

Name of lesson: Stories that teach a moral		Time: Two weeks (12 hours)
Grade 4: Term 1: Week 1 & 2		Subject: English Home Language
Curriculum Standards (CAPS) Grade 4 English Home Language Term 1 Weeks 1&2		
Summary of the unit		
<p>We all love stories, don't we? There are many different types of stories. In this unit, we will take a look at stories that teach a moral. We will introduce three short stories. (A short story is a story that can be read in a single sitting.) One will be a listening skill, while the other two make up reading activities. In the writing activity, the learners will write a personal account of an event or experience. In language activities, the learners will explore different types of nouns, simple sentences and punctuation.</p>		
Skill	CAPS requirements	Activities
Listening & Speaking (2 hours)	Listens to a short story: Introductory activities: prediction: identifies characters: recalls main idea; answers oral questions; re-tells a story; re-tells events in correct sequence; names the characters correctly.	Listening and speaking: Stories that teach a moral. Listening and speaking: 'The Honeyguide's revenge'.
Reading & Viewing (5 hours) Includes integrated time with Language.	Reads a short story 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; reads aloud with clear pronunciation, phrasing, tempo; uses a dictionary. Reflects on texts read independently: Retells story or main ideas in 3 to 5 sentences; expresses emotional response to texts read; Relates to own life.	Reading: Children of wax. Reading: The girl who became rich.
Writing (4 hours) Includes integrated time with Language.	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. Uses the writing process: <ul style="list-style-type: none"> • Planning / pre-writing • Drafting • Revising • Editing • Proofreading, and • Presenting 	Writing: Write about a personal event or experience.

Language Structure & Conventions

(1 hour plus integrated time with other skills).

Word level work: common nouns, proper nouns, countable and uncountable nouns.

Sentence level work: simple sentences.

Spelling and punctuation: full stop, capital and lower case (small) letters.

Language structures:

Nouns: Common, Proper, countable and uncountable.

Language structures:

Simple sentences and punctuation.

Language structures:

It's time for revision.

Teacher preparation for the whole unit before starting

1. Read through the activities in this unit and familiarise yourself with them and what resources they require so that you can be totally prepared before the unit begins.
2. Identify some of the necessary vocabulary for this unit and write the words on to wordlists. Constantly revise the vocabulary and ensure that the learners' understanding of the terminology is consolidated. Try to include two spelling tests over the two week period.
3. Note that this unit does not include any Reading activities based on the Graded Readers used by the class or the Grade 4 Home Language Reader used by the class.
4. Note who might need remediation and extension and plan accordingly by finding relevant activities for students who come to your notice.
5. Try to include other interesting language games that the learners will enjoy over this two week period.

Resources

Learners will need the activity worksheets for this unit and their classwork books. Noun games

- a. **Noun Explorer**
http://www.harcourtschool.com/activity/nounexplorer/index_pre.html
- b. **Noun Dunk**
http://www.harcourtschool.com/activity/basketball/index_pre.html
- c. **Noun Explorer**
<http://www.sheppardsoftware.com/grammar/nouns.htm>
- d. **Proper nouns**
<http://www.ricecookerstudios.com/assets/animation/anim00A.swf>

Assessment

Assessment in Unit 1 is Informal Baseline Assessment. For the majority of the activities the educator keeps a record of the learners' general progress in acquiring the prescribed listening and speaking, reading, writing and language convention skills. Choose your own form of informal assessment. Note the marking memo guide for the activities under the relevant activities for each skill. The rating scale below, in the Formal Assessment section could also be used.

Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

Learning Activities and how to teach them

Listening and Speaking: Stories that teach a moral.

In this unit we will be working with stories. Place the learners in groups so that they can easily discuss the questions posed about the unit content:

- What are your favourite types of stories?
- Do you like reading stories?
- Tell your group the plot of one of your favourite stories

Ensure that the group members have roles such as Organiser (keeps the group together), Time keeper (keeps the group on time), a Recorder (writes down any necessary information brought to light by the group) and a Reporter (reports back to the rest of the class). Other roles can also be encouraged, such as an Encourager, who makes everyone feel that their contribution is worthwhile. They take turns when discussing questions. Let the group's report back their findings to the rest of the class.

Informal assessment

Walk around as the learners are discussing the questions and make general notes about each learner's oral communication progress.

Listening and speaking: 'The Honeyguide's revenge'

Read the story to the learners twice before they complete the activities related to the listening skill.

Answer these questions about the story in your workbook

Suggested answers:

1. Who are the two main characters in this story and what are their names? (2)
They are Ngedede the Honeyguide, and Gingile the boy.
2. What is your definition of a Honeyguide? (2)
Learner's own answers such as a honeyguide is a little bird that shows you where to find honey.
3. Why did Gingile follow the Honeyguide? (2)
He knew the Honeyguide would take him to honey.
4. What type of tree were the bees found in? (2)
It was a wild fig tree.
5. Where was the beehive situated in the tree? (2)
It was up the tree in the hollow of the tree trunk.
6. Relate how Gingile chased the bees away from their hive. (5)
Answers such as: He put a stick into a fire to make it warm and smoking. He climbed the tree and pushed the smoking end into the hive. The bees rushed out and flew away because they didn't like the smoke.
7. Did Gingile get any stings? How do you know? (2)
Yes, he was stung because the text says the bees gave him some stings.
8. What did Ngile find in the bees nest? (2)
He found honeycomb dripping with honey and full of fat white grubs.
9. What did Gingile do when he got down from the tree? (2)
He put out the fire, picked up his spear and walked home.
10. Why was the Honeyguide upset? (2)
He had hoped Gingile would give him some honey as a reward.
11. Relate in not more than five sentences how Ngedede the Honeyguide got his revenge. (5)
Learner's own answers.
12. What is the moral that this story is trying to teach? (2)
Learner's own answers such as: The story teaches us to be thankful and respect others who help us.

(Total = 30 marks)

Assessment (Informal Baseline Assessment)

These questions are to reinforce the learners' understanding of language. They can be marked orally and can be self-assessed or you can take in their books and mark them.

Language structures: Nouns: Proper, common, countable and uncountable

A. Common nouns and Proper nouns.

Suggested answers

Common nouns	Proper nouns
<i>sisters, parents, land, rain, crops, food, way, girl, people, day, lady</i>	<i>Africa, Nelima, Nambuya.</i>

(14 marks)

B. Countable and uncountable nouns

Decide whether the underlined nouns below are countable or uncountable:

1. She said there was too much information to learn. _____
She said there was too much information to learn. Uncountable
2. The dog jumped on the furniture. _____
The dog jumped on the furniture. Uncountable
3. The mist spread rapidly and they could hardly see. _____
The mist spread rapidly and they could hardly see. Uncountable
4. She went to the beach and lay on her towel. _____
She went to the beach and lay on her towel. Countable
5. The birds made a mess in the garden. _____
The birds made a mess in the garden. Countable

(5 marks)

(Total = 19 marks)

Assessment (Informal assessment)

These exercises are to reinforce concepts and they can be marked orally, or by the learners exchanging books. Make a note of their general progress in language activities.

Reading: Children of wax.

Suggested answers

Answer these questions in your workbook on your own.

1. How do you know that this was a happy family? (2)
Learner's own answers such as: They were happy because they never fought with each other and they helped their parents at home and in the field.
2. What is unusual about this family? (2)
They were made of wax.
3. Why did they do all their work at night? (2)
It was because they could melt in the sunlight.
4. Do you think this is a true story? Explain. (2)
Learner's own answer such as: No, this can't be true because human families aren't made of wax.
5. Why do you think the boy wanted to go into the sunlight? (2)
Learner's own answer such as: he wanted to see what it was like in the sunlight.

6. Why do you think he walked into the sunshine with his hands in the air? (2)
Learner's own answer such as: He was feeling the warm sunlight for the first time.
7. What happened to the boy in the sunshine? (2)
He melted into a big lump of wax.
8. How did the wax children feel when they found their brother had melted into a big lump of wax? (2)
They were very sad.
9. Why did they decide to make a bird from the lump of wax? (2)
They remembered what their father had said about a bird and wax.
10. What is the moral that this story teaches? (2)
Learner's own answer such as: The moral is that we should listen to our parent's advice and not think we know better.

(20 marks)

Assessment (Informal Baseline Assessment)

These questions are to reinforce the learners' understanding of language. They can be marked orally and can be self-assessed or you can take in their books and mark them.

Reading: The girl who became rich.

Answer these questions in your workbook on your own.

Suggested answers

1. Which of the two sisters do you like best? Why? (2)
Learner's own answer such as: I prefer Nelima because she was humble, quiet and helpful.
2. Were the two sisters very poor? How do you know? (2)
The sisters lived on bare land with no parents and there was nothing to eat.
3. Why did the two sisters go off in different directions? (2)
They were looking for something to eat.
4. Was Nambuya kind to the old lady? How do you know? (2)
No, she was rude to her because she spoke rudely about her sores.
5. Was Nelima kind to the old lady? How do you know? (2)
Yes, she carried the old lady to her house.
6. Name the characters in this story and write a sentence about each one. (6)
Learner's own answers
7. Why do you think Nelima discovered that she was rich when she got home? (2)
Learner's own answer such as: She helped an old lady in need and was respectful.
8. What do you think the moral of this story is? (2)
Learner's own answer such as 'We should help those in need and not be rude to them.'
9. Write your own ending to this story mentioning the different characters. (5)
Learner's own answers.

(Total = 25 marks)

Language structures: Simple sentences and punctuation

A. Simple sentences

1. Underline the subjects in these simple sentences.
 - a. Gingele stopped and listened carefully.
Gingele stopped and listened carefully.
 - b. They reached a huge wild fig tree.
They reached a huge wild fig tree.

- c. The bird gave a shrill whistle.
The bird gave a shrill whistle.
- d. His parents told him it would be dangerous.
His parents told him it would be dangerous.
- e. He knew he had to find the sunlight and see what it was like.
He knew he had to find the sunlight and see what it was like.

(5 marks)

2. Underline the verbs in these simple sentences.
- a. Once upon a time there lived a happy family.
Once upon a time there lived a happy family.
 - b. One of the boys longed to go out in the sunlight.
One of the boys longed to go out in the sunlight.
 - c. Suddenly he found himself melting.
Suddenly he found himself melting.
 - d. They shaped the lump of melted wax into a bird.
They shaped the lump of melted wax into a bird.
 - e. Nambuya answered all the questions.
Nambuya answered all the questions.

(5 marks)

B. Capital letters, full stops and lowercase letters.

Punctuate the following sentences by adding capital letters and full stops

Ngede eagerly watched everything that Gingile was doing. He was waiting for him to leave a fat piece of honeycomb as a thank-you offering. Ngede fluttered from branch to branch, closer and closer to the ground. Finally Gingile reached the bottom of the tree. Ngede perched on a rock near the boy and waited patiently for his reward.

(12 marks)

(Total = 22 marks)

Writing: Write about an event

Before creating the story

The learners view the steps for creating a story. They revise mainly the story elements and the structure of a story into a beginning, middle and an ending. Also place emphasis on the writing process in this unit.

Let the learners write their stories and read them to a friend. Take them in to mark and write informal encouraging remarks in their books centred around the use of the story elements and story structure.

Language Conventions: It's time for revision.

A. Proper nouns and Common nouns

Read the following text and look out for the Proper nouns and the common nouns. Make two lists with the headings Proper nouns and Common nouns. Write the nouns below under the correct headings. Do not include duplicates.

Common nouns	Proper nouns
<i>story, bird, man, day, call, mouth, honey, bird, branches, head, tree, bees, hollow, trunk, hive, stick, ground.</i>	<i>Ngede, Gingele, Honeyguide</i>

(20 marks)

B. Countable and uncountable nouns

Decide whether the underlined nouns below are countable or uncountable.

1. There was an interesting program showing on the television. _____
There was an interesting program showing on the television. Countable
2. Heavy rain was pouring down all day. _____
Heavy rain was pouring down all day. Uncountable
3. The Chinese children had a big bowl of rice to eat. _____
The Chinese children had a big bowl of rice to eat. Uncountable
4. They were listening to a beautiful song. _____
They were listening to a beautiful song. Countable
5. The music was so loud that they couldn't talk to each other. _____
The music was so loud that they couldn't talk to each other. Uncountable

(5 marks)

C. Capital letters, full stops and lowercase letters

Punctuate the following sentences by adding capital letters and full stops

Suggested answers

One day the two sisters woke up and found that they had nothing to eat. They had to look for food. So Nelima and Nambuya went off in different directions. Meanwhile there lived an old woman called Netasile. She was believed to be a giver of riches. Netasile had leprosy and her body was full of sores. Nelima came across this old woman. She greeted Netasile in a friendly manner.

(20 marks)

(Total = 45 marks)