



FRANKLIN D. ROOSEVELT PRIMARY SCHOOL

Grade 4 English Home Language Booklet Term 3

Learners name: _____

Learners class: _____

Educator: Miss Chadinha

Week 1-2

Listening and Speaking

Activity 1: Look at the title of the story.

- What do you think this story will be about?

Listen to your teacher as she reads you the following story. You will then need to discuss questions verbally as a class and answer the questions.

The Boy Who Cried Wolf

Once upon a time, in a beautiful village near lush rolling hills, there was a boy who watched over the village's sheep. Being alone up in the hills was very boring. To liven up his day, the boy thought it would be fun to scare the villagers and scream, "Wolf, wolf!" The villagers grabbed whatever they could and ran up the hill to scare off the wolf.

When they reached the top, they realized they had been tricked by the mischievous boy. He laughed and laughed until the villagers angrily walked back down the hill. Even the sheep were not amused. The boy continued to call wolf, and the villagers warned him that the next time they would no longer believe him. The boy shrugged off the warning and laid down for a nap.

One lazy afternoon, the boy heard a terrible sound. Before he could even prepare himself, a wolf appeared right before him, and was chasing all the village's sheep! The boy screamed, "Wolf, wolf!", but having lied so many

times, the people of the village just ignored him. With no one to help him fend off the wolf, the sheep all ran away, and the boy was left crying on the hill.

"The Boy Who Cried Wolf" Story Map

After listening "The Boy Who Cried Wolf", Discuss the following: setting, characters, and effect of the boy's actions.

Then determine the genre of the story:

Setting:

Main characters:

Main idea of the story:

Cause / Effect The boy tricks the villagers by screaming, "Wolf, wolf!"

The genre of this story is:

- a) Comedy: This story has a cheerful ending or is meant to make the reader laugh.
- b) Fable: This story teaches a lesson.
- c) Quest: This story has a difficult journey towards a place or goal.

Week 1-2

Language Activity

Adverbs

Adverbs tell us more about verbs, adjectives or other adverbs.

- **Adverbs of manner** tell us how something happens:
For example: She moved **slowly**. Gatiep spoke **quietly**.
- **Adverbs of place** tell us where something happens.
For example: She has lived **on the island** all her life. He still lives **there** now.
- **Adverbs of frequency** tell us how often something happens.
For example: She takes the boat to the mainland **every day**.
- **Adverbs of time** tell us when something happens.
For example: She tries to get back **before dark**. She left **early**.
- **Adverbs of degree** tell us about the intensity or degree of an action.
For example: The weather was **extremely** cold.

Activity:

1. Underline the adverbs in the following sentences:
 - a) Tarryn left her diary under her pillow.
 - b) She writes in her diary every day.
 - c) She thinks carefully about what she will write.
 - d) Tarryn often visits her Granny Annie.
 - e) Her mother expects her to be home before supper.

2. Replace the phrases in bold with single words. (replace them with the words in the block)

if currently always soon most can

a) I wash my hands **at all times**.

b) I **am in a position to** help my mother.

c) **In the event that** it rains, I will wear a raincoat.

Week 1-2 Reading and Viewing

Reading and reflecting independently (Comprehension)

Activity 1: Look at the title and picture from the following story. What do you think the story is going to be about? Discuss.

Activity 2: Read the following short story and answer the questions that follow.

Snow White



Once upon a time there was a queen who named her only daughter Snow White because her skin was so **fair** and lovely. The queen died, and Snow White's father married a new queen, who was evil, **vain** and **wicked**. Every morning she would stand in front of the mirror and say, "Mirror, mirror on the wall, who is the fairest one of all?". The mirror always answered, "**thee**, until one day it said that Snow White was the fairest one of all.

The evil queen ordered one of her servants to take Snow White to the forest to have her disappear. The servant, feeling sorry for Snow white, let her go and brought back a deer's heart to show the queen *he had done* the **deed**. Snow White, alone and hungry in the forest, came across a little cottage with seven tiny beds. When the dwarves came back from work, they found Snow White and said she could stay with them if she cleaned and cooked.

They all lived happily until one day when the mirror told the evil queen that Snow White was still alive and living with the dwarves. The evil queen disguised herself as a **peddler** and went to the cottage while the dwarves were at work. She gave Snow White a red apple which was poisoned.

When Snow White took a bite of the apple, she fell down unconscious. The dwarves were very sad and built a glass **coffin** for her. One day a prince came by and saw how beautiful Snow White was and bent down to give her a kiss. Snow White woke up, they married, had many children and they lived happily ever after.

Questions

1. What is the title of fairy tale?
_____ (1)
2. What three words (adjective) are used to describe the queen?

_____ (3)
3. Why is the queen not the fairest anymore?
_____ (1)
4. Complete the following statements.
_____ is the evil character.
_____ is the good character. (2)
5. What did the servant do instead of killing Snow White?
A. He took a lock of Snow White's hair to the queen.
B. He brought a deer's heart to the queen.
C. He told the queen he cannot do it.
D. He made the queen disappear. (1)
6. How many dwarfs were there?
_____ (1)
7. What did Snow White have to do to stay with the dwarfs? Name 2 things.

_____ (2)
8. How did the queen know Snow White was still alive?

- A. The servant told her.
- B. The mirror told her.
- C. She had a feeling.
- D. She saw her. (1)

9. Where does the story take place?
- A. school
 - B. forest
 - C. farm
 - D. zoo (1)

10. What was wrong with the red apple?
_____ (1)

11. How did the dwarfs feel when Snow White was unconscious?
- A. cheerful
 - B. excited
 - C. happy
 - D. sad (1)

12. What type of coffin did they build for Snow White?
_____ (1)

13. Who came by?
_____ (1)

14. What did he do to wake up Snow White?
- 1. He took her to the doctor.
 - 2. He gave her medicine.
 - 3. He brought her gifts.
 - 4. He kissed her. (1)

15. Does this fairy tale have a special ending? Motivate your answer.
_____ (2)

16. Did you enjoy this story? Give a reason for your answer.

Week 1-2

Writing and Presenting

Activity: You are required to write your own story. You need to plan your work (mind-map), complete a first draft which you will edit and a final draft. Use the following to help guide you.

- 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

NB – All work to be completed on exam paper and attached to the back of your booklet.

Paragraph 1 – This is your **introductory** paragraph of your story. "Hook" the reader into wanting to know more
Introduces the characters, sets the scene.

Paragraph 2 – The next three paragraphs are the "**middle**" of the story. They support the main idea of the essay/story.

– Tension or action begins to build, atmosphere is created, hints are given that something is about to take place.

Paragraph 3 – Middle Continues-Main Event – A problem occurs involving the main character which he/ she needs to resolve. Detailed description and feelings need to be expressed here.

Paragraph 4 – Middle continues -Resolution – The character(s) find a solution to the problem in last paragraph. Something is done or said to resolve the situation.

Paragraph 5 – CONCLUSION: Refer to introductory paragraph, sums up your essay/story, Give your own opinion

Ending – All the ends of the story are tied together in a traditional story.

Rubric: Write your own story - Grade 4

Story Editing

When you have finished writing your story, read it again and make sure you check for the following things.

(Tick them when you think you have included them!)

Does your story ...

Does your story have...

Describe a past event and is written in the past tense

A beginning that sets the scene?

A problem (a convincing story line)?

A solution to the problem?

A happy ending?

Have you used lots of adjectives to describe your characters and setting?

Have you checked your spelling? (Use the words on the wall or ask a friend to help you.)

Do your sentences make sense?

Have you put a capital letter at the beginning of each sentence and a full stop at the end?

3/4/5 paragraphs

Rubric

The introduction to the essay sets the scene and introduces the reader to the subject.	/2
The story has a setting, characters, a problem to solve, an interesting plot and a resolution to the main problem that is encountered.	/5
The author uses vivid words and phrases that makes the story come alive to the readers.	/3
The essay has the structure of at least three paragraphs – a beginning a middle and an end.	/3
The events are sequenced in a chronological manner and the writer uses connectors to connect the events.	/3
The essay ends with a strong conclusion.	/1
Makes good use of language structures such as correct style as well as correct grammar, spelling and punctuation.	/3
Total	/20

