




Directorate: Curriculum GET			LESSON PLAN
Subject	English First Additional Language	Term	1
Grade	4	Week	1
Recommendation	<ul style="list-style-type: none"> ➤ Perform informal, standardised baseline assessment and orientation during the first three days of Term 1 in Week 1 (Days 1 to 3) ➤ The data can then be used to identify learning gaps ➤ This information can then be used to inform subsequent teaching and learning activities 		
Link to Teaching and Assessment Plan	<ul style="list-style-type: none"> • Listening, Reading and Writing Stories • Providing writing frames 		
Introduction	Theme: The things we do <ul style="list-style-type: none"> • To interpret information • Introduction of predicting skills • Promoting freedom of expression • Identifying words with the 'b' sound 		
Consolidation	<ul style="list-style-type: none"> • Talking about a personal experience • Read daily 		
Paper based resources:		Digital resources:	
DBE Workbook Flashcards Magazines Textbook Dictionary		https://wcedportal.co.za/curriculum-support https://wcedportal.co.za/partners/#103031	
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support)	Teaching Methodologies/ (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Listening & Speaking:	<ul style="list-style-type: none"> • Provide learners with the title: Mandu's running shoes. • Ask learners what they think the story will be about and why. • Read the story from the DBE Workbook 1 pg. 2 to the learners. • Let the learners take notes while you read the story. • Provide the questions on page 3 that will be answered by the learners. • Model the reading of the story 3 times with expression. This enables the learners to listen 	

		<p>attentively and will be able to answer the questions successfully.</p> <ul style="list-style-type: none"> Learners complete Activity 1 	
	Reading & Viewing:	<ul style="list-style-type: none"> Pre-reading: allow learners to predict what the text will be about when reading the title. What do they see happening in the picture? What do they think the story will be about and why do they think so? Skim and scan the text. Model the reading of the text. Read it 3 times with expression – discuss vocabulary. Show how learners can relate or connect with the text. 	
	Writing & Presenting:	<ul style="list-style-type: none"> Now that the learners have read Mandu's story, they can write 5 sentences about something that happened to them. It can be good or bad. Provide the planning frame. Learners can draw pictures in each planning frame. Introduce characters, setting and plot. Use the frame to write the story. 	
	Language Structures & Conventions:	<ul style="list-style-type: none"> Add the correct punctuation in Activity 4. Where do we use a capital letter, full stop. Complete Activity 5. Introduce the 'b' sound. Learners need to find words that have the sound in the reading comprehension. 	

		<ul style="list-style-type: none"> These words need to be added to their personal dictionary. 	
 <p>PARENT'S ACTIVITIES</p>		<ul style="list-style-type: none"> Read the text from the DBE Workbook pg. 2 to your child. Don't provide your child with the text as he/she needs to listen attentively. Ask your child to make connections with the theme of the reading text. Practice words that have the 'b' sound at the beginning, middle and end of words. 	
 <p>LEARNER'S ACTIVITIES</p>	<p>Learner activities:</p> <p>Listening</p> <ol style="list-style-type: none"> Listen to the story that your teacher/parent will read to you. Complete the questions based on the listening Activity 1. <p>Reading</p> <ol style="list-style-type: none"> Make predictions about the text by looking at the title and the pictures. Skim for words about the text and underline them. Scan for words that you don't know and circle them. Search the text for specific details. Can you connect with parts of the story? Complete Activity 2. <p>Writing</p> <ol style="list-style-type: none"> Write a story of your own about something good or bad that happened to you. Plan your story by completing the planning frame. Add pictures to your ideas. Use the information to write 5 sentences. Activity 3. <p>Language</p> <ol style="list-style-type: none"> Complete Activity 4 by using the correct punctuation. Complete Activity 5 by find words in the text that contain the 'b' sound. 		

Activity 1

Listening

(For the educator/parent only)

D	A	T	E

Mandu's running shoes

Term 1 – Weeks 1 – 2



Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.

Let's talk

Look at the pictures and tell your friend what you think this story is about. How do you think the girl at the finish line feels?

Have you ever been in a race? How did you feel?



Let's read

Mandu was in Grade 4 at Greenway Primary School in Durban. She was an excellent runner and she practised running every day. The children used to tease her because she did not have running shoes. She wished she had running shoes because her feet hurt, especially when the ground was hot. She also hated it when the children laughed at her.

One Saturday, Mandu took the money she had saved and went to the sports shop in town. She looked at the running shoes but felt very sad, because she did not have enough money to buy them.

Mrs Masondo, the owner of the shop, noticed the sadness in Mandu's eyes.

"If you win the race, I will let you have the running shoes for free," she said. "But if you don't win, you will need to pay for them," she added with a smile.

"Oh ma'am, thank you very much! I will practise every day and make sure I win," said Mandu gratefully.

And that was what Mandu did. She ran and ran until her legs ached. "I must keep going," she told herself. "I must not give up!"

The big day came, and Mandu was very nervous. When she went to the starting line, her heart was pounding.

But as soon as she began to run, she forgot her fear. She ran like the wind and crossed the finish line long before the other participants.


"I've won! I've won!" she shouted joyfully, looking down at her magic shoes, which now belonged to her.

Based on a short story published in *Stories that talk*, by the Department of Education and Heartlines.



2

Learners answer the following questions



Let's write

Answer each of these questions.

Who was the story about?

What did she have that was special?

Encircle the letter next to the correct answer. If you are not sure what the answers are, go back and read the story again.

What does this sentence tell us about Mandu?	Why did Mandu say the shoes were magical?
A "She ran and ran until her legs ached."	A They encouraged her to practise.
B That she would never give up.	B They were a gift.
C That she needed shoes to run.	C Her feet no longer hurt.

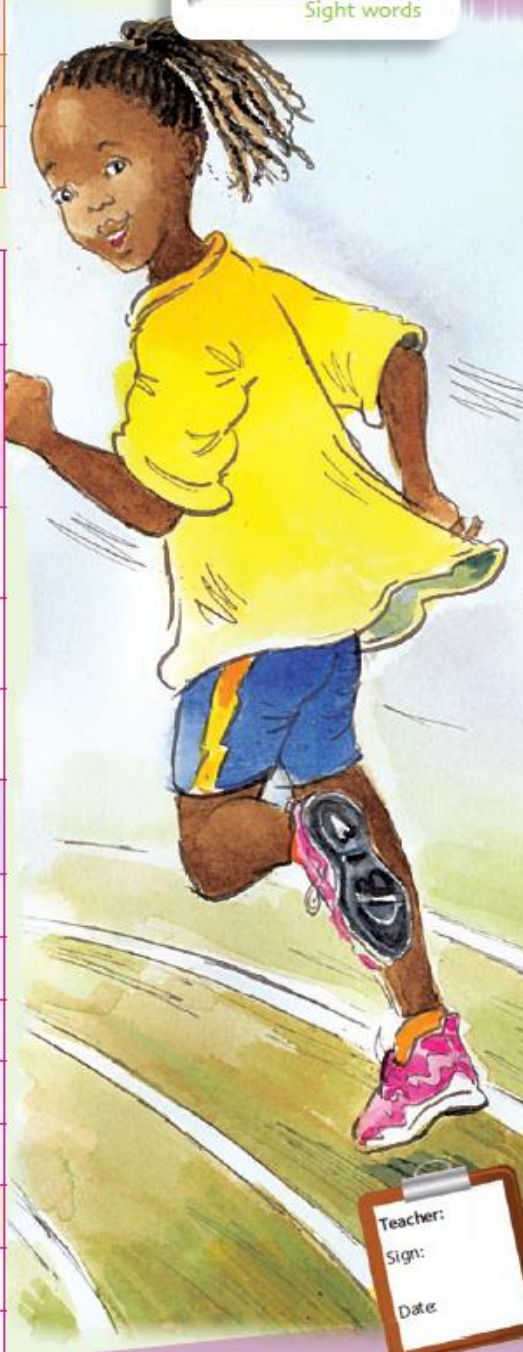
Number the sentences from 1 to 5 to show the order in which things happened in the story.

Mrs Masondo gave Mandu running shoes.	
Mandu did not have enough money to buy running shoes.	
Mandu wished she had running shoes.	
Mandu went to town to buy running shoes.	
Mandu won the race.	

Find words in the first paragraph that mean

very good	
disliked	

WORD BOX
saw
say
see
send
Sight words



Teacher:
Sign:
Date:

3

Activity 2


Reading and Viewing

Read the story and answer the questions

5 Why Mapula did not come to school


Before you read

- Look at the pictures and headings and try to predict what the text will be about.
- Skim the page to see what you will read about.



Let's read

Look at the pictures and the heading. Talk about what you think the story is about. Read the story written by Mapula's 11-year-old friend. In her story, she explains why Mapula missed school today.



Beginning of the story


Mapula did not come to school today. There was a big fire at her home. Mapula's family uses paraffin for cooking at home. They have a **red** paraffin stove. Mapula has a **young** brother, Thami, who never listens to anyone. Last night Thami played with the stove, even though it is not allowed. He also found the matches that someone had carelessly left lying around.

The **little** boy lit the stove and then, in his excitement, knocked the stove over onto the carpet. Soon the **small** room was on fire.

Middle of the story

Luckily for Thami, Mapula carried him out of the house. She asked the **kind** neighbours to phone the fire brigade. They arrived very quickly, and they used their **long** hoses to put the fire out. Soon the whole house was filled with water and smoke.

The fire was put out before Mapula's **angry** parents came home. Everything in the room was burned, and Mapula was very sad because her favourite **baby** doll and her **beautiful** workbooks were also burned in the fire.



End of the story

Today, Mapula helped her mother to clean their house. She hung all the **wet** blankets and curtains in the sun to dry. Meanwhile little Thami had been sent to preschool, so that he could stay out of trouble. Tomorrow Mapula will go back to school. Her mother will buy her a **new** school bag.

Let's write

The words in red are all adjectives. Underline the noun that each adjective describes.



Read the story again,
and then answer these questions.

Who started the fire?

How did the fire start?

List 3 things that Mapula did that shows she could think and respond quickly.

Now number the sentences from 1 to 5 to show the order in which things happened in the story.

	Mapula carried Thami out of the room.
	The whole room started to burn.
	Thami found the paraffin stove and lit the stove.
	The fire brigade put the fire out.
	The next day, Mapula and her mother had to clean up.



WORD BOX

start
stop
take
tell

Sight words

Activity 3

Writing

Write a story using 5 sentences about something good or bad that happened to you.

First, plan your story by using the planning frame.

Then write 5 sentences by using your plan.

Use the writing frame to complete your story.

Give your story a title.

Story Elements

Kathy and Sharon



Characters

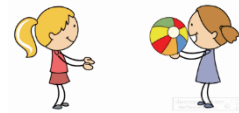
The garden



Setting

Kathy and Sharon

In the garden



What happened:

Ball rolled into the road.



Middle

The solution:

A car knocked her

End

By: Ginger Snaps

Story Elements

<h2 style="margin: 0;">Characters</h2>	<h2 style="margin: 0;">Plot</h2> <p>Beginning</p>
<h2 style="margin: 0;">Setting</h2>	<p>Middle</p> <p>End</p>

By: Ginger Snaps

Use the writing frame below to write your sentences.

Beginning: (2 sentences)

Who (Characters) – what did they do?

Where did it take place? (Setting)

Middle: (2 sentences)

Plot (Order in which it happened. What was the problem?)

End: (1 sentence)

The solution

Example:

Chasing the ball

Kathy and Sharon were good friends. They played in the garden.

Their ball rolled into the road. Kathy followed the ball.

A car knocked her down.

Now write your own story:

Check that:

- ✓ Each all characters and sentence starts with a capital letter.
- ✓ Each sentence ends with a full stop.

Activity 4

Language



Let's write

Rewrite these sentences starting with a capital letter and ending with a full stop. Remember to use capital letters for all names.

mandu visited her cousin in durban in july
peter played soccer against Chiefs last saturday
on the last saturday in february we went to the zoo in pretoria

Activity 5

In your reading comprehension find:

3 words that start with the 'b' sound:

3 words that have the 'b' sound in the middle of the word:

Write down any word that end with a 'b' sound:

Write a word that has the 'bb' sound in the middle of the word:

Write all these words in your personal dictionary.

