday life. They had gyms and stadiums where many people could come and watch the games and **chariot** races. There were also many theatres for festivals and plays.

Another setting was Mount Olympus. This is a real mountain in Greece, but the 12 main Greek gods and goddesses lived there in the myths. This is described as an incredibly beautiful place, where the weather was always perfect and the sky always blue. No human could ever visit the home of the gods at the top of the mountain.

The most important palace was the palace of Zeus. He was the most powerful god. His palace had gold floors and furniture. The other gods' palaces were huge and luxurious, but not like the palace of Zeus. The buildings were built of stone and the precious metal bronze and. The buildings were surrounded by courtyards with golden pavements.

The gods' delicious meals included **sweet** nectar from flowers and the **purest** waters from the rivers in the fields. They also took in the smoke that blew up to the top of the mountain that came from the **sacrifices** humans made.



C. Australian Aboriginal Myths

Aboriginal myths are set in many different places which shows the **vastness** of the land and the **variety** of its plants and animals. For example, some myths take place in the rugged mountains covered with forests, while others are set in the huge Australian desert, the outback.

The places where these myths take place are often described in great detail, which allows the reader to see, smell, feel and hear the background setting of the story. The land is often **depicted** as holy, with rivers, mountains, and forests holding great spiritual power.

Plants appear in many Aboriginal myths, with many stories highlighting their importance in traditional medicine and as a source of food. The weather is also important in many myths. Stories often have powerful storms, droughts, and other **natural phenomena**. Animals also play an important role in Aboriginal myths. Examples are: snakes, lizards, and birds.

Some Aboriginal myths are set in 'Dreamtime', which is a mystical, imaginary sacred time that happens before there were humans on earth. According to Aboriginal beliefs, the Dreamtime is the time during which the world was created, and all living things were formed. The Dreamtime myths describe the actions of **ancestral beings**, who are believed to have created the world, shaped the landscape, and established social and moral rules.



Vocab

vast - very big, seems to have no end

variety - many different kinds of

depicted - presented as / shown as

natural phenomena - things that take place in nature



Vocab

ancestral beings - the spirits who came before humans



Uluru, also known as Ayers Rock, is a large sandstone formation in the centre of Australia. It is a UNESCO World Heritage Site, and is sacred to many Aboriginal people.



D. African myth settings

There are many African myths. **Many of these are set in the real places that the people would know and live in.** The myths show the many different cultural traditions across the continent.

One common setting in African myths is the savannah, a big grassland that stretches across much of sub-Saharan Africa. The savannah is home to a **diverse** range of animals, including lions, elephants, giraffes, and zebras. These creatures often feature in African myths, representing power, wisdom, and other important qualities.

Another common setting is the rainforest, a dense, **humid** jungle region that covers much of central and West Africa. The rainforest is full of life. There are descriptions of tall, **towering** trees and thick undergrowth, **colourful** birds, **noisy** monkeys, and other animals. Many African myths describe the rainforest as a place of mystery and hidden dangers and supernatural creatures.

The desert is also often a setting in African myths. Animals such as camels, snakes, and scorpions live in these harsh, empty landscapes. These are often stories of survival and endurance.

Plants are also an important feature in African myths, and many stories describe the magical abilities of certain trees, flowers, and herbs. For example, the baobab tree is admired and valued in many African cultures for its size, **longevity**, and spiritual significance.



Vocab

diverse - lots of different kinds

humid - hot and damp

towering - very high, rising above all other things

colourful - adjective, sense of sight

noisy - adjective, sense of sound

longevity - live for a very long time





African myths are deeply connected to the natural world and often have powerful descriptions of the landscapes, plants, and animals that are only found on this continent.

Motsoeneng, Phumlani, Real and Imaginary Settings in Mythology, 2007, Middle Media House, Windhoek





TASK 4 TEXT

Why are settings important in myths

Myths are stories that have been told for thousands of years, and they often have unique and fascinating settings that help to bring them to life. These settings are important to people who read myths because they help to create a sense of place and atmosphere that makes the story more interesting and draws the reader in.

In African myths, the setting often plays a central role in the story. For example, many African myths take place in the savannahs and forests of the continent, where animals and plants play an important role in the story. One famous African myth is the story of Anansi the Spider, which takes place in the dense forests of West Africa.

Anansi is a clever and naughty spider who is always getting into trouble. In the story, Anansi sets out to trick the other animals in the forest by stealing their food. To do this, he must get through the thick forest, which is full of dangers like snakes, lions, and other predators.

The setting of the forest is important to the story because it creates a sense of danger and mystery that adds to the drama of the story. The reader can imagine the dark, tangled undergrowth of the forest, with its hidden paths and predators waiting. This makes Anansi's journey more challenging, and the reader can appreciate his cleverness and bravery even more.

Another African myth that has a unique and fascinating setting is the story of Mami Wata. She is a water spirit who is worshipped in many parts of West Africa. Mami Wata lives in the depths of the ocean, surrounded by a shimmering world of coral reefs, sea creatures, and colourful fish.

The setting of the ocean is important to the story because it creates a sense of magic and wonder that shows how the ocean is another world. The reader can imagine the deep blue waters of the ocean, with its schools of fish, swaying kelp forests, and hidden caves. This makes the story more enchanting, and the reader can appreciate the beauty and power of Mami Wata even more.



In conclusion, the settings of myths are important to people who read myths because they help to create a sense of place and atmosphere that makes the story more interesting and engaging. In African myths, the settings are often unique and fascinating, from the dense forests of Anansi's tale to the shimmering depths of Mami Wata's ocean home. By understanding these settings, the reader can better appreciate the story and the message it conveys.

Website: Minvan, Jason, <https://www.homeofliterature/genre/fiction/mythLegndElmnts.html>, Accessed on the 12 June 2023





THEME

Writing about Myths

Weeks 5 & 6 | Cycle 3



Creative Writing
Project



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:

spider spin spoke nose rope hole red spotted asked

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.

through
sea

laugh
against

would
care

where
could

spirit
more

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.

five senses	see	hear	smell	touch
taste	cold	wild	blues and greys	rough
crashing	icy	boiling	perfectly smooth	jagged
round	loud	fresh	salty	sweet
chocolatey	noisy	laughing	shouting	deafening
scratchy				



Decoding Practice

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

The sea spirit

The old man would speak about the splash of the waves. He would speak about the spot where the waves crashed and the spirit of the sea spoke.



“You were asked to take care of the sea,” the spirit said. “My hope rested with you.”

The salty spray splashed up. The old man could feel it on his nose. He could feel and smell the salty sea spray on his nose.

Again the spirit of the sea spoke, “The sea is home to many. The sea is home to many fish. You were all asked to take care of the sea. You were asked to take care of the fish. My hope rested with you.”

The sea sprayed and splashed the old man. He felt icy cold, but he waited for the sea spirit. He waited for the sea spirit to speak again.

The waves rose and fell. The waves splashed and rose and fell. The old man felt the cold sea spray against his nose. The sea spirit did not speak.

The old man waited a while longer and still the sea spirit did not speak.

The old man began to speak slowly to the sea spirit, “I will take care of the sea. I will take care of the fish. I hear you sea spirit! Your hope can rest with me.”

The waves rose and fell and the spray splashed the old man’s nose.

“I will be the hope for the sea. I will be the hope for the fish,” said the old man.



The spider and the sparrow

There is a myth about a spider and a red, spotted sparrow. The spider lived alone on his web. He lived alone on his web in a spot near the red, spotted sparrow's nest. The spider worked on his web every day. His web was his



home so he worked hard at keeping it strong. He worked with his spider rope to keep it strong. He would spin with his spider rope. He would spin more rope to keep the web strong. It was hard work to spin and spin the spider rope, but that is what he did.

A red, spotted sparrow saw the spider working on his web. She saw him spin the spider rope. She spoke to the spider. She asked him, "Why do you work on that web with your spider rope all day? Why do you spin and spin?"

The spider said, "This web is my home. If there is a hole in my web, I must fix it. I must fix the hole with my spider rope. I alone must fix the hole."

The red, spotted sparrow laughed. She did not think the spider's web was very strong. Laughing she said, "I think your home is a joke. I do not think that your spider rope is strong. I will fly through your web."

The red, spotted sparrow tried to fly through the web but the joke was on the sparrow. The spider's web was strong. He had spun a strong web with his spider ropes. The sparrow was trapped! The spider had the last laugh.

1. What colour was the sparrow?

The sparrow was...

2. Where did the spider live?

The spider lived...

3. What did the spider fix in his web?

The spider fixed...



TASK 5: WRITE AN INTERVIEW WITH THE GOD OR GODDESS OF A MYTH

- Choose a god or goddess of a myth to interview.
- You may choose one of the gods or goddesses from the myths in the Learner Book, or you may create your own.
- Ask the god or goddess the following questions:
 - a. *What that are you the god or goddess of? (e.g. the sea, the city, farms and crops, music, the sun, etc.)*
 - b. *What special powers, tools or weapons do you have?*
 - c. *Where do you live, and what is it like there?*
 - d. *Why do you live there – what do you love about your home?*
 - e. *Is there anything magical about your home?*
- The god or goddess must answer your questions using descriptive language.
- Set out the interview properly.
- Use adjectives so that the descriptions are clear and easy to imagine.
- Make sure that your spelling and punctuation is correct.

Example Interview

Interviewer: This afternoon we have a very special guest on the show. May I introduce this mythical character to you, *the Goddess of the City*, Ms Superpower!

Ms Superpower: Good afternoon. I am pleased to meet you.

Interviewer: I have read the myth about you. Please can you tell me more about your magical powers.

Ms Superpower: Well, I have super strength, I can fly and I have x-ray vision so I can see through things.

Interviewer: Wow! That must make your life amazing! Do you use your powers often?

Ms Superpower: Yes, I use them to help people in trouble. Sometimes the police call me to help them!

Interviewer: May I ask where you live?



Ms Superpower: My home is in a forest, just outside the city. It's surrounded by tall, green trees that keep it hidden.

Interviewer: Tell me about your home.

Ms Superpower: The bricks of my house are green and brown. They are the same colour as the forest so that enemies can't see my house. Inside, all the furniture is comfortable. I love sitting on my soft, cosy couch watching TV or reading interesting books. Many of the beautiful pictures in my house are very old – they were given to me by my mother. I love the smell of the trees and I keep the doors and windows open so I can breathe the fresh, foresty smells.

Interviewer: Your house sounds lovely. Why do you live there? What do you love about your house?

Ms Superpower: I spend my days having lots of crazy, dangerous adventures. So, it's important for me that my house is comfortable and filled with special things that I love.

Interviewer: Thank you so much for being here and telling us all about your amazing life!

And thank you for helping so many people.

Ms Superpower: A pleasure! I'm here when you need me.

TASK 6: DRAW A PICTURE OF WHERE THE GOD OR GODDESS LIVES

- Draw a picture of where the god or goddess lives.
 - a. *Draw a picture of their actual home, in the environment where they live. Think of the surrounds so we can see if they live in a forest, or near a mountain, or in a city, etc.*
 - b. *Draw a detailed picture of their home, so we can imagine what it is like. This may be a house, a cave, a palace or any other kind of home you can think of.*
 - c. *Your drawings must include labels of the different places and details. Your labels must include adjectives. The labels and adjectives must help us to imagine what the setting and home is like.*

Example of a Grade 6 learner's completed project

Interview with a Goddess

Interviewer: Good morning. Selene I was wondering if I could ask a few questions.

Selene: Sure, go ahead

Interviewer: Firstly, everyone wants to know what you are the goddess of?

Selene: Well, I am the mighty goddess of the moon.

Interviewer: Now, Selene, what powers do you possess, or rather what weapons do you have

Selene: Other than being immortal, I have the power to give sleep and provide light, from the moon to you humans and all other creatures on this thriving planet. However, I do not possess any weapons for I am a pacifist goddess

Interviewer: That is very interesting I thought that all gods believe in war. You are the goddess of the moon, so I am assuming that you live there?

Selene: No in fact I live in a splendid castle in the sky. The crystal windows provide a gateway to sunshine, filling my castle with joyful light. You can always smell the sea breeze. The hallways are full of vines, creeping and crawling around my silver castle. I sleep on a light and fluffy cloud-like bed. On most days, I ride around the planet in my wooden chariot, observing all you little earthlings.

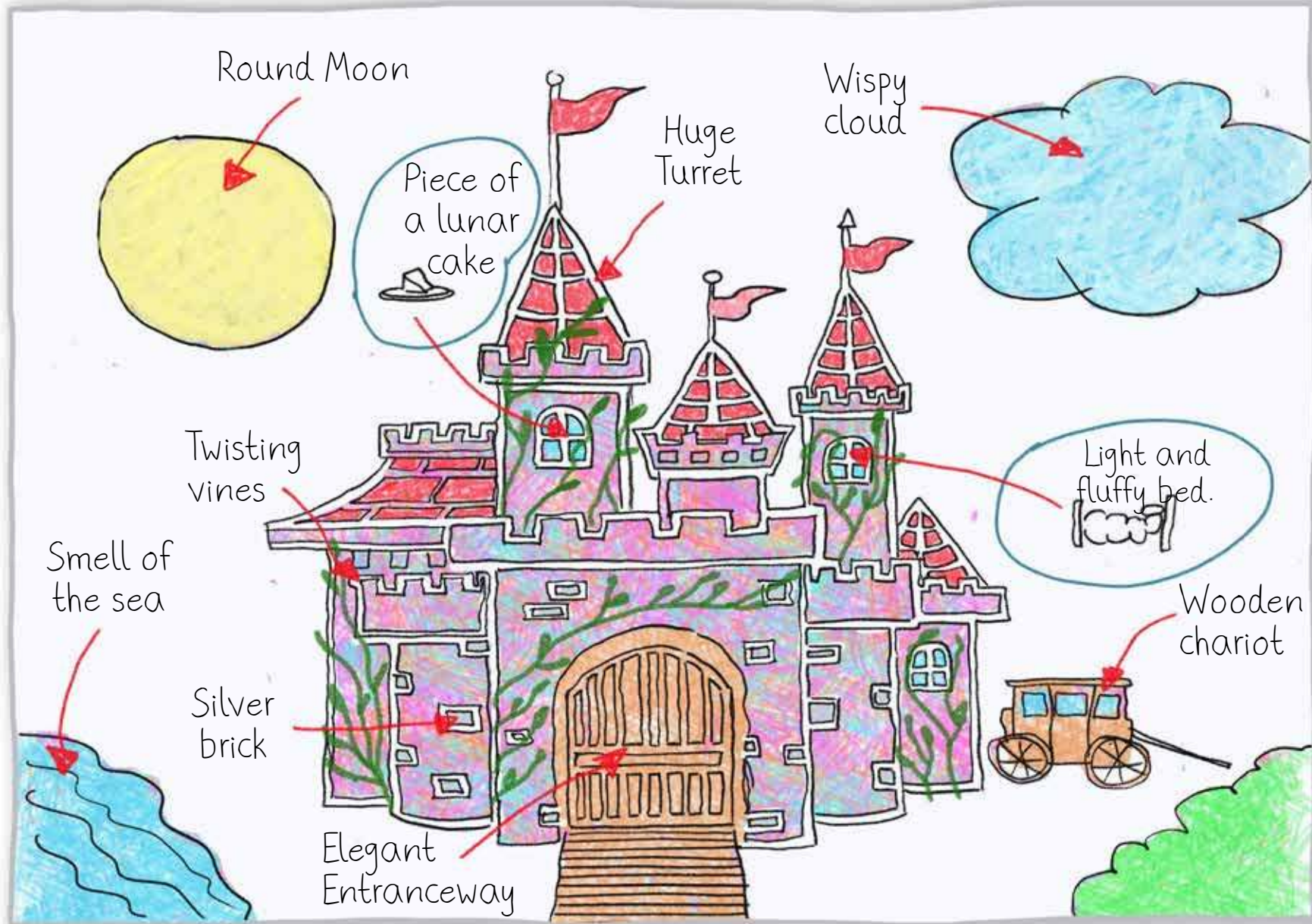
Interviewer: Now, just. one more thing. What is your favourite food?

Selene: My favourite food would have to be this sweet almond pastry from the moon called lunar cakes

Interviewer: Well, it has been wonderful speaking to you today. Maybe one day I can come visit you in your silver castle?

Selene: I'm afraid not, no humans are allowed there. But it has been wonderful talking to you today. May you be blessed with light and sleep.





THEME

Family Communication

Term 3

Weeks 7 & 8 | Cycle 4



Communication SkillsEdutopia
[https://www.edutopia.org > topic > communication-skills](https://www.edutopia.org/topic/communication-skills)

- According to a British report
- in 2018, families disagree
- with each other on average 6
- times each day. Eating a meal
- together as a family every
- day can improve a family's
- communication.

Interesting
Facts



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:

what why when use tube tune room choose google

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.

who

which

know

question

come

family

listen

wonderful

speak

home

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.

excelled	average	ashamed	communication
appropriate	critical	criticise	confrontation
disgruntled	fail	misfortune	uncomfortable
success	succeed	support	confront
interrupt	failure	confide	inappropriate



Decoding Practice

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

Words that ask questions

What? When? Where? Why? Who? Which? These are words we use for communication. These are words we use to speak. These are average speaking words. They are also question words. These are average words we use to ask questions. They are average speaking and questioning words. We can ask many questions. We can ask many good questions with these words. What are you doing? When are you coming? Where are you going? Why are you doing that? Who are you? Which book are you reading? We can use these questioning words when we speak.

Who are you? I am a cute boy. What are you doing? I am singing a tune. When are you going home? I am going home soon. I am a cute boy, singing a tune and going home.

Who? What? Why? When and where? What wonderful words we can choose to use. What wonderful words we can use to speak. They are not huge words. They are not huge words but ask good questions. They ask good questions about things we want to know. What is your name? Which spelling words must we know? When are you coming? Who spoke to the new boy? Why are you alone?

We must be wise with the words we choose. Words can hurt. We know words can hurt. Words may not be huge but words can be unkind kind.

We can say unkind words. Kind words are the best words. We know that kind words are best.





Thendo's tunes

Thendo likes to use the web. Thendo spends a lot of time in his room. He spends a lot of time alone in his room on the web. Thendo spends more time in his room than he does with his family. His family miss him but Thendo likes the web.



Thendo's dad communicates with him. Thendo's dad confronts him. His dad says, "Thendo, why don't you come out of your room? Come out of the gloom of your room and be with your family."

But Thendo does not want to communicate. Thendo wants to be on the web. When he is on the web, Thendo can look at many wonderful things. He can google. He can listen to good tunes. Why would he want to come out of his room? He thinks the web is a wonderful thing.

His dad asks, "Thendo, what are you looking at on the web? What is keeping you in your room? You can confide in me."

But Thendo does not want to come out of his room. Thendo does not want to confide in his dad. Thendo does not want to communicate. Thendo wants to be alone in his room. He wants to use google. He wants to listen to good tunes in his room. He can choose good tunes. He thinks listening to good tunes is a cool thing to do, alone in his room.

His dad says, "Thendo, I want to listen to good tunes with you. I want communication with you."

Now Thendo and his dad sit in his room. They google and choose tunes in his room.

1. What does Thendo like?

Thendo likes the...

2. Where does Thendo spend a lot of time?

Thendo spends a lot of time...

3. What does Thendo listen to on the web?

Thendo listens to ... on the web.



Independent Reading Texts

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

Speaking up can solve problems

Nomsa lived with her father and her two older brothers. Nomsa's father had a friend called Uncle Odwa. Uncle Odwa came to visit every few months. Nomsa hated it when he visited, because he made her feel very **uncomfortable**.

She hated the way he touched her hair and stroked her back. Nomsa knew that the way Uncle Odwa touched her hair and her back was not appropriate. Nomsa stayed silent about the way she felt for many years.



Then, in Grade 6, Nomsa's class read a story about speaking up when they felt uncomfortable. Nomsa's teacher told the class that it was important to be **courageous** and say something when they felt uncomfortable.

Nomsa did not know if her father would listen to her or believe her, so she felt very nervous to speak to him. Uncle Odwa was meant to be visiting the following weekend. Just thinking about the visit made Nomsa feel ill. Eventually, Nomsa found the courage to speak to her father.

She was honest with her father about the way Uncle Odwa made her feel. She told her father that the way that he touched her was **inappropriate** and made her feel uncomfortable. To her relief, Nomsa's father believed every word that she said. Her father was extremely angry. He immediately phoned Odwa and told him that he was no longer welcome in their home.

Nomsa was relieved and grateful for her father's support. Nomsa was proud of herself for communicating with her father.



Vocab

uncomfortable – when you don't feel at ease, safe or relaxed



Vocab

courageous – to be full of courage, to be brave and to do something even if it is scary



Vocab

inappropriate – when something is not right or proper



- 1 Who made Nomsa feel uncomfortable?
.... made Nomsa feel uncomfortable.
- 2 Why did this person make Nomsa feel uncomfortable?
This person made Nomsa feel uncomfortable because...
- 3 How did Nomsa deal with this issue?
Nomsa dealt with this issue by....
- 4 In the story, Nomsa decides she will speak to her father.
What do you think helped give her the courage to do so?
What gave her the courage to speak up was...
- 5 Connect the sentences using and, but or because. Write the new, complex sentences in your exercise book.
 - a. *Nomsa hated it when Uncle Odwa came to visit. It made her feel unsafe and uncomfortable.*
 - b. *She hated the way he touched her. She hated the way he spoke to her.*
 - c. *Nomsa was scared to tell her father. She knew it was the right thing to do.*
 - d. *Nomsa felt very nervous. She found the courage to tell her father.*
 - e. *Her father believed her immediately. Uncle Odwa never came to visit again.*
- 6 Find **synonyms** in the story for the following words:
 - a. *couldn't stand*
 - b. *awkward*
 - c. *suitable*
 - d. *brave*
 - e. *anxious*
 - f. *straightaway*



LSC

Remember:
synonyms –
words with similar
meanings.



Hurtful words

Vuyo used to be a very happy and joyful person. He had always laughed loudly and played excitedly with his friends. But suddenly, things changed and Vuyo was not quite the same. Suddenly, he became very quiet and very serious.

Vuyo's mother was **concerned** about this change. She wanted to know what had happened, but Vuyo did not want to talk about it. One night, she found Vuyo crying in his bedroom.

'Please tell me what is wrong, Vuyo,' begged his mother.

Eventually Vuyo told his mother, 'I failed two maths tests and my teacher told me that I am a failure and that I have no future,' said Vuyo.

Vuyo's mother was **furious**. Vuyo had only had wonderful teachers to this point, who supported and encouraged him. Now, the words of one careless teacher had changed her son.

'Vuyo, it is not the end of the world that you failed two maths tests. You have a very bright future. I will help you to study for maths,' said Vuyo's mother.

Vuyo felt **relieved**. He was glad to hear that he was not a failure and that he was still able to have a bright future. Vuyo's mother also spoke to his teacher. The teacher was shocked that Vuyo was so affected by her comment.

From that day on, Vuyo's teacher did everything that she could to help and encourage him. Vuyo's maths marks improved and he was soon back to his joyful self.



Vocab

concerned – a synonym for worried



Vocab

furious – extremely angry



Vocab

relieved – no longer feeling stressed or anxious





LSC

past tense – shows that the action has already happened, that it happened in the past.



LSC

A word family – a group of words that end the same way. For example, they all end in -ing: sing, swing, bring, thing, wing.

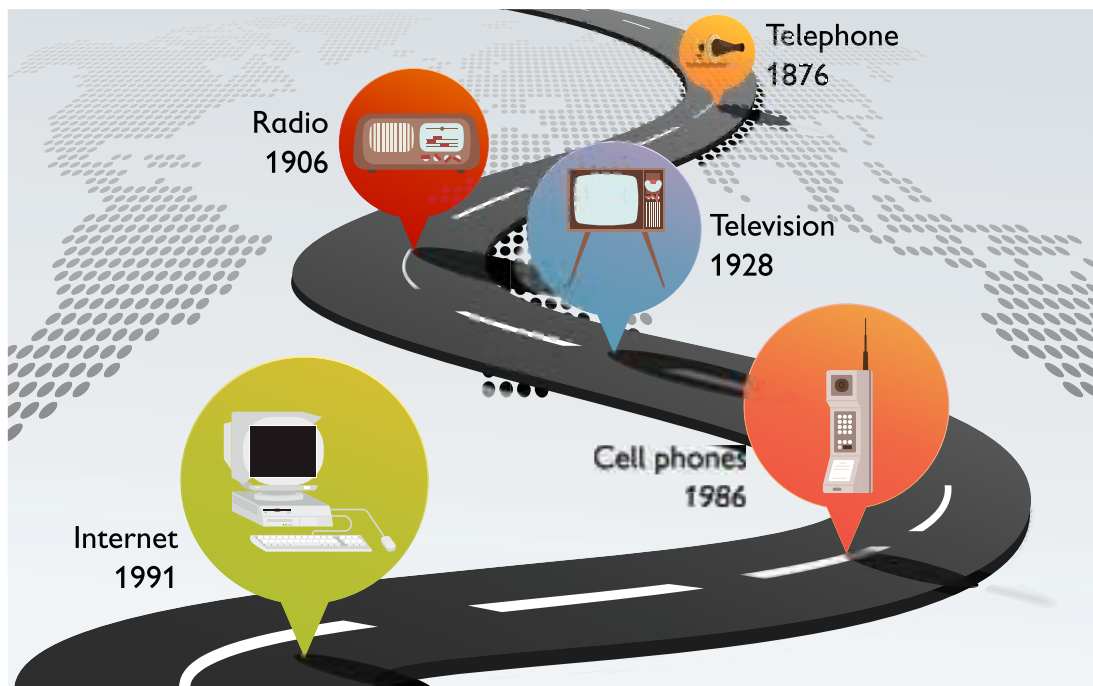
- 1 What type of personality did Vuyo have?
Vuyo had a...
- 2 Why do you think it was difficult for Vuyo to speak to his mother? What inference can you make?
I can infer that Vuyo felt... when he spoke to his mother.
- 3 Rewrite the following sentences in the **past tense**:
 - a. Vuyo is a happy child who loves school.
 - b. His mother brings him some food.
 - c. She buys him more school books.
 - d. This is not like her son. She doesn't know who this is.
 - e. She sits with his teacher and speaks to her about the problem.
 - f. The teacher is shocked.
 - g. She understands the problem and says sorry.
- 4 Find a word in the story that is from the same **word family** as the following words. For example: bad – glad (words in the same word family have the same ending)
 - a. round
 - b. sail
 - c. fight
 - d. play
 - e. track



Electronic communication through the years

Throughout history, people have communicated by speaking. Then, writing was invented, and people started to send letters. Electronic communication was the next step. It has only been around for about 150 years, and think of how much our lives have changed because of it!

1. The first kind of electronic communication was the telephone. This was invented by Alexander Graham Bell in 1876. By 1900, nearly 600 000 Americans had a telephone.
2. Next, the radio was invented. In 1906, the first radio broadcast to the public took place. It included news and music. This also took place in America.
3. The first TV broadcast was also from America! In 1928, the first TV station called 'W3XK' began broadcasting. South Africa started the SABC in 1976.
4. Cell phones, which have changed our lives, were first used in 1986. South Africans started using cell phones in 1994.
5. Finally, the internet was invented. The world wide web went live to the world in 1991! This invention has changed our lives more than anything before it.





LSC

Remember:
abbreviation
– a shortened
version of a word
or phrase.

- 1 What was the first form of electronic communication?
The first form of electronic communication was...
- 2 Why do you think there was such a big gap of time between radio and TV?
I think there was a big gap of time between radio and TV because...
- 3 Do you agree that the internet has changed our lives more than anything that came before? Why or why not?
I think the internet has / has not changed our lives more than anything that came before because...
- 4 Complete the table with the correct **abbreviations**. Rewrite and complete the table in your work book.

Word	Abbreviation
e.g. Electronic mail	email
Telephone	
	USA
	TV
South Africa	
	SABC
World wide web	



Visual Text

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

Healthy vs unhealthy communication

✓ Healthy Communication	✗ Unhealthy Communication
Keeping your emotions in check	Not listening
Calm and respectful	Unwilling to compromise
Clear and thoughtful	Making it personal
Respect for each other's views	Blaming and avoiding blame
Which one are you?	

- 1 Are you a healthy or an unhealthy communicator? Why?
I am a healthy communicator because ... / I am an unhealthy communicator because ...
- 2 Why is 'not listening' a sign of unhealthy communication?
'Not listening' is a sign of unhealthy communication because...
- 3 **Punctuate** the following sentences correctly:
 - a. *when theres a disagreement, you should be calm and respectful.*
 - b. *youre a better communicator if you listen to others opinions*
 - c. *why should i do what you want*
 - d. *its all your fault*
 - e. *dont think its only about you*
- 4 What do you think it means to 'keep your emotions in check'?
I think it means...



Vocab

in check – under control

compromise – to meet someone half way to find a solution to a problem



LSC

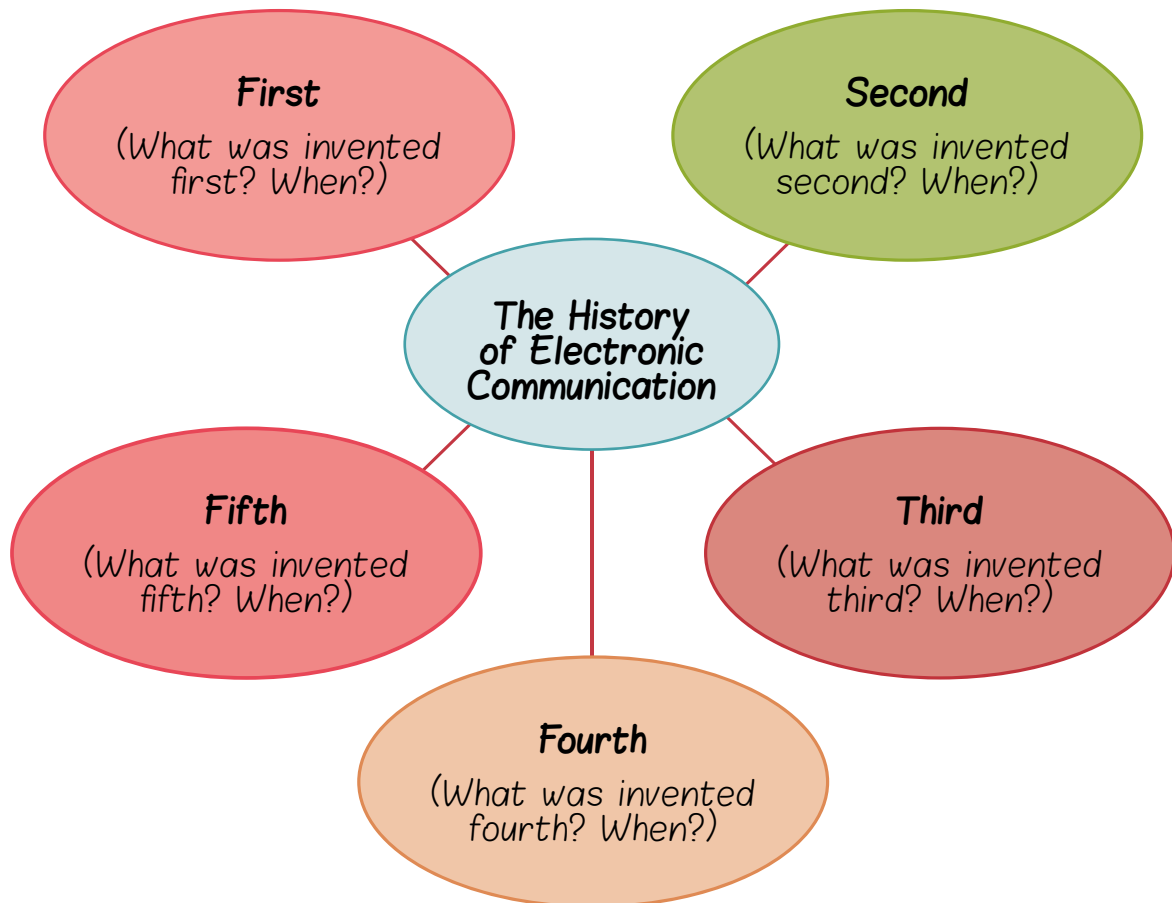
Remember:
punctuate – to capitalise and add in proper punctuation, like: *.,!?"*



Summary: The history of electronic communication

1. Read the fiction text again: **The history of electronic communication**
2. Then, make a mind-map about this text.
3. Only write key words (the most important words, not full sentences)

Summary: The history of electronic communication



THEME

Teacher's Theme (Comic Strip)

Term 3

Weeks 9 & 10 | Cycle 5

Please use the DBE Guidelines on teaching cartoons and comic strips to design a relevant theme.



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:

slip slope slow sleeve need agree

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.

break

done

more

beautiful

mountain

easy

pull

quiet

know

view

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.

holidays	subjects	nearly	break	subjects	
future	term	Maths	hike	rivers	tent



Decoding Practice

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

Holidays are soon

I am glad it is nearly time for the holidays. The holidays are soon. We could all use a break. We could all use a break from school. I like school but this term has been long. It has been a very long term. We have done a mountain of work this term. We have done a mountain of work in all of our subjects.

Some of the work has been hard and slow. Maths is one of my hard and slow subject. I will need to work more on my hard and slow subjects. I know I will have to work more on my Maths. I like Maths but I do not find it easy. I need to do well at Maths. Maths is needed for my future. I agree with my teacher that I will need to do more work on my Maths. I agree that I will need to pull up my sleeves. To pull up your sleeves means you have to work hard. You cannot be lazy. You cannot choose the easy way. You must choose to do the hard work. I know I will have to pull up my sleeves in Maths.

But I will think about that next term. Now I am thinking about the holidays. I am thinking about all the things I am going to do on my break. What will I do? I will sleep and not think about school! I will think about school next term!





A mountain holiday

The Dlamini family agree that they need a holiday. They agree that they need a slow holiday. They could use time as a family to slow down. The three of them could use some slow time away. They agree some slow time is what they need.



They google for places to go. They need a slow holiday for three. They know what they want. They know the kind of holiday they are looking for. They want to go to the mountains. They like how free they feel in the mountains. The mountains are quiet and slow. They like how the quiet it feels when they hike in the mountains. Hiking keeps them fit too. It is good to stay fit.

They like to hike up the steep slopes of the mountain side. They like to hike up the steep slopes to the top. From the top they can see the view. The view from the top is beautiful. The beautiful view from the top of the mountain is what they want to see. They can see green trees and rivers from the top of the steep slopes. It is not easy to get to the top. It is a hard hike to the top. They slip and slide on the steep slope. They slip and slide up and down but it is fun to do.

They will sleep in a tent. They will choose a good spot to sleep. Sleeping in a tent is a lot of fun. It is quiet and warm. The Dlamini family will have a quiet and slow holiday in the mountains. What fun!

1. What do the Dlamini family agree they need?

They agree they need a...

2. Where do they want to go?

They want to go to the...

3. Where will they sleep?

They will sleep in a...

THEME

Honesty

Term 4

Weeks 1 & 2 | Cycle 1



The Anthill: An Important Story About Truth And Honesty:
https://www.youtube.com/watch?v=N8lWQ0cCJmg&ab_channel=SmileandLearn-English

- When someone is lying, they tend to rock their body back and forth, shuffle their feet and move their head from side to side.
- The 1st of April is April Fool's Day. This is a day when people are dishonest to try to trick their friends and family.
- The 30th of April is National Honesty Day.
-
-

Interesting Facts



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:

know knee knock speak team cheat how frown down

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.

easy**trouble****near****heart****mistake****dream****idea****player****true****could**

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.

honest	dishonest	force	dreaded	lie
consequence	sorry	courage	foolish	felt
punishment	steal	harsh	deserve	mature
embarrassed	benefit	reliable	attract	



Decoding Practice

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

A foolish mistake

My mom looked at me with a frown. “We need to speak,” she said. “You and I need to speak.”

I knew I was in trouble. Mom had a frown when trouble was near. It was not easy to know that I was in trouble with mom. I did not like trouble with mom. I knew that a frown was trouble for me.



“How can you lie?” she asked me with a frown. “How can you lie and cheat?”

I felt fear in my heart. My heart sank down. Why did mom have a frown? Did my mom know? Did my mom know what I had done? Did she know about the foolish mistake?

“Mom, I did not lie or cheat,” I said.

Mom looked at me frowning. She was frowning and speaking, “You know that is not true! It is not true! You must come clean. I know what you did!”

My heart sank down in my chest! I felt foolish and sad. I felt foolish and sad that I told a lie and cheated.

“I did not teach you how to lie and cheat,” she said.

I looked at mom’s sad frown. It was hard to speak.

“I am sorry, mom. I will come clean. I know you did not teach me how to lie and cheat. I am sorry I have made your heart go down,” I said sadly.

Mom looked at me and said, “I know you have made a foolish mistake. Let us speak.”



Sizwe's dream

Sizwe had a dream. He had a dream that his team would win the cup. His dream was to win the cup for the town. But Sizwe knew it was not going to be easy. He knew it was not going to be easy for his team to win. It would take courage to win. The team would need lots of courage to win the cup. In Sizwe's dream, his team knocks the other teams out. They knock them out with ease. The team wins the cup and the town leap up and down. They leap up and down from their seats and scream.



“Wow!” they scream! “Our team is the best! Our team deserve to win! Our team have courage and deserve to win!”

How could he make this happen? How could he make this dream true?

Then Sizwe had an idea. He had the idea that he could cheat. He could cheat and win the cup for the town. He could knock a player from the other team. He could knock them on the knee. He could knock them on the knee and they would fall. They would fall and his team would win.

But Sizwe knew in his heart that he must not lie and cheat. He knew cheating was not good.

“We are a good team,” he said. “We are a good team and we have courage. We deserve to win. We will try our best to win for the town. We will not cheat!”

1. What did Sizwe want to win for the town?

Sizwe wanted to win...

2. What idea did Sizwe have?

Sizwe had an idea that...

3. Where would Sizwe knock the other player?

He would knock the player...



Independent Reading Texts

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

An honest politician

Many people believe that politicians are dishonest. They lie to the people, they are **corrupt**, and they don't do what they say they will do. This is often the case! But there is a politician who seems to be more honest than others. At least in terms of the money earned as president!

President Mujica was the former president of Uruguay in **South America**. He was a farmer, and while he was president, he continued to live on his farm instead of the fancy house that the president usually lived in. He worked in the fields, lived in his small house, and he drove a small, old car.

He **donated** about 90% of his salary to people who did not have much money, who were struggling or who were trying to start their own small businesses.

'I'm called 'the poorest president' but I don't feel poor!' he said to the BBC.

While some disagreed with his politics, many people valued his honesty in how he dealt with his earnings as president. Not many politicians are honest in this way!



Vocab

politician – a person who works in politics

corrupt – when people in power, like politicians, take money from the country and from the people, and keep it for themselves



CS

South America – a continent which is south of North America. Brazil, Peru, and Colombia are a few of the countries in South America. Most people in South America speak Spanish or Portuguese.



Vocab

donate – when you give things away, to people who are in need



Vocab

continent – a large land mass

Our world has seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.



LSC

abbreviations – shortened versions of a word or phrase. For example: EFF is an abbreviation for Economic Freedom Fighters



LSC

Remember: **punctuate** – to capitalise and add in proper punctuation, like: „! ?”

- 1 On what **continent** is Uruguay?
Uruguay is on the continent of...
- 2 Why was President Mujica understood to be an honest politician?
President Mujica was understood to be an honest politician because...
- 3 What did President Mujica do with his salary?
President Mujica...
- 4 The 'BBC' is an **abbreviation** for the 'British Broadcasting Corporation'.
Write out the full words of the following abbreviations.
 - a. SABC
 - b. kg
 - c. cm
 - d. FNB
 - e. ANC
 - f. SANDF
- 5 What do the following symbols stand for?
 - a. &
 - b. %
 - c. @
 - d. £
 - e. ∞
 - f. °C
- 6 **Punctuate** the following sentences, correcting the spelling as you go along.
 - g. *i dont trust any paliticians i think they lye all the tim*
 - h. *the president earns to much muneysed my mom*
 - i. *there is so mutch of the world i want to see i wish i could go to one new country each month so i can see the hole world before i die*
 - j. *wow i am so impresed that the president gav all his money away*



Being honest is hard

Hakim had lots of friends. His mother always asked him, 'Hakim my child, you are so **popular**! I know you are the sweetest child in the world, but what do you think makes you so popular?'

Hakim wasn't sure what made him so popular. So, he decided to try and find out. At school the next day, Mariam came up to him.

'Hakim, do you think I did my best in my oral in history class yesterday?' asked Mariam.

'Yes! Of course! You were so, so great,' replied Hakim.

But, in fact, Hakim thought that Mariam could have worked a lot harder on her oral. He knew how smart she was, but she was not well **prepared**. He wanted her to do so much better, because he knew that she was really clever. But he didn't want her to be angry with him. He didn't want Mariam to not be his friend. So, he was not completely honest.



During breaktime, Hakim noticed that many children asked him what he thought. And, many times, Hakim was not completely honest. Hakim went home and told his mom what he had worked out. 'Mom,' Hakim said, 'I think I am so popular because I tell kids what they want to hear, not the truth.'

'Ah Hakim. It sounds like you have been very honest with yourself today. This is a very good start my son. Being honest is hard! But, if the children are your real friends, they will still be friends with you, even if you are honest,' said Hakim's mom.

The next day, Hakim spoke to Mariam, and he was honest. She said how happy she was to hear Hakim's thoughts, and she agreed that she could try harder with her schoolwork. She told him she would always be his friend, especially now that he was being honest with her.



Vocab

popular – well liked and admired by many people



Vocab

prepared – ready for something



Hakim was proud of himself. But, wow! Being honest can be hard.

- 1 What can you infer about Hakim's mom, from this sentence?

'I know you are the sweetest child in the world...'

I can infer that Hakim's mom is...

- 2 Why was Hakim so popular?

Hakim was so popular because...

- 3 Describe a time when you were honest with a friend, even when it was hard.

I was honest with a friend, even though it was hard, when...

- 4 Hakim was **self-reflective** when he set out to find out why he was so popular.

From the options given, choose the correct 'self-' word for the sentences below.

esteem obsessed conscious aware

- a. Bobby was very self-_____, and he hated speaking in front of other people.
- b. Jacobus knew a lot about his own thoughts and feelings because he was self-_____.
- c. Dylan was self-_____, he loved himself so much he even kissed his own reflection in the mirror!
- d. I have low self-_____ and I often don't like myself very much.

- 5 Match **antonyms** from List 1 and List 2, and write them in your exercise book.

LIST 1

- e. honest
- f. confident
- g. popular
- h. scared
- i. friend
- j. start
- k. truth
- l. best

LIST 2

- 1. shy
- 2. lie
- 3. enemy
- 4. worst
- 5. unpopular
- 6. dishonest
- 7. brave
- 8. finish



Vocab

self-reflective – when you are honest with yourself, and looking at your own actions, thoughts and feelings



LSC

Remember:
antonyms – two words that have opposite meanings



How to tell someone is lying

How do we know when someone is **lying**? It is not easy, but it is possible. Scientists have studied people when they are lying, and have come up with these results, which they reported in Time Magazine in 2018:

When someone is lying, they often only use hand movements *after* speaking. On the other hand, when people are telling the truth, they **tend to** use hand movements *while* they are speaking.

Also, when someone is lying, they use both hands when they speak. When speaking the truth, people usually just use one



Vocab

lying – to hide the truth or share information that is not true

tend to – to do something often





Vocab

palms – the inside of your hands, between the bottom of your fingers and your wrist

hand. Liars often keep their **palms** away from the person they are speaking to.

You can also look at someone's face to tell if they are lying. Liars may look away from you at an important moment in the conversation. Liars may suck in their lips when they are lying. Liars' faces may go white, or they may blush. Some people have sweat on their faces when lying.

If you listen carefully to someone's voice, that can also give clues. When people lie, their voices often go higher, and they may start speaking more loudly.

Lastly, pay attention to what people are saying. Liars may change their story, and change the facts as they go along. They may use sentences like, 'I promise I am telling the truth!' They also might try and slow the conversation down so they have a chance to think about what to say next.

Keep these points in mind when you are trying to work out if someone is lying or not.



LSC

direct speech – when you punctuate the sentence using quotation marks, to show exactly what the person is saying. For example: 'I lied about doing my homework,' Peter said.

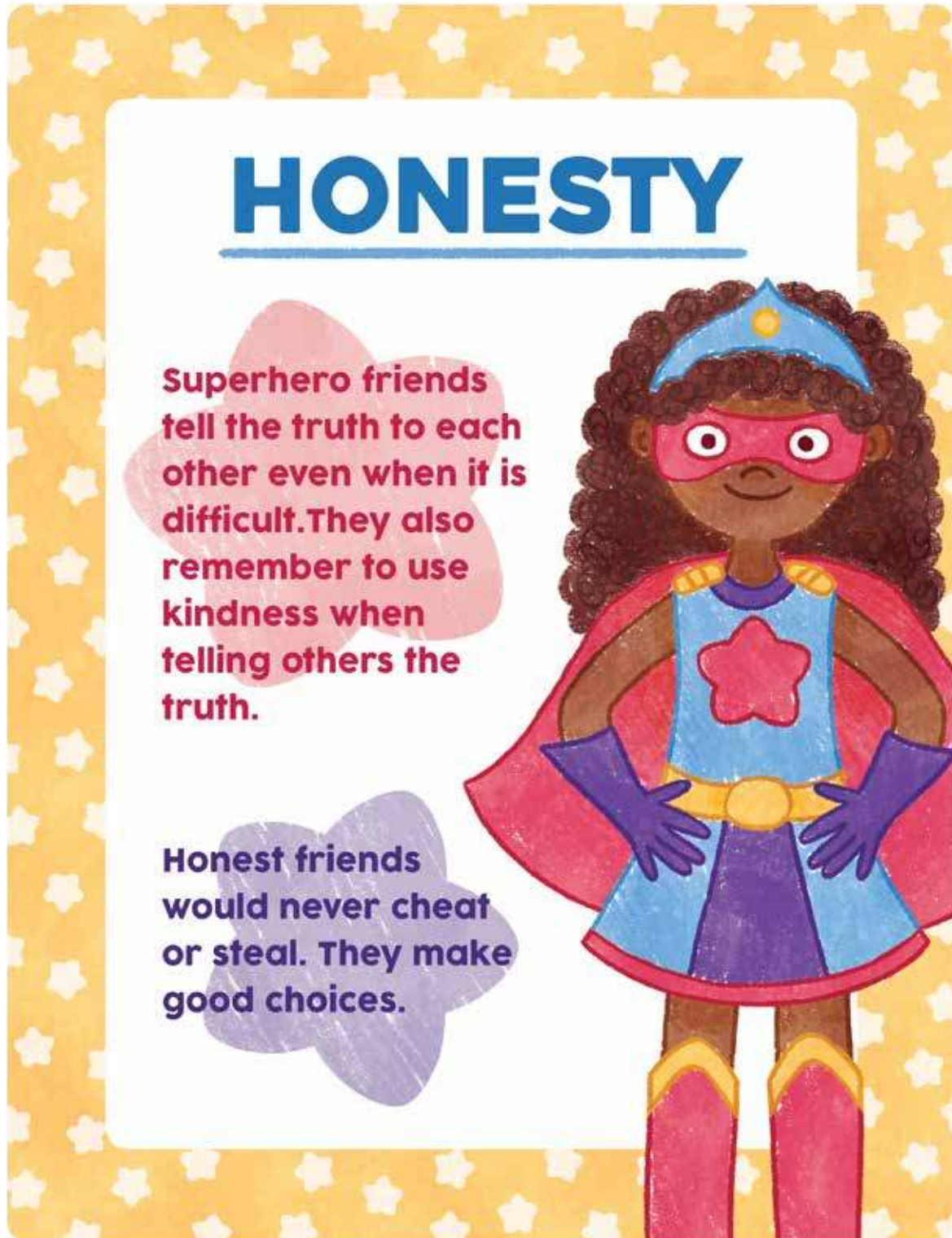
- 1 What magazine can this information be found in?
This information can be found in...
- 2 If someone is being honest, how do they move their hands?
When someone is being honest, they...
- 3 Think about a time you have told a lie. How did you feel when you were telling the lie?
When I was telling the lie, I felt...
- 4 Change the following into **direct speech**.
 - a. *Phola said that she has never told a lie in her life.*
 - b. *My mom shouted that I must never trust anything that anyone says.*
 - c. *The parents tell their children to always be careful of liars!*
 - d. *My sister said that it is important to be honest with your friends.*



Visual Text

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

Superhero friends





LSC

adjectives
– words used to describe a noun. Adjectives give us more information about how something looks, feels, smells or tastes. For example: soft, blue, shiny, bitter, juicy, etc.

- According to this poster, three facts about superhero friends are:

a. . .

b. . . .

C. . . .

2. Posters are supposed to be **eye-catching**. Do you think this poster is eye-catching? What could you add to make it more eye-catching?

Yes, I think this poster is eye-catching / No, I don't think this poster is eye-catching. I would add ... to make it more eye-catching.

3. Imagine you could design your own superhero costume for the Honesty Superhero. What would it look like? Describe it here. Use as many descriptive **adjectives** as possible!

My Honesty Superhero costume would...

4. What are three qualities you look for in a friend?

Three qualities I look for in a friend are...

5. Sometimes in English words, there are silent letters. Like in the word 'honest' we keep the letter 'h' silent.

Add in the missing silent letter in each of these words. Write out the full, correct word.

a. knowledge

b. science

c. *nee*

d. *nock*

e. *thum*

f. s issors

g. bom__

h. clim__

i. *hi*_____school

j. of__en

k. *autum*_____

6. Write down four adjectives to describe the Honesty Superhero's outfit in the poster.

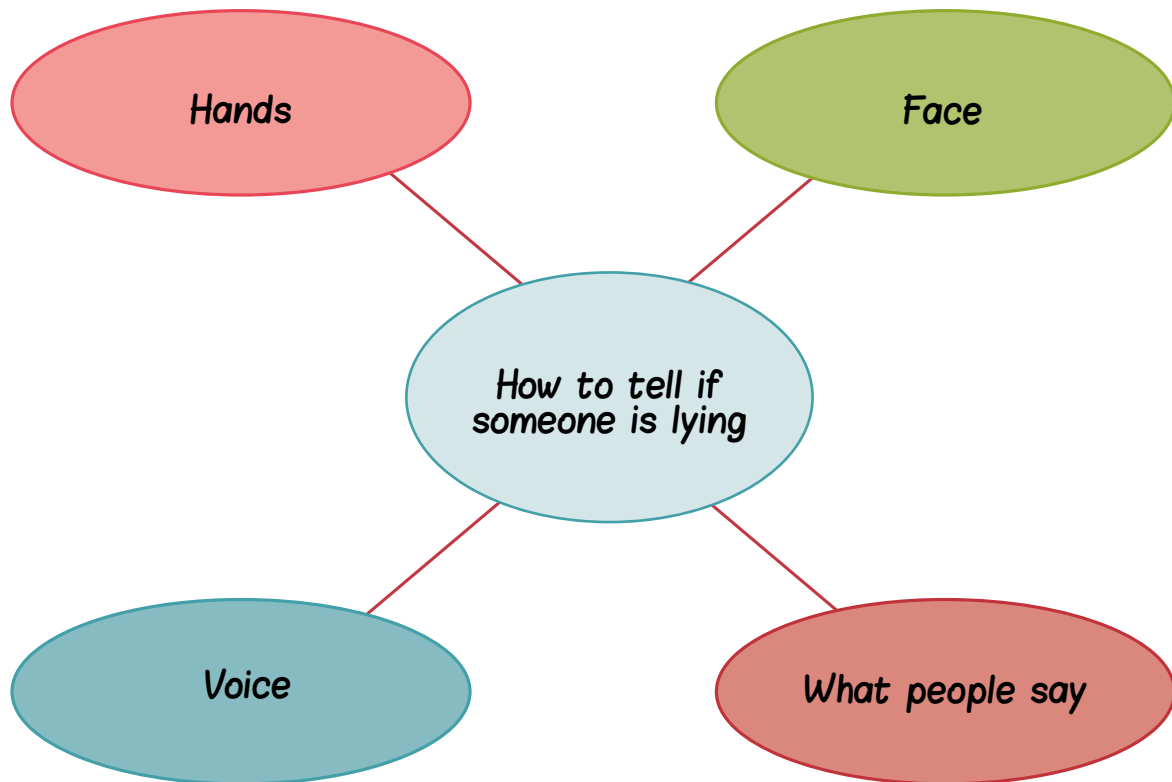
Four adjectives to describe the outfit are:



Summary: How to tell if someone is lying

1. Read the non-fiction text again: **How to tell if someone is lying**
2. Then, make a mind-map about this text.
3. Only write key words (the most important words, not a full sentence).

Summary: How to tell if someone is lying



THEME

Games and Activities

Term 4

Weeks 3 & 4 | Cycle 2



18 Fun PE Games Needing No Equipment
Kid Activities.net
<https://kidactivities.net> > 18-fun-pe-games-
needing-no...

- Playing games can build self confidence and self-esteem.
- The oldest board game in the world is called 'Senet' and it was first played in Ancient Egypt in the year 3500 BCE.
- Chess is the best-selling board game of all time.
- Chess was first played in India in about 1200 CE. The objective of Chess is to try to capture your opponent's king.

Interesting Facts



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:

enjoy boy cowboy noise choice

android smart party garden

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.

phone really own just new
each know leader win tie

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.

instructions	column	row	divide	label
step-by-step	materials	attach	kite	clear
seeker	hider	guard	tag	protect
lucky	round	score	total	points



Decoding Practice

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

Sphe's android phone

Sphe has an android phone. She has a new android phone. Her android phone is a smart phone. Her new android phone brings her joy. She enjoys time on her smart android phone. Her dad gave her the smart phone for her birthday. She got the android phone at her party. She knows she is a lucky girl. Shee knows she is really lucky to have a smart android phone of her own.



Sphe enjoys playing card games on her smart android phone. Card games are her choice of game to play. They are her choice of game to play on her smart android phone. You must be sharp to play card games on an android phone. Card games can be tricky. You must be sharp and smart to win at card games on an android phone. The card games can make a lot of noise. They can be noisy. Sphe likes the noise of the card games on her android phone.

Android phones are not just for games. Sphe likes the games the best but she can speak to her dad too. Sphe can speak to her dad on her android phone. Sphe can play card games on her android phone. Sphe can speak to her dad too. Sphe enjoys playing the noisy card games the most. The card games can be hard but Sphe likes them. She knows she is lucky to have a smart android phone of her own. An android phone for card games and speaking to her dad. How lucky!



Leroy's cowboy party

Wow! What a party. It was easy to enjoy Leroy's party. We had a lot of fun. He had a cowboy party in his garden. He had a cowboy party in his huge garden. A cowboy party was a good choice. I enjoy a cowboy party. Cowboys were a good choice for us all. There was a lot of noise at Leroy's party. There was a lot of noise at Leroy's cowboy party. We played many noisy games in the garden. His huge garden is like a park. It is huge and just right for a party. It was a party in a huge garden that was like a park.



We played a game in teams. We used a coin toss to divide into teams. We needed to divide into teams for the game. We had to tie our arms with a scarf and run. The leader of each team would point. The leader would point and we would run. Each team would run with arms tied with a scarf. It was a noisy game. We enjoyed the running scarf game. It was fun to run in teams around Leroy's huge garden.

Leroy also had a man with an owl. It was not a toy owl. The man came with a real brown owl. He had the owl on his arm. He would point and the owl would fly around the garden. He would hold out his arm and the brown owl would land on his arm with his sharp claws. What a smart owl! What a party!

1. What kind of party did Leroy have?

Leroy had...

2. Where was Leroy's party?

His party was...

3. What colour was the owl?

The owl was...



Writing Text

Read and summarise this text for your writing task:

How to play 'Kick the Can'

Objective:

The objective of the game is for the **seeker** to find and tag all the **hiders** before they can kick the can. The **can guard** helps the seeker by protecting the can.

Number of Players:

A group of 5 or more players.

Materials:

1. An empty can (preferably a metal can) that can be easily kicked.
2. A large outdoor playing area with plenty of hiding spots.
3. A 'jail area', near to the can.

Game Setup:

1. There are **two teams** in this game - start by choosing the teams.
2. **Team 1** has one player as the **seeker** and another player as the **can guard**.
3. **Team 2** are the **hiders** – all the rest of the players.
4. Place the **empty can** in the centre of the playing area.

How to play:

The seeker's job

1. The seeker stands next to the can and closes their eyes.





2. The seeker counts aloud up to 50 to give the hiders time to find hiding spots.
3. While the seeker is counting, the hiders run and find hiding spots within the playing area.
4. Once the seeker finishes counting, he or she must shout, **'Ready or not, here I come!'**
5. Then, the seeker must start looking for the hiders.
6. The seeker's job is to find and tag the hiders before they can kick the can.

The can guard's job

1. The can guard's job is to stand on the outside of the playing area and watch the can.
2. If the can guard sees a hider running towards the can, they must run to the can and try to touch it first.
3. If the can guard gets to the can first, the hider must go and sit in the jail area.
4. If a hider is found by the seeker, they must go and sit in the jail area.

How to win

1. If a hider can reach the can without being tagged by the seeker, they must kick the can and shout, **'Kick the can!'**
2. This frees all the hiders from jail, and **the hiders win the game!**
3. If the seeker finds all the hiders and puts them in jail, then **the seeker and the can guard win the game!**

After a round ends, the players can switch roles, allowing everyone to take turns being the seeker, can guard, and hiders.

Be careful – players may not touch each other when running for the can.

Remember to have fun and enjoy the game of Kick the Can!



Independent Reading Texts

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

The playground champ

Lebo had recently moved to Ntambeni Primary School. She was a **shy**, quiet girl. At her last school, she had good friends who knew her well and they all played together. But at her new school it was hard to get to know the other children and make new friends.

Every day at break, the children played a skipping game. Lebo watched from the other side of the playground, hidden behind a tree. None of the children saw her and Lebo was much too scared to ask them if she could join.

But she watched carefully and she learnt all the rules of the game. When she got home, she would practice with her brother. As the days went on, Lebo became really good at the skipping game and **invented** new tricks with the skipping rope.

One sunny day at break time, Limakhatso walked past Lebo sitting behind the tree. Limakhatso was in Lebo's class. She was loud and confident and the others always listened to her. Lebo was terrified of her! Limakhatso walked up to Lebo.



Vocab

shy – someone who doesn't like being around lots of people or being the centre of attention



Vocab

to invent – to make something new, that no one else has thought of before





‘You’re the new girl, aren’t you?’ she said. ‘Don’t you want to come play with us?’

Lebo could hardly talk she was so nervous, but she followed Limakhatso to the other children playing the game.

‘This is Lebo. She’s going to play with us. Please give her a turn,’ announced Limakhatso.

Lebo took her place and started skipping. She was excellent! She never missed a jump and could do lots of tricks the other children couldn’t.

‘Lebo’s the new **champion** of the rope! You have to play with us every day. Please teach us your tricks!’ Limakhatso and the other children cheered.

- 1 Why did Lebo hide behind the tree at break time?
She hid because...
- 2 What kind of child was Limakhatso?
Limakhatso was...
- 3 If you were at a new school, would you go and play or would you sit by yourself? Why?
If I were at a new school, I would... because...
- 4 What did Lebo learn that day when she went to play with the others?
Lebo learned that...
- 5 Find words in the story that are **synonyms** for the following words:
 - a. *timid*
 - b. *however*
 - c. *frightened*
 - d. *declared*
 - e. *applauded*



Vocab

champion – someone who wins a game or contest, or is the best at that game or contest



LSC

synonyms – words with similar meaning.



The first time I played General Knowledge

One day in class, our teacher told us to take out two pieces of clean, white paper, and a sharp pencil. She told us we were going to play a game called General Knowledge.

Next, she told us to listen carefully and follow her instructions. I was a bit nervous that I wouldn't be able to follow her instructions and that I would not understand how to play. But I didn't have to worry. Before I knew it, I was ready to play this exciting, new game!

We got into groups of four and began to play. First, someone chose a letter. Then, we all had to write down items that started with that letter.

I chose the letter 'p' which was lucky, because my name is Patricia Phalatse, and my brother's name is Peter Phalatse! It was lucky because I needed to write a boy's name and a girl's name starting with 'p'. I think my parents really love the 'p' sound! We also had to write a food starting with 'p' and I love pap!

We loved the game and played the whole lesson. At the end of each round, we added up our scores. I felt as happy as sunshine because I won!

General Knowledge is now my favourite game!



**Vocab**

stationery – everything you use to write with, like paper and pens

**LSC**

Remember: **put into the negative** – to make the sentence not true. You will add the word 'not' and sometimes other helping words, like: do, must, am, are, is
had + not can be combined to make the **contraction** 'hadn't'. For an extra challenge, try to figure out where you can write contraction in this activity!

- 1 What **stationery** did the teacher tell the learners to take out?

The teacher told the learners to...

- 2 Do you think Patricia needed to be worried at the start of the lesson? Why or why not?

I think Patricia did / did not need to be worried because...

- 3 Change the following sentences into the **negative**:
For example: She had been playing a game. She **had not been** playing the game.

- Patricia has tried her best to win.*
- They have made a big effort to include the whole class.*
- While they were busy, they have forgotten the food cooking on the stove.*
- He has done all he could to help his friend.*
- We have spoken to them many times this week.*
- The plate has broken while he washed the dishes.*

- 4 Write down the words that are NOT about games and activities:

- | | |
|------------|--------------|
| a. compete | g. cards |
| b. dice | h. timer |
| c. egg | i. mountain |
| d. cheat | j. fair |
| e. board | k. equipment |
| f. rules | |

How to play General Knowledge

This is how you play the game General Knowledge:

- The first player must close their eyes and choose a letter from the 'letter page', by dotting a letter with their pen or pencil.
 - Whichever letter the pencil lands on, is the letter for the first round.



- For example, if the player dots their pencil on the letter 'D' then that is the letter for the first round.
 - The player must draw a cross through the letter 'D' so that it cannot be used again.
2. Then, the players have one minute to write down a boy's name, a girl's name, a food, and an animal starting with 'd'.
 - Players write their answers in a row under the correct headings.
 - For example, Daniel, Dora, Dumplings, Dog.
 3. After one minute, time is up and everyone must stop writing.
 4. Next, players get a score for the round.
 5. Scoring takes place as follows:
 - The first player says: I got Daniel for boy's names, what did you get? Everyone must say what they got for boy's names.
 - If a player did not write anything, they get 0 points for that column.
 - If two or more players wrote the same thing, e.g.: Daniel, then they each get 5 points.
 - If a player wrote a name that no-one else got, e.g.: David, then they get 10 points.
 - Players write their scores next to each word.





- Players add the scores for the round, and write the total in the last column.

6. Then, the next player chooses a new letter. The next round is played.

At the end, the players add up all of their points in the 'Total' column. The player with the most points wins the game.



Vocab

competitive – you want to win

attitude – a way of thinking or feeling about something

- 1 How many points does a player get for writing a word that no one else got?

A player gets... points.

- 2 Are you **competitive** when you play games? If not, what is your **attitude** when you play games?

When I play games, I am...

- 3 In general knowledge, you can choose different categories for each game. In the story, they used the categories of: boy's names; girl's names; food; and animals. Think of three other categories that can be used.

Three other categories that can be used are:

a. ...

b. ...

c. ...

- 4 Change the following sentences into questions. For example: They have been playing. Have they been playing?

a. The players have added up their scores.

b. She has been very competitive.

c. He has won again.

d. We have decided to play some more rounds.

e. You have lost every time.

- 5 If the letter chosen were 'm', give an example of what you could write for:

a. a boy's name

b. a girl's name

c. a food

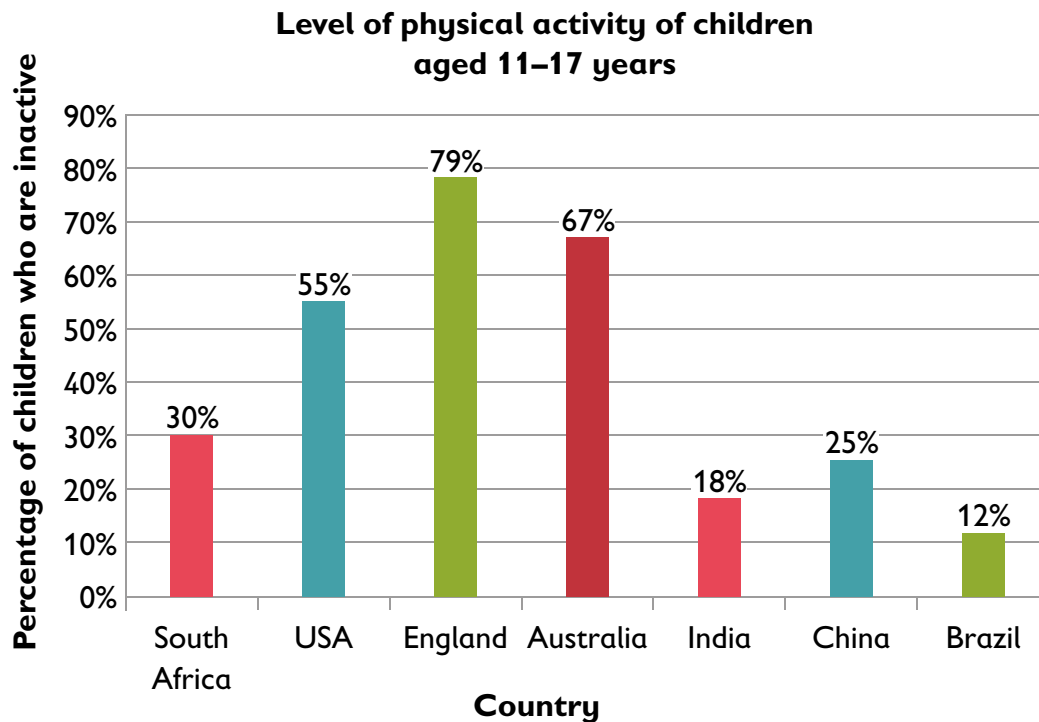
d. an animal



Visual Text

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

Physical activity of children



- 1 In which country are the children the most **inactive**? In which country are children the least inactive?

They are most inactive in... They are least inactive in...

- 2 What do you think would be a good way to encourage children to be more active?

I think a good way to encourage children is...

- 3 **Punctuate** the following sentences correctly.

- a. *australias children are very unhealthy*
- b. *the children need to do more exercise in the usa*
- c. *its bad for you to be inactive youll get sick*
- d. *why dont american children watch less tv*
- e. *south african children are mostly active but we need to make sure we stay healthy*



Vocab

inactive – when you are not physically active and you don't move around



LSC

Remember: **punctuate** – to capitalise and add in proper punctuation, like: ., ! ? ”



4 Write the following numbers out in full: For example: 40 = forty

f. 80

g. 56

h. 72

i. 23

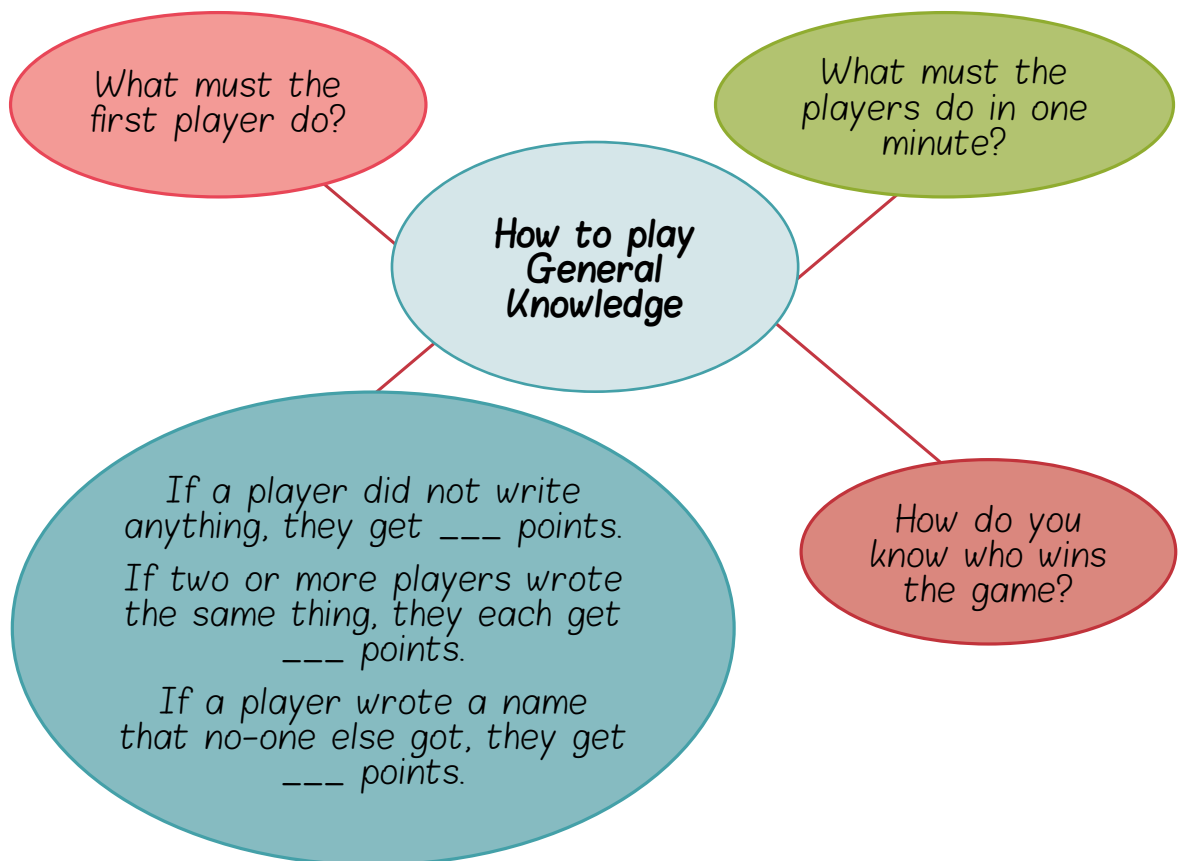
j. 34



Summary: How to play general knowledge

1. Read the non-fiction text again: **How to play general knowledge**
2. Then, make a mind-map about this text.
3. Only write key words (the most important words, not a full sentence).

Summary: How to play general knowledge



THEME

The Power of Poetry

Term 4

Weeks 5 & 6 | Cycle 3



Kenn Nesbitt's Poetry4kids.com – Funny poems for children
Poetry4Kids <https://poetry4kids.com>

Children | Poetry Foundation
Poetry Foundation
<https://www.poetryfoundation.org> › Learn

- The earliest forms of poetry were sung or recited to help people remember laws and history.
- The longest poem in the world is an Indian epic poem that has 1.8 million words!

Interesting Facts



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-**-ou****-aw**

Phonic words

Practice sounding out and reading these words:

**quiet question quick pillow
window flow dawn yawn draw**

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	t	i

Difficult words or high frequency words

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

**morning lie one allow place
beautiful write diary show aware**

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.

mental health	feelings	fear	anger	joy
emotional intelligence	express	create	stressed	anxious
comparison	gratitude	jealousy	anxiety	strong
connections	image	purpose	emotions	simile



Decoding Practice

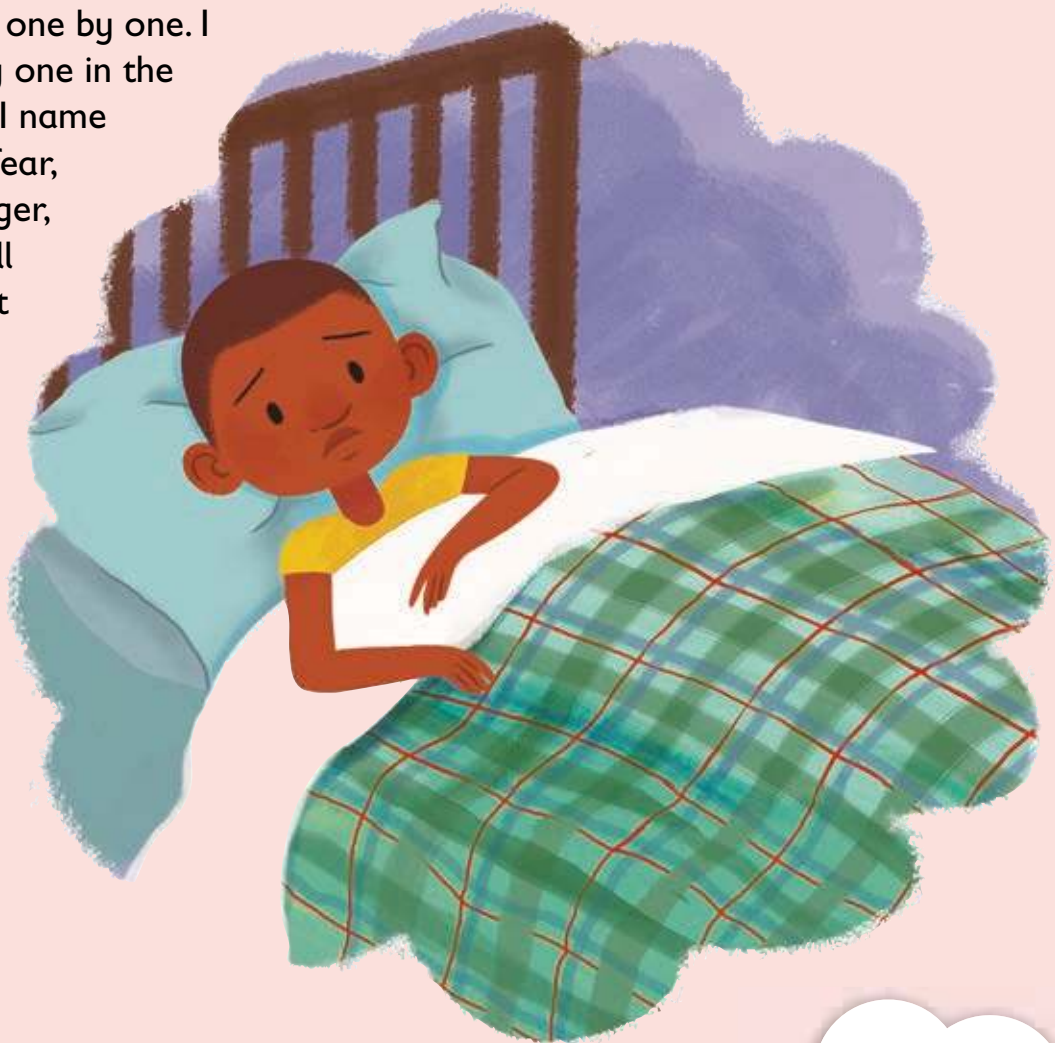
Use your knowledge of phonics and difficult words to read these texts.

Morning feelings

At dawn I lie on my pillow. I lie on my pillow near the window in my room. I lie awake in the quiet dawn of the morning. I yawn a slow yawn and lie back on my pillow. I yawn a slow, slow yawn in the dawn in my room. I lie awake and think. I think about my feelings. To be aware of your feelings is a very healthy thing. It is healthy to be aware of how you feel. It is healthy to be quiet with your feelings and to name them.

I lie back on my pillow and name how I feel today. How do I feel? How do I feel today? There are no good or bad feelings, they are just feelings that come and go. I allow them to flow. I ask myself questions. I ask myself questions as I lie back on my pillow near the window in my room. I ask myself questions about how I feel. I allow the feelings to come and go.

Now I name them one by one. I name them one by one in the quiet of my room. I name them one by one: fear, anger, joy. Fear, anger, joy. I allow them all to flow in the quiet of my room. I feel my feelings flow. I yawn. It is time to start the day. Today will be a good day!





The quiet girl

I am a quiet girl. I am very, very quiet. I am quiet at school and I am quiet at home. I find the world to be a very noisy place. It is a very noisy place to be. I like the quiet in my mind. I am the quietest girl I know. I am quiet at home and I am quiet at school. My gogo says she thinks I am anxious. I do not know what anxious means. I just know I enjoy my time alone and that I enjoy it when it is quiet.

I like to look out of my window to the garden below. Below my window is our garden. Our garden is quite beautiful. It is quite the most beautiful garden. It is quiet down in the garden. It is a good place to be alone.

I like to draw. I like to draw pictures in my mind. I like to draw pictures in my mind with words. The words are a slow flow of emotions. They flow in the quiet dawn. They are my own emotions. They are emotions and questions I have. I write it all down. I write it all down in a diary.

I write the emotions and questions I have down in my diary. I keep my diary under my pillow. I write all of my emotions down in my diary. I do not show my diary to my gogo. I do not show my diary to anyone. My diary keeps all my emotions and questions. My diary keeps them all under my pillow.

1. Where is the quiet girl quiet?

She is quiet at... and at...

2. What is below the window?

Below the window is a...

3. Where does she keep her diary?

She keeps her diary...



Shared Reading Text

Read this text together with your teacher.

Lucas's Words

In a small town, there lived a 12-year-old boy named Lucas. He had some problems that made him feel sad and alone. But Lucas had a special way to deal with his feelings. He wrote poems.





Late at night, Lucas would sit by his window and write poems about his thoughts and emotions. It made him feel better, like a secret place to let everything out. His words were like colours on a canvas, expressing his fears and dreams.

One day, a teacher found Lucas's notebook full of beautiful poems. She decided to organise a poetry contest at school. Lucas was nervous but decided to enter his poems. He took a big step and shared his innermost thoughts with others.

On the day of the contest, Lucas went on stage and recited a poem he wrote when his parents would not listen to him. His voice was shaky at first, but as he spoke, he felt free:

*frustration grows like a storm
loud noises fill my head
I try to speak, but you shut me down
I feel...stress*

*I want to shout
but I feel silenced
my thoughts are tangled by your words
my frustration grows like a storm*

*I picture the lightning and rain
I hear the thunder
my stress is washed away
I make my own peace*



Everyone listened, and when he finished, they clapped and cheered. Lucas realised that he was not alone, that he could find support in the world.

From that day on, Lucas's poetry became a way for him to connect with others. He found a group of people who understood him. His words inspired others to accept their own feelings and seek help.

Through his writing, Lucas found strength and proved that a gentle heart can be powerful.



Independent Reading Texts

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

Free verse poems that express emotions

Friendship

*I never feel alone
we call and text
all day
every day
you get me, and I get you
we are as close as sisters
thank you friend.*



Rage

*Your unfeeling words make
The rage start as a knot in my stomach.
It grows into my chest
It feels as hot as lava
Like a red river flowing fast through my veins.
I want to explode,
I want to shout and scream at you,
I want to slam my fist into your soft belly.
But I hold it in and walk away.*





How love makes me feel

I look at you
and I feel what I think is love.
My heart beats fast faster
fastest
then STOPS.
Then beats fast again,
What is happening?
My hands drip with sweat
I can't speak.
My brain is as mushy as mud,
My tongue is as thick as a fat,
juicy steak.
Love feels terrible
but also wonderful.
Is this big feeling that I cannot
control really love?



- 1 What happens to each part of the poet's body when they look at the person they love?

Heart –

Hands –

Brain –

Tongue –

- 2 Do you think the poet likes to feel like this? Why?
I think the poet likes / does not like to feel like this because...

- 3 What figure of speech is: 'My brain is as mushy as mud'
'My brain is as mushy as mud' is...

- 4 How do you know this?
I know this because...

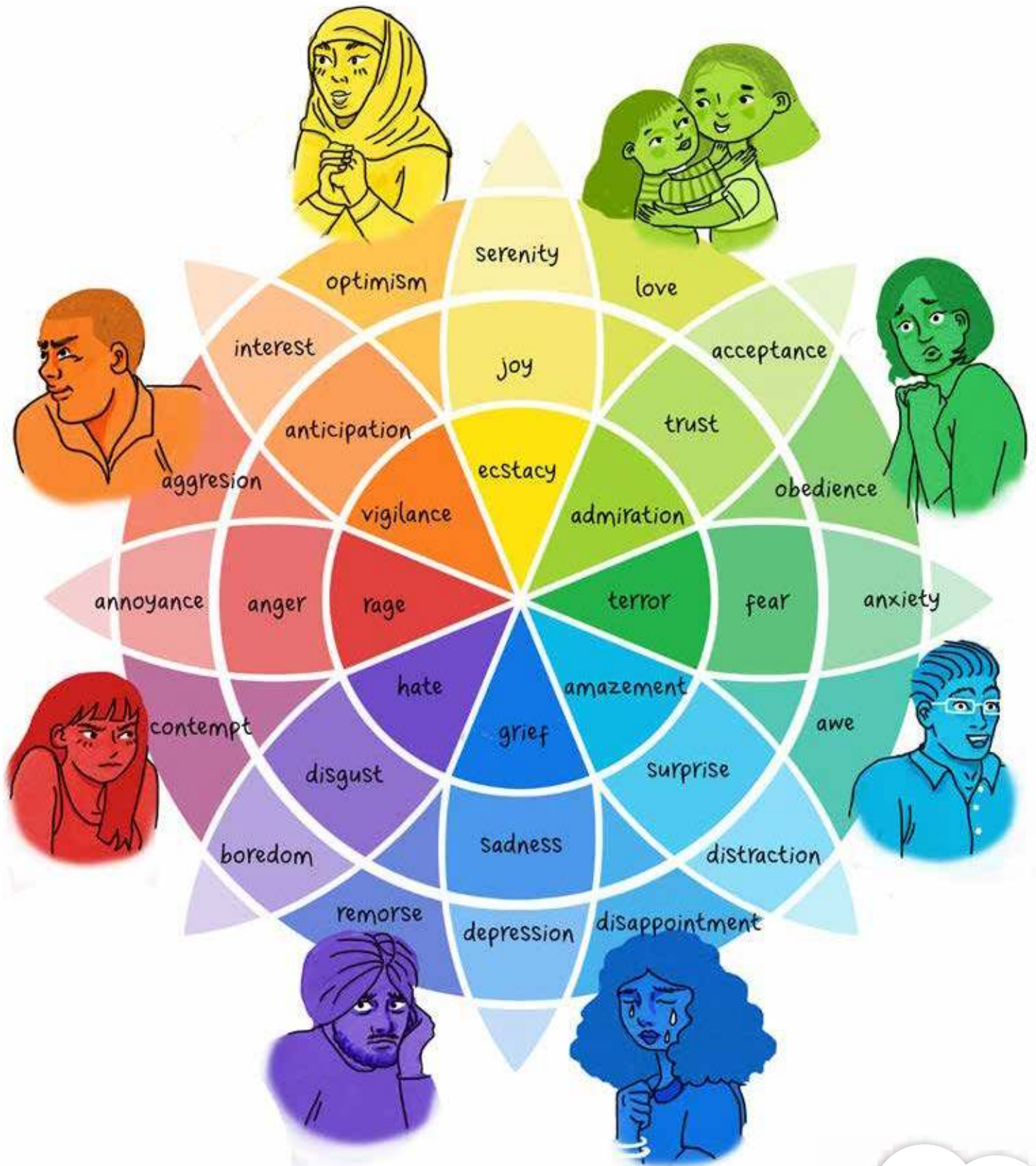
- 5 Why do you think the poet says their tongue feels like a fat, juicy steak? What do you think this means?
I think this means...



Visual Text

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

Colour and emotions





- 1 How does the colour green usually make you feel?
The colour green usually makes me feel...
- 2 How does the colour yellow usually make you feel?
The colour green usually makes me feel...
- 3 Do you think the words listed for the colour red make sense?
Why?
I think the words for the colour red do / do not make sense because...
- 4 Do you think the words listed for the colour blue make sense?
Why?
I think the words for the colour blue do / do not make sense because...

THEME

Revision

Term 4

Weeks 7 & 8 | Cycle 4



Other titles in this series

