

# ENGLISH

## First Additional Language

### Grade 4

#### Management Document

Term 3

Edition 5, 2023



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



## TABLE OF CONTENTS

|                              |    |
|------------------------------|----|
| Alignment to RATP 2023 -2024 | 3  |
| Curriculum Trackers          | 4  |
| Programme of Assessment      | 16 |

## Alignment to RATP 2023 – 2024

| RATP CYCLE                                                                                                                                                                                                                                                                 | PSRIP ALIGNMENT CYCLE                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>T3 WEEKS 1-2</u><br>L&S: Listens to folklore<br>R: Reads folklore<br>W: Writes a recount of the folklore genre read                                                                                                                                                     | <u>T3 WEEKS 1-2 (All about Myths)</u><br>L&S: Listens to folklore<br>R: Reads folklore<br>W: Writes a recount of the folklore genre read                                                                                                                                                                 |
| <u>T3 WEEKS 3-4</u><br>L&S: Listens to and participates in a short conversation on the CWP<br>R: Read for information based on the genre selected<br>W: Use different types of graphic organisers to collate research findings of the CWP                                  | <u>T3 WEEKS 3-4 (Finding out more about Short Stories)</u><br>L&S: Listens to and participates in a short conversation on the CWP<br>R: Read for information based on the genre selected<br>W: Use different types of graphic organisers to collate research findings of the CWP                         |
| <u>T3 WEEKS 5-6</u><br>L&S: Listening and Speaking strategies – Focus on the relevant literature genre<br>R: Reading & Viewing Strategies- Guide learners to understand the CWP rubric/s and assessment requirements<br>W: Write/draw/create the written aspect of the CWP | <u>T3 WEEKS 5-6 (Writing about Short Stories)</u><br>L&S: Listening and Speaking strategies – Focus on the relevant literature genre<br>R: Reading & Viewing Strategies- Guide learners to understand the CWP rubric/s and assessment requirements<br>W: Write/draw/create the written aspect of the CWP |
| <u>T3 WEEKS 7-8</u><br>L&S: Listen to a poem/s and completes a listening comprehension activity<br>R: Read a poem/s and completes comprehension<br>W: Write sentences that rhyme                                                                                           | <u>T3 WEEKS 7-8 (Fun with Poetry)</u><br>L&S: Listen to a poem/s and completes a listening comprehension activity<br>R: Read a poem/s and completes comprehension<br>W: Write a poem (rhyming couplet)                                                                                                   |
| <u>T3 WEEKS 9-10</u><br>L&S: Listens to an Advertisement<br>R: Reads an Advertisement and completes comprehension<br>W: Writes an advertisement                                                                                                                            | <i>Please use the theme structures and teaching notes from <b>PSRIP Term 1 Weeks 3-4</b> to structure a theme related to advertisements.</i>                                                                                                                                                             |

## Curriculum Tracker

*Use the following tables to keep track of your curriculum coverage.*

*Complete the reflection at the end of every cycle as part of this process.*

*Thank you!*

| WEEK 1                        |                                                                                                                                                                                                                                                                                                                |                |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                           | CAPS content, concepts, skills                                                                                                                                                                                                                                                                                 | Date completed |
| <b>THEME: ALL ABOUT MYTHS</b> |                                                                                                                                                                                                                                                                                                                |                |
| Monday                        | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Activate background knowledge</li> <li>• Start KWL chart</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>                                |                |
| Monday                        | Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> <li>• Listening Text: <b>What is a myth?</b></li> <li>• Three read</li> <li>• Model comprehension skill: <b>Making inferences</b></li> <li>• Oral comprehension</li> </ul>                                                                   |                |
| Tuesday                       | Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> <li>• Small group discussions to respond to text</li> </ul>                                                                                                                                                                                   |                |
| Tuesday                       | Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> <li>• /f/ /a-e/ /ing/</li> <li>• Word find</li> </ul>                                                                                                                                                                                            |                |
| Tuesday                       | Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> <li>• Learner Book: <b>The First Humans in Norse Mythology: Ask and Embla</b></li> <li>• Discuss and predict</li> <li>• Read text aloud</li> </ul>                                                                                      |                |
| Wednesday                     | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>                                                                                                    |                |
| Wednesday                     | Activity 2: SHARED READING First Read <ul style="list-style-type: none"> <li>• Learner Book: <b>The First Humans in Norse Mythology: Ask and Embla</b></li> <li>• Model comprehension skill: <b>Making inferences</b></li> <li>• Oral comprehension</li> </ul>                                                 |                |
| Thursday                      | Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> <li>• Learner Book: <b>The First Humans in Norse Mythology: Ask and Embla</b></li> <li>• Model comprehension skill: <b>making inferences</b></li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul> |                |
| Thursday                      | Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> <li>• Teach comprehension strategy: <b>Making inferences</b></li> </ul>                                                                                                                                                        |                |
| Friday                        | Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> <li>• Complete activity: <b>Making a summary</b></li> </ul>                                                                                                                                                                            |                |
| Friday                        | Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> <li>• <b>Newspaper article / Factual recount</b></li> <li>• Sample text: <b>Learners at Vilakazi Primary Study Egyptian Mythology</b></li> </ul>                                                                                                |                |

|        |                                                                    |  |
|--------|--------------------------------------------------------------------|--|
| Friday | Activity 3: END OF WEEK CONSOLIDATION                              |  |
|        | <ul style="list-style-type: none"> <li>Update KWL chart</li> </ul> |  |

| WEEK 2                 |                                                                                                                                                                                                                                                                                  |                |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                    | CAPS content, concepts, skills                                                                                                                                                                                                                                                   | Date completed |
| THEME: ALL ABOUT MYTHS |                                                                                                                                                                                                                                                                                  |                |
| Monday                 | Activity 1: WRITING Planning <ul style="list-style-type: none"> <li>Genre: <b>Newspaper article / Factual recount</b></li> <li>Topic: <b>Write a newspaper article that tells the reader about our theme: All about Myths</b></li> <li>Planning Strategy: <b>List</b></li> </ul> |                |
| Monday                 | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                                                                                         |                |
| Tuesday                | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>Teach song/rhyme/poem</li> <li>Teach theme vocabulary</li> <li>Question of the day</li> <li>Use personal dictionaries</li> </ul>                                                                              |                |
| Tuesday                | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                                                                                         |                |
| Wednesday              | Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> <li>LSC: <b>Past tense – irregular words</b></li> <li>Use plan to draft</li> </ul>                                                                                                                         |                |
| Wednesday              | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                                                                                         |                |
| Thursday               | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>Teach song/rhyme/poem</li> <li>Teach theme vocabulary</li> <li>Question of the day</li> <li>Use personal dictionaries</li> </ul>                                                                              |                |
| Thursday               | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                                                                                         |                |
| Friday                 | Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> <li>Edit using checklist</li> <li>Publish and share writing</li> </ul>                                                                                                                             |                |
| Friday                 | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                                                                                         |                |
| Friday                 | Activity 3: CONCLUSION <ul style="list-style-type: none"> <li>Review word find</li> <li>Update KWL chart</li> </ul>                                                                                                                                                              |                |

### THEME REFLECTION: ALL ABOUT MYTHS

|                                                                                                         |             |
|---------------------------------------------------------------------------------------------------------|-------------|
| 1. What went well this cycle?                                                                           |             |
| 2. What did not go well this cycle? How can you improve on this?                                        |             |
| 3. Did you cover all the work for the cycle? If not, how will you get back on track?                    |             |
| 4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?          |             |
| 5. Do you need to further support some learners? If so, which learners, and how do you plan to do this? |             |
| <b>SMT Comment</b>                                                                                      |             |
| <b>SMT name and signature</b>                                                                           | <b>Date</b> |

| WEEK 3                                                                                         |                                                                                                                                                                                                                                                                     |                |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                                                                                            | CAPS content, concepts, skills                                                                                                                                                                                                                                      | Date completed |
| <b>THEME: FINDING OUT MORE ABOUT SHORT STORIES</b><br><b>Creative Writing Research Project</b> |                                                                                                                                                                                                                                                                     |                |
| Monday                                                                                         | Activity 1: INTRODUCTION TO RESEARCH PROJECT <ul style="list-style-type: none"> <li>• Give overview</li> <li>• Select pairs</li> <li>• Complete pair agreement</li> </ul>                                                                                           |                |
| Monday                                                                                         | Activity 2: EXPLAIN RESEARCH TASKS 1-3 <ul style="list-style-type: none"> <li>• Read through tasks in Learner Book</li> </ul>                                                                                                                                       |                |
| Tuesday                                                                                        | Activity 1: DEVELOP TASK 4 <ul style="list-style-type: none"> <li>• Process for learners to develop own driving question</li> </ul>                                                                                                                                 |                |
| Tuesday                                                                                        | Activity 2: REVIEW ASSESSMENT GUIDELINES <ul style="list-style-type: none"> <li>• Explain the assessment guidelines for the project</li> </ul>                                                                                                                      |                |
| Wednesday                                                                                      | Activity 1: NOTE-MAKING USING KEY WORDS <ul style="list-style-type: none"> <li>• Explain note-making and key words</li> <li>• I do, we do, you do</li> </ul>                                                                                                        |                |
| Wednesday                                                                                      | Activity 2: USING A GRAPHIC ORGANISER <ul style="list-style-type: none"> <li>• Explain Mind Map</li> <li>• Explain Venn Diagram</li> <li>• Show examples in Learner Book</li> </ul>                                                                                 |                |
| Thursday                                                                                       | Activity 1: BIBLIOGRAPHY <ul style="list-style-type: none"> <li>• Explain bibliography for books and articles</li> <li>• Explain bibliography for online sources</li> <li>• Explain bibliography for interviews</li> <li>• Show examples in Learner Book</li> </ul> |                |
| Thursday                                                                                       | Activity 2: TEACH VOCABULARY <ul style="list-style-type: none"> <li>• Use PATS to teach theme vocabulary</li> </ul>                                                                                                                                                 |                |
| Friday                                                                                         | Activity 1: TEACH LSC <ul style="list-style-type: none"> <li>• Adverbs of manner</li> <li>• Adverbs of time</li> </ul>                                                                                                                                              |                |
| Friday                                                                                         | Activity 2: FIRST READ OF TEXTS <ul style="list-style-type: none"> <li>• Read theme texts aloud</li> <li>• Give basic explanation of texts</li> </ul>                                                                                                               |                |

| WEEK 4                                                                                         |                                                                                                                                                                                                           |                |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                                                                                            | CAPS content, concepts, skills                                                                                                                                                                            | Date completed |
| <b>THEME: FINDING OUT MORE ABOUT SHORT STORIES</b><br><b>Creative Writing Research Project</b> |                                                                                                                                                                                                           |                |
| Monday                                                                                         | Activity 1: FIRST READ OF TEXTS <ul style="list-style-type: none"> <li>Read theme texts aloud</li> <li>Give basic explanation of texts</li> </ul>                                                         |                |
| Monday                                                                                         | Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Find answers for task 1</li> </ul>                                                                                            |                |
| Tuesday                                                                                        | Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Make mind map for task 1</li> <li>Make bibliography for task 1</li> </ul>                                                     |                |
| Tuesday                                                                                        | Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Read texts for task 2</li> <li>Find answers for task 2</li> </ul>                                                             |                |
| Wednesday                                                                                      | Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Make mind map for task 2</li> <li>Make Venn Diagram for task 2</li> <li>Make bibliography for task 2</li> </ul>               |                |
| Wednesday                                                                                      | Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Conduct interviews for task 3</li> </ul>                                                                                      |                |
| Thursday                                                                                       | Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Make mind map for task 3</li> <li>Make Venn Diagram for task 3</li> <li>Make bibliography for task 3</li> </ul>               |                |
| Thursday                                                                                       | Activity 2: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Find answers for task 4</li> </ul>                                                                                            |                |
| Friday                                                                                         | Activity 1: RESEARCH AND NOTE-TAKING <ul style="list-style-type: none"> <li>Make mind map for task 4</li> <li>Make Venn Diagram for task 4 (if required)</li> <li>Make bibliography for task 4</li> </ul> |                |
| Friday                                                                                         | Activity 2: FINAL DRAFT OF RESEARCH PRESENTATION <ul style="list-style-type: none"> <li>Edit tasks 1-4</li> <li>Finalise presentation of tasks 1-4</li> </ul>                                             |                |
| Friday                                                                                         | Activity 3: REFLECTION <ul style="list-style-type: none"> <li>Reflect on the project process</li> </ul>                                                                                                   |                |

### THEME REFLECTION: FINDING OUT MORE ABOUT SHORT STORIES

|                                                                                                         |             |
|---------------------------------------------------------------------------------------------------------|-------------|
| 1. What went well this cycle?                                                                           |             |
| 2. What did not go well this cycle? How can you improve on this?                                        |             |
| 3. Did you cover all the work for the cycle? If not, how will you get back on track?                    |             |
| 4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?          |             |
| 5. Do you need to further support some learners? If so, which learners, and how do you plan to do this? |             |
| <b>SMT Comment</b>                                                                                      |             |
| <b>SMT name and signature</b>                                                                           | <b>Date</b> |

| WEEK 5                                                                                |                                                                                                                                                                                                |                |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                                                                                   | CAPS content, concepts, skills                                                                                                                                                                 | Date completed |
| <b>THEME: WRITING ABOUT SHORT STORIES</b><br><b>Creative Writing Research Project</b> |                                                                                                                                                                                                |                |
| Monday                                                                                | Activity 1: INTRODUCTION TO WRITING PART OF PROJECT <ul style="list-style-type: none"> <li>Give overview</li> <li>Work independently</li> </ul>                                                |                |
| Monday                                                                                | Activity 2: EXPLAIN WRITING TASKS 5-6 <ul style="list-style-type: none"> <li>Read through tasks in Learner Book</li> </ul>                                                                     |                |
| Tuesday                                                                               | Activity 1: REVIEW ASSESSMENT GUIDELINES <ul style="list-style-type: none"> <li>Explain assessment guidelines for tasks 5 and 6</li> </ul>                                                     |                |
| Tuesday                                                                               | Activity 2: TEACH VOCABULARY <ul style="list-style-type: none"> <li>Use PATS to teach theme vocabulary</li> </ul>                                                                              |                |
| Wednesday                                                                             | Activity 1: TEACH LSC <ul style="list-style-type: none"> <li>Writing of paragraphs</li> </ul>                                                                                                  |                |
| Wednesday                                                                             | Activity 2: PRACTICE LSC <ul style="list-style-type: none"> <li>I do, you do, we do – writing paragraphs</li> </ul>                                                                            |                |
| Thursday                                                                              | Activity 1: PLAN PARAGRAPH <ul style="list-style-type: none"> <li>Description of main character in short story</li> <li>Use adjectives and adverbs</li> <li>Use planning guidelines</li> </ul> |                |
| Thursday                                                                              | Activity 2: PLAN PARAGRAPH <ul style="list-style-type: none"> <li>Complete planning of paragraph</li> </ul>                                                                                    |                |
| Friday                                                                                | Activity 1: DRAFT PARAGRAPH <ul style="list-style-type: none"> <li>Use plan to draft paragraph</li> <li>Use drafting guidelines</li> </ul>                                                     |                |
| Friday                                                                                | Activity 2: DRAFT PARAGRAPH <ul style="list-style-type: none"> <li>Use plan to draft paragraph</li> <li>Use drafting guidelines</li> </ul>                                                     |                |

| WEEK 6                                                                                |                                                                                                                                                                                                                    |                |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                                                                                   | CAPS content, concepts, skills                                                                                                                                                                                     | Date completed |
| <b>THEME: WRITING ABOUT SHORT STORIES</b><br><b>Creative Writing Research Project</b> |                                                                                                                                                                                                                    |                |
| Monday                                                                                | Activity 1: COMPLETE DRAFT OF PARAGRAPH <ul style="list-style-type: none"> <li>Complete drafting of paragraph</li> </ul>                                                                                           |                |
| Monday                                                                                | Activity 2: EDIT PARAGRAPH <ul style="list-style-type: none"> <li>Use editing guidelines</li> </ul>                                                                                                                |                |
| Tuesday                                                                               | Activity 1: COMPLETE EDIT OF PARAGRAPH <ul style="list-style-type: none"> <li>Complete editing of paragraph</li> </ul>                                                                                             |                |
| Tuesday                                                                               | Activity 2: PLAN BOOK COVER <ul style="list-style-type: none"> <li>Book cover for short story featuring main character</li> <li>Use planning guidelines</li> </ul>                                                 |                |
| Wednesday                                                                             | Activity 1: DRAFT BOOK COVER <ul style="list-style-type: none"> <li>Using drafting guidelines</li> </ul>                                                                                                           |                |
| Wednesday                                                                             | Activity 2: DRAFT BOOK COVER <ul style="list-style-type: none"> <li>Using drafting guidelines</li> </ul>                                                                                                           |                |
| Thursday                                                                              | Activity 1: COMPLETE DRAFT OF BOOK COVER <ul style="list-style-type: none"> <li>Complete drafting of book cover</li> </ul>                                                                                         |                |
| Thursday                                                                              | Activity 2: EDIT DRAFT OF BOOK COVER <ul style="list-style-type: none"> <li>Use editing guidelines</li> </ul>                                                                                                      |                |
| Friday                                                                                | Activity 1: PUBLISHING AND PRESENTATION <ul style="list-style-type: none"> <li>Go through assessment rubric for paragraph</li> <li>Go through assessment rubric for book cover</li> </ul>                          |                |
| Friday                                                                                | Activity 2: PUBLISHING AND PRESENTATION <ul style="list-style-type: none"> <li>Finalise task 5 – paragraph description of main character</li> <li>Finalise task 6 – book cover featuring main character</li> </ul> |                |

### THEME REFLECTION: WRITING ABOUT SHORT STORIES

|                                                                                                         |  |             |  |
|---------------------------------------------------------------------------------------------------------|--|-------------|--|
| 1. What went well this cycle?                                                                           |  |             |  |
| 2. What did not go well this cycle? How can you improve on this?                                        |  |             |  |
| 3. Did you cover all the work for the cycle? If not, how will you get back on track?                    |  |             |  |
| 4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?          |  |             |  |
| 5. Do you need to further support some learners? If so, which learners, and how do you plan to do this? |  |             |  |
| <b>SMT Comment</b>                                                                                      |  |             |  |
| <b>SMT name and signature</b>                                                                           |  | <b>Date</b> |  |

| WEEK 7                        |                                                                                                                                                                                                                                                                                           |                |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                           | CAPS content, concepts, skills                                                                                                                                                                                                                                                            | Date completed |
| <b>THEME: FUN WITH POETRY</b> |                                                                                                                                                                                                                                                                                           |                |
| Monday                        | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Activate background knowledge</li> <li>• Start KWL chart</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>           |                |
| Monday                        | Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> <li>• Listening Text: <b>Poetry for kids</b></li> <li>• Three read</li> <li>• Model comprehension skill: <b>Search the text</b></li> <li>• Oral comprehension</li> </ul>                                                |                |
| Tuesday                       | Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> <li>• Small group discussions to respond to text</li> </ul>                                                                                                                                                              |                |
| Tuesday                       | Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> <li>• <b>/wh/ /u-e/ /oo/</b></li> <li>• Word find</li> </ul>                                                                                                                                                                |                |
| Tuesday                       | Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> <li>• Learner Book: <b>Learning about rhyming couplets</b></li> <li>• Discuss and predict</li> <li>• Read text aloud</li> </ul>                                                                                    |                |
| Wednesday                     | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>                                                                               |                |
| Wednesday                     | Activity 2: SHARED READING First Read <ul style="list-style-type: none"> <li>• Learner Book: <b>Learning about rhyming couplets</b></li> <li>• Model comprehension skill: <b>Search the text</b></li> <li>• Oral comprehension</li> </ul>                                                 |                |
| Thursday                      | Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> <li>• Learner Book: <b>Learning about rhyming couplets</b></li> <li>• Model comprehension skill: <b>Search the text</b></li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul> |                |
| Thursday                      | Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> <li>• Teach comprehension strategy: <b>Search the text</b></li> </ul>                                                                                                                                     |                |
| Friday                        | Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> <li>• Complete activity: <b>Making a summary</b></li> </ul>                                                                                                                                                       |                |
| Friday                        | Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> <li>• <b>Rhyming couplet</b></li> <li>• Sample text: <b>Rhyming couplets 1-3</b></li> </ul>                                                                                                                                |                |
| Friday                        | Activity 3: END OF WEEK CONSOLIDATION <ul style="list-style-type: none"> <li>• Update KWL chart</li> </ul>                                                                                                                                                                                |                |

| WEEK 8                 |                                                                                                                                                                                                           |                |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Day                    | CAPS content, concepts, skills                                                                                                                                                                            | Date completed |
| THEME: FUN WITH POETRY |                                                                                                                                                                                                           |                |
| Monday                 | Activity 1: WRITING Planning <ul style="list-style-type: none"> <li>Genre: <b>Rhyming couplets</b></li> <li>Topic: <b>Free choice</b></li> <li>Planning Strategy: <b>List of rhyming words</b></li> </ul> |                |
| Monday                 | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                  |                |
| Tuesday                | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>Teach song/rhyme/poem</li> <li>Teach theme vocabulary</li> <li>Question of the day</li> <li>Use personal dictionaries</li> </ul>       |                |
| Tuesday                | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                  |                |
| Wednesday              | Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> <li>LSC: <b>Rhyming words</b></li> <li>Use plan to draft</li> </ul>                                                                 |                |
| Wednesday              | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                  |                |
| Thursday               | Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> <li>Teach song/rhyme/poem</li> <li>Teach theme vocabulary</li> <li>Question of the day</li> <li>Use personal dictionaries</li> </ul>       |                |
| Thursday               | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                  |                |
| Friday                 | Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> <li>Edit using checklist</li> <li>Publish and share writing</li> </ul>                                                      |                |
| Friday                 | Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> <li>Whole class do paired reading: Learner Book Texts</li> <li>Work with 1-2 small groups</li> </ul>                                  |                |
| Friday                 | Activity 3: CONCLUSION <ul style="list-style-type: none"> <li>Review word find</li> <li>Update KWL chart</li> <li>Reflect on learning</li> </ul>                                                          |                |

### THEME REFLECTION: FUN WITH POETRY

|                                                                                                                |                    |
|----------------------------------------------------------------------------------------------------------------|--------------------|
| <p>1. What went well this cycle?</p>                                                                           |                    |
| <p>2. What did not go well this cycle? How can you improve on this?</p>                                        |                    |
| <p>3. Did you cover all the work for the cycle? If not, how will you get back on track?</p>                    |                    |
| <p>4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?</p>          |                    |
| <p>5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?</p> |                    |
| <p><b>SMT Comment</b></p>                                                                                      |                    |
| <p><b>SMT name and signature</b></p>                                                                           | <p><b>Date</b></p> |

## Programme of Formal Assessment

1. There are 2 formal assessment tasks for Grade 4 Term 3 2023.
2. Please complete these tasks as detailed below.

| TASK         | DESCRIPTION                                                                                                                                                                                                 | MARKS                              |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>FAT 6</b> | CREATIVE WRITING PROJECT                                                                                                                                                                                    |                                    |
|              | Stage 1: Research (Learners do research on their project)<br>Stage 2: Writing (Learners engage in the write-up of their project and a creative response)                                                    | <b>20 marks</b><br><b>30 marks</b> |
| <b>FAT 7</b> | CREATIVE WRITING PROJECT<br>Stage 3: Oral presentation (Learners do the Oral presentation of their project)<br>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded. | <b>20 marks</b>                    |

*All assessment tasks and tools may be changed in accordance with directives from the province or district.*

## ASSESSMENT RUBRIC TASK 6 Stage 1: Research 20 marks

| Research Criteria                                   | Level Descriptors                                                                                                                                                            |                                                                                                                                                                   |                                                                                                                                                                                                       |                                                                                                                                                                                    |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | 4                                                                                                                                                                            | 3                                                                                                                                                                 | 2                                                                                                                                                                                                     | 1                                                                                                                                                                                  |
| <b>Driving question/s</b>                           |                                                                                                                                                                              | Strong, clear driving question/s with a good sense of where to find the answer/s. The question is relevant for the whole research project.                        | Driving question/s with some idea of where to find the answer/s. The question is connected to the research.                                                                                           | Driving question/s is connected to the research. Not clear where to find the answers.                                                                                              |
| <b>Organisational skills and graphic organisers</b> | The research is well-organised. Graphic organisers set out correctly, with clear headings. All information displayed accurately, accessibly and in a visually appealing way. | The research is organised. Graphic organisers correctly set out. The information is easy to access and looks appealing.                                           | The research is generally organised. Graphic organisers include some errors causing confusion. Some information left out. Not much effort with the presentation.                                      | The research is disorganised. Graphic organisers incorrectly set out. Missing information. Hard to read and not visually appealing.                                                |
| <b>Relevance</b>                                    |                                                                                                                                                                              | All information is completely relevant and answer the research questions precisely.                                                                               | Most information is relevant. Most questions answered.                                                                                                                                                | Only some or little information is relevant, but much is off the topic. Not all questions answered.                                                                                |
| <b>Note-making</b>                                  |                                                                                                                                                                              | Effective use of key words to highlight main points. Only necessary details and examples included. Notes show a thorough understanding of texts and information.  | Mostly key words used. Mostly necessary details and examples. Notes show a partial understanding of texts and information.                                                                            | No clear use of key words. The texts have been copied/ or important information has been left out. Notes show a lack of understanding.                                             |
| <b>Bibliography</b>                                 |                                                                                                                                                                              |                                                                                                                                                                   | Set out correctly, all necessary details included. Arranged alphabetically. More than one source used.                                                                                                | Not set out correctly or arranged alphabetically. Only one source used.                                                                                                            |
| <b>Editing and presentation</b>                     |                                                                                                                                                                              | The research is clearly presented with no mistakes. It has a cover page and everything is correctly labelled. The project is visually appealing and easy to read. | The research has some mistakes. An attempt has been made for a cover page. Most of the research is clear and well set out, but more effort could have been put in.                                    | The research has lots of errors. No effort has gone into the cover page or there is no cover page. The research is incomplete. Needs much more effort.                             |
| <b>Independent work</b>                             |                                                                                                                                                                              |                                                                                                                                                                   | The learner worked very well in the pair. The signed agreement was kept: conflict was handled well; responsibilities were shared; time was well used in class and the learner did not disrupt others. | The learner did not work well in class. Conflict was not handled well; time was wasted in class; the learner disrupted others and did not share the responsibilities of the tasks. |

## ASSESSMENT RUBRIC TASK 6 Stage 2: Writing 30 marks

| Writing Criteria                                            | Level Descriptors                                                                                                                   |                                                                                                                 |                                                                                                                                        |                                                                                                                             |                                                                                                                     |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                                                             | 5                                                                                                                                   | 4                                                                                                               | 3                                                                                                                                      | 2                                                                                                                           | 1                                                                                                                   |
| <b>Follow process:</b><br><br><b>Paragraph and cover</b>    | Thorough planning, drafting, editing and presenting. All stages show thoughtful changes and progress.                               | Good evidence of process. All stages are shown. Learner has used process to better improve their work.          | Evidence of process. Some attempt at using the stages of planning, drafting and editing to improve writing.                            | Limited evidence of using process. Little attempt to use planning, drafting and editing to improve the final product.       | Little or no evidence of the process.                                                                               |
| <b>LSCs, adjectives and adverbs</b><br><br><b>Paragraph</b> | Excellent descriptive language and vocabulary used. Creative use of Excellent understanding of LSCs.                                | Good descriptive language and vocabulary used. Good understanding of LSCs.                                      | Average descriptive language created. Too many over-used adverbs and adjectives.                                                       | Learner has attempted to use descriptive language. Poor use of adjectives and adverbs.                                      | Learner has not used descriptive language. No effort has gone into vocabulary.                                      |
| <b>Creative end-product:</b><br><br><b>Paragraph</b>        | Paragraph is an excellent well-structured description and has a topic and concluding sentences. All sentences are on the topic.     | Paragraph has a topic and concluding sentence. All sentences are on topic. A good descriptive piece of writing. | Paragraph attempted a topic and concluding sentence. Most sentences are on the topic. The sentences are all structured very similarly. | Paragraph has attempted either a topic or concluding sentence. Not all sentences are on the topic. There is no flow.        | There is not structure. Paragraph does not have a topic or concluding sentence. The sentences are not all on topic. |
| <b>Cover links to paragraph</b>                             | Excellent visual representation of the paragraph. The cover's images and layout illustrate the character and the story excellently. | Good visual representation of the paragraph. The cover's visuals illustrate the character and story well.       | Average visual representation of the paragraph. The cover's visuals attempt to illustrate the character and the story.                 | The cover attempts to represent the paragraph. There is some connection in the visuals to the description of the character. | No connection in the cover to the character and the story in the paragraph.                                         |
| <b>Cover – visually appealing</b>                           | The cover is visually appealing and eye-catching. Title is clear. Much effort has gone into layout and design.                      | The cover is visually appealing. The title is clear. A good effort at the layout and design.                    | The cover has attempts to be visually appealing, but some images are not clear. The layout and design are satisfactory.                | The cover has limited visual appeal. More effort must be made in terms of clarity, layout and design.                       | The cover is not visually appealing. No effort has been made in terms of clarity, layout or design.                 |
| <b>Editing and proof of editing</b>                         | Ample proof of editing. Excellent edits made.                                                                                       | Ample proof of editing. Good edits made.                                                                        | Some proof of editing. Average edits made.                                                                                             | Little proof of editing. Not all edits lead to improvements.                                                                | No proof of editing.                                                                                                |

## ASSESSMENT RUBRIC TASK 7 Stage 3: Oral Presentation 20 marks

| Speaking Criteria                                                                                           | Level Descriptors                                                                                                                                                                                                                   |                                                                                                                                                                                             |                                                                                                                                                                                                                                               |                                                                                                                                                                                                          |                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | 5                                                                                                                                                                                                                                   | 4                                                                                                                                                                                           | 3                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                        | 1                                                                                                                                             |
| <b>Structure: introduction of topic, research, description of main character and book cover, conclusion</b> | Excellent structure; proper introduction and concluding greeting; good research done; choices well explained; well thought-through links between description of main character and book cover; thorough understanding of the genre. | Good structure; good introduction and concluding greetings; good research done; good connection between the description of main character and book cover; solid understanding of the genre. | Tried to structure the presentation; tried to do have appropriate introduction and concluding greetings; average research done; average connection between the description of main character and book cover. Some understanding of the genre. | Weak structure – not all components done; weak introduction and concluding greetings; some research done but not convincing; weak or no connection between description of main character and book cover. | Weak or no structure; greetings not done; limited or no research done; no connection between the description of main character and book cover |
| <b>Delivery: pronunciation, articulation, and expression</b>                                                | Excellent pronunciation, articulation, voice projection and volume. Excellent expression in voice.                                                                                                                                  | Good pronunciation, articulation and voice projection and volume. Good expression in voice.                                                                                                 | Fair pronunciation, articulation, voice projection and volume. Fair expression in voice.                                                                                                                                                      | Some issues with pronunciation, articulation, voice projection and volume. An attempt to use expression in voice.                                                                                        | Many issues with pronunciation, articulation, voice projection and volume. No attempt to use expression in voice.                             |
| <b>Appropriate body language: eye contact with audience, posture, gestures and facial expression</b>        | Excellent use of body language, gestures and facial expressions.                                                                                                                                                                    | Good use of body language, gestures AND facial expressions.                                                                                                                                 | Good use of body language, gestures OR facial expressions.                                                                                                                                                                                    | Some issues with use of body language, gestures and facial expressions.                                                                                                                                  | Body language inappropriate for the presentation. Limited or no use of facial expressions.                                                    |
| <b>Use of resources, visual cues and props</b>                                                              | Very good use of poster and props to create excellent presentation.                                                                                                                                                                 | Good use of poster and props to add to presentation.                                                                                                                                        | Average use of resources to help presentation.                                                                                                                                                                                                | Unsatisfactory use of resources – poster or props used but did not add value to presentation.                                                                                                            | Limited to no use of resources – no effort to use poster or props.                                                                            |