




Directorate: Curriculum GET			LESSON PLAN
Subject	English Home Language	Term	1
Grade	4	Week	1
Recommendation	<ul style="list-style-type: none"> ➤ Perform informal, standardized baseline assessment and orientation during the first 3 days of the term 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	THEME: Reading is fun!! <ul style="list-style-type: none"> Activities are based on skills in the amended annual teaching plan 		
Introduction	<ul style="list-style-type: none"> Refer to prior knowledge Create a word wall or a personal dictionary with new words learnt 		
Consolidation	<ul style="list-style-type: none"> A-sentence-a-day is a good way to do reading, speaking and writing in one. The teacher puts up a sentence. The learners read the sentence and identify the noun, verb, adverb or any part of speech that the teacher wants to consolidate. Afterwards the learners write the sentence in their workbooks. 		
Paper based resources: Worksheets are provided. Flashcards Magazines Textbook Dictionary		Digital resources: 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:	Listens to a short story <ul style="list-style-type: none"> Introductory activities: prediction Identifies characters Recalls main idea Answers oral questions 	Listen to English every day to Improve English listening skills: https://wcedportal.co.za/eresource/85336 https://wcedportal.co.za/eresource/73296
	Reading & Viewing:	Reads a short story <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies: making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Identifies and comments on the characters Gives and explains own feelings about the text 	

		<ul style="list-style-type: none"> • Reads aloud with clear pronunciation, phrasing, tempo • Uses a dictionary 	https://wcedportal.co.za/eresource/73201 https://wcedportal.co.za/eresource/73201
	Writing & Presenting:	<ul style="list-style-type: none"> • Writes a story based on a personal experience/ event • Chooses appropriate content for the topic • Uses the story structure as a frame • Includes characters • Uses appropriate grammar, spelling and punctuation. • Uses a range of vocabulary related to topic • Creates a personal dictionary 	
	Language Structures & Conventions:	<ul style="list-style-type: none"> • Word level work: common nouns, proper nouns, countable and uncountable nouns 	
 <p>PARENT'S ACTIVITIES</p>	It is important to have conversations with the learners and ask questions about well-being, schoolwork, and just general occurrences	Assist with the work in the DBE workbooks for Term 1 - Week 1	Have a variety of reading material around the house, e-Books, magazines, newspapers, music. Allocate time to read together, sing together, even during daily chores.
 <p>LEARNER'S ACTIVITIES</p>	<p>Each lesson should start with a five-minute Listening and Speaking exercise. It may be a song, language game or anything the teacher chooses. Learners should also have a personal dictionary to newly acquired vocabulary in.</p> <p>Complete all the activities in the worksheet.</p> <p>Read every day!</p>		

Activity 1-Listening and Speaking

The teacher reads the following story three times.

First Read: The teacher reads the text fluently and with expression.

As the teacher reads, she imbeds meaning by pointing to pictures or real objects by using gestures, actions and facial expressions, as well as vocal expressions

Second Read: The teacher once again reads fluently and with expression.

Again the teacher imbeds meaning as she reads. With this read, after reading each part of the text, she shares her thoughts on the text. Teacher models how she thinks about what she reads.

Third Read: The teacher once again reads fluently and with expression.

During this read the teacher asks questions about the text, using prompting question to “flesh out” unfinished answers

FREDDIE FROG

Freddie frog lived in Mrs. Pillay's quiet garden in the city. He stayed in a large pond partly covered with huge waterlilies. Mrs. Pillay rented her house from a local landlord who planned to fill the pond when his tenant left in two years' time.



Freddie was unaware of Mr. Jones' planned changes. He really enjoyed his life in the garden. There was little noise from the traffic and neighbours. Insects were plentiful and he was never hungry. On the hottest day he would sit in the cool water and dream of the time (*three months ago*) when he became a little frog.



He loved rainy days; they were his favourite. He hopped about the lawn chatting to his animal friends and enjoying the pitter-patter of the raindrops on his back. He would doze under the broad leaves of a flowering shrub in a shady corner of the garden.

The teacher leads a class discussion about the story:

- Characters
- Setting
- Predict what will happen to Freddy after two years

Ask the following questions orally and discuss where applicable.

1. Who owned the garden?
2. Freddie's garden is the prettiest in the city. Is this a fact or an opinion?
3. The water plants covered the whole pond. Is that true?
4. What did Freddie eat?
5. What colour is Freddie?
6. What did he do on the hottest days?

7. Which were his favourite days?
8. What weather do you prefer and why?
9. What did Freddie like about the rain?
10. Which word tells us how Freddie got around?
11. What did he like to do under the broad leaves of a flowering shrub? Give one word from the text.

Activity 2 – Reading and Viewing

The King and the turtle

Long, long ago, there lived a king in a huge palace with beautiful gardens. The king's young sons loved to play and swim in the lake.



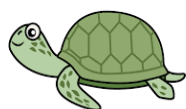
One day, the king decided to put fish in the lake. The little princes were very excited and ran to see the fish and also a big green turtle, who had been captured by mistake. They had never seen a turtle before and were frightened.

They ran crying to their and said, "Father, Father, there is a horrible, evil looking creature next to the lake!"



The king immediately sent his servants to fetch the 'THING'. When they brought in the turtle, the princes began to cry, and they hid away.

The king did not like to see his sons so upset. He demanded that the servants kill the 'THING'.



"How are you going to kill it?" the servants asked.

"Grind it to powder," said one.

"Put it in a hot oven," said another.

Then an old man who was afraid of water said: "Throw it in the lake and it will drown."

When the turtle heard that, he screamed, "How can you be so cruel? Your previous plans were bad, but this is the worst! Please don't throw me in the lake!"

The king then decided that because the turtle was so afraid of the lake, it was the place for him to go. So, they threw the turtle into the water. The clever turtle swam from the lake, down the river, to his home in the sea.

(Language Gaps, Literature)

Answer the following questions:

1. Where does the story take place?

2. When does the story take place?

3. Name three characters in the story.

4. What was in the garden that the princes were really fond of?

5. Give another name for a lake?

6. What were the princes scared of when they went to see the fish in the lake?

7. Is the following statement TRUE or FALSE? Provide a reason for your answer

The princes laughed when they saw the turtle.

8. What did the bystanders suggest they do with the turtle? Provide three suggestions.

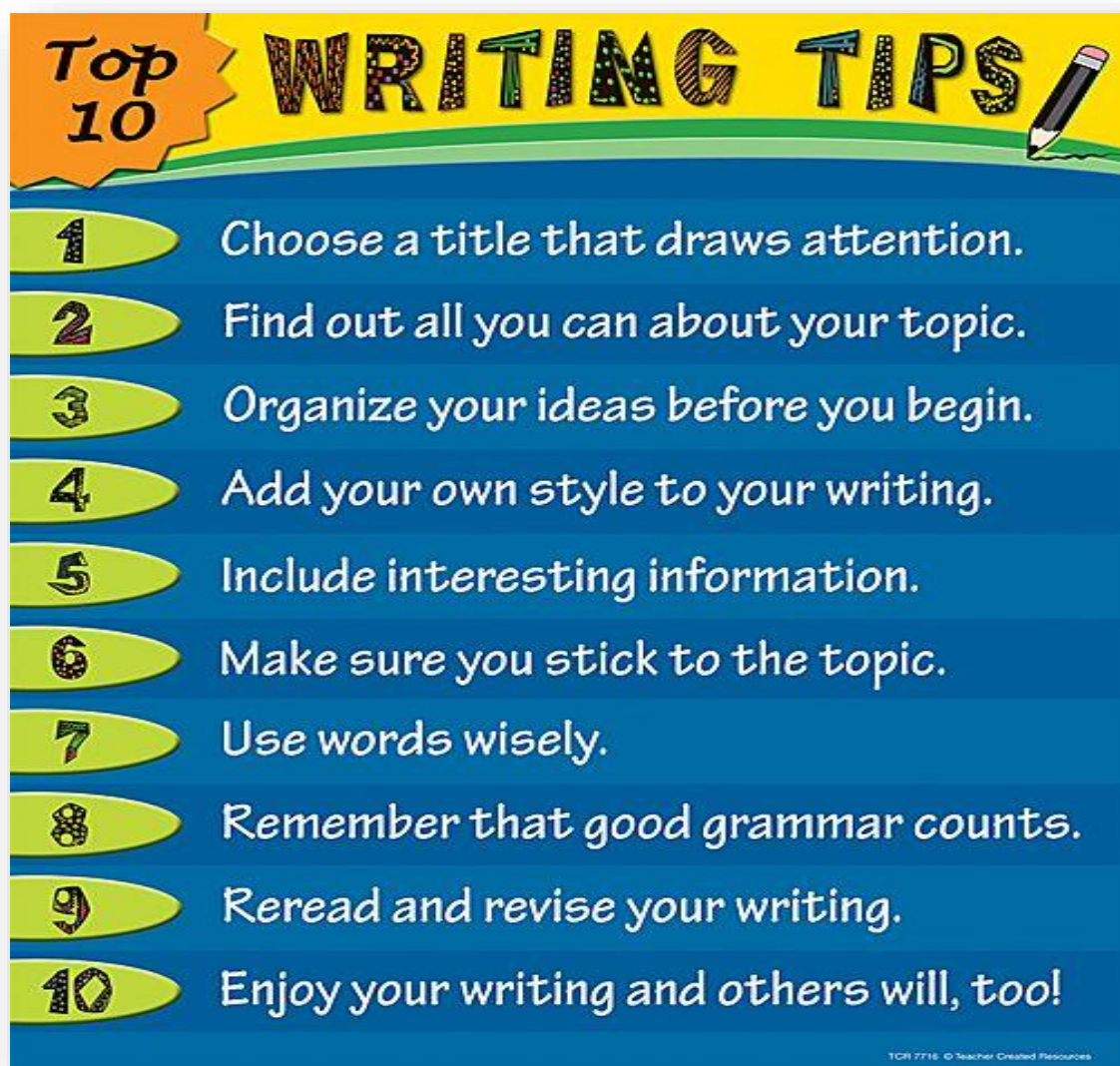
9. What did the king ordered them to do with the turtle?

10. Explain in your own words how you felt when the turtle was free?

Draw a picture of a turtle, or any animal that lives in the water.

Activity 3

Writing and Presenting



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Write a story of two paragraphs, of three sentences about one of the following topics:

The day my pet lost all his marbles

OR

Cleaning the garden and making a terrifying discovery

TAKE YOUR TIME AND THINK ABOUT BOTH TOPICS BEFORE YOU CHOOSE ONE.

Complete the mind map: TOPIC _____

<p>Introduction:</p> <p>The characters in your story.</p>	<p>First Paragraph:</p> <p>Describe the setting and the circumstances that could have contributed to what happened</p>
<p>Second Paragraph</p> <p>Describe the incident and how it made you feel</p>	<p>Conclusion</p> <p>A few final thoughts on the incident.</p>

ROUGH DRAFT

TOPIC: _____

Introduction:

First Paragraph:

Second Paragraph:

Conclusion:

- Now, look for any mistakes you might have made and underline them. Use a dictionary if needed.



FINAL MASTERPIECE:

TOPIC: _____

Introduction:

First Paragraph:

Second Paragraph:

Conclusion:

Activity 4 : Language Structures and Conventions

NOUNS

A noun is a naming word. Every person, place or object is identified with a name.



Common Nouns- A common noun is a noun that refers to people or objects in general. Common nouns are usually identified by the 'a' or 'an' preceding them. Examples: the ball, a man, an insect.

When do we use an and a?

If the word starts with a vowel (a, e, i, o, u), we use the 'an'.

Underline five nouns in the passage:

Freddie frog lived in Mrs. Pillay's quiet garden in the city. He stayed in a large pond partly covered with huge waterlilies. Mrs. Pillay rented her house from a local landlord who planned to fill the pond when his tenant left in two years' time

COUNTABLE AND UNCOUNTABLE NOUNS

Countable Nouns: Have a singular and plural form we can count: a tree or two trees

We can use a singular verb or a plural verb: The book is old. The books are old

Uncountable nouns: Have only one form (singular). We cannot count. butter not butters

Always use a singular verb. Sugar is sweet. Cannot use a, an or a number before them.

You use the word many for the things you can count. How many sweets do you have? I have two sweets.

You use the word much for things you cannot count.

How much sugar do you take?

I take three teaspoons, please.

Countable & Uncountable Nouns



Countable Noun



Can be counted

E.g: an apple, a school, 1 picture, 2 pictures, etc

Can take singular or plural verbs

There is a book on the table.
Those houses are very big, aren't they?



Uncountable Noun

Can not be counted

E.g: sugar, information, water, understanding, etc

Always take singular verbs

There is some water in that pitcher.

A PROPER NOUN is a name that identifies a particular person, place or object. Proper nouns begin with a CAPITAL LETTER.

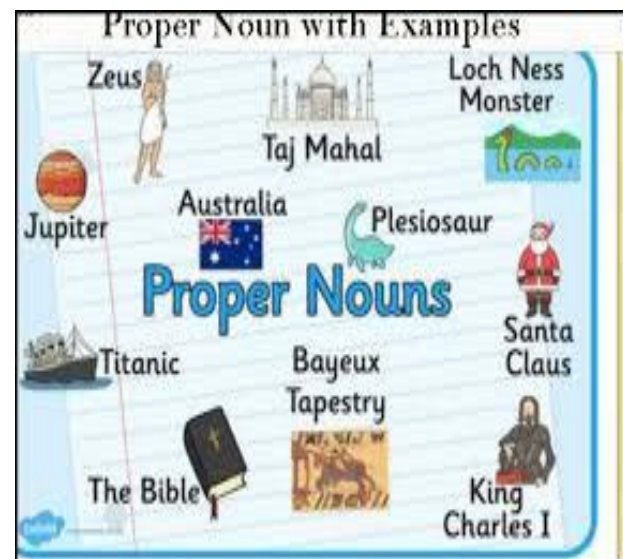
Proper & Common Nouns

A noun is a **person, place, or thing.**

proper noun



common noun



⇒ Write a proper noun for each common noun.

Common Noun	Proper Noun
truck	Ford
restaurant	
park	
girl	
teacher	
school	
store	
movie	
boy	
dog	
river	
cartoon	

