



Grade 4

English Home Language
Week 8: 8-12 June
Theme 9
Playing games



Monday

Remember to read for three minutes and report back at the beginning of every day.

Mark the exercises done in week 7 – see file: Week 7 Memos. Make sure all work for week 7 has been completed and marked.

From this week on I will also add the current week's memos – in this case week 8. I trust that you will be honest and not simply copy the answers.

Theme 9 : Playing games p.81

Look at the picture in the text book. We will discuss no1a) - d).

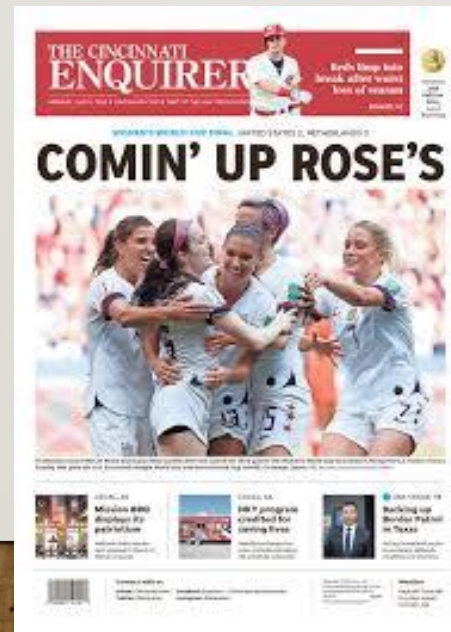
See possible answers on the next slide.

- a) What game is being played?
- b) What emotions are the children in the picture experiencing? Mention two “feeling” words.
- c) Have you felt similar feelings, while playing a game?
- d) A caption is below a photo to describe what the photo is about. What caption will you add to the photo?



Monday

- Soccer
- The two girls in the front seem excited, determined (to get the ball) and happy. The one at the back seems disappointed, perhaps she is tired.
- Your own answers.
- For example: Girls battle it out on the soccer field. / Girls enjoy soccer match. (If you had more information about the match, then you could also mention names of teams or players.)





Tuesday

Read how to play *What's the Time, Mr Wolf?*

One child is chosen to be Mr (or Mrs) Wolf. He stands a good distance (3+ metres) away from the other players with his back to them.

The other players stand side by side in a line, facing Mr Wolf's back. All together they call, "What's the time, Mr Wolf?"

Mr Wolf responds by selecting and calling out an o'clock time (between 1 and 12).

The other players take the required number of steps towards Mr Wolf. For example, "3 o'clock," would mean the players take three steps towards Mr Wolf.

These two actions are repeated resulting in the other players moving closer and closer to Mr Wolf.

When Mr Wolf is ready (usually when the other players are getting close), he changes his response to the question, "What's the time, Mr Wolf?" to "Dinnertime!"

At this cue, all of the players must turn around and race back to the starting position with Mr Wolf chasing after them to try and catch his dinner. The player who is caught becomes the next Mr Wolf and the game continues.

Ask your parents or grandparents if they played this game. Also ask which other games they played when they were children.



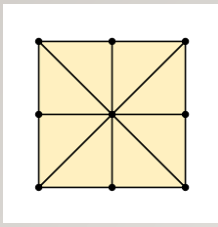
Tuesday

Platinum p.83

Read the passage, Traditional games and do no 1-3 in your classwork book.

At no 3 do not copy the whole of par 2 and 3. Just describe how each game works very briefly (shortly) in one to two sentences.





Wednesday

Read about the game, Achi in the text book and on the power point. You may make your own Achi board if you want to, it is not compulsory. You can also draw the shape in the sand.

How to play Achi:

Achi is a two-player game. Each player needs four game pieces in a colour that contrasts with the other player's game pieces.

Two different dried beans, like red kidney and white beans, work well or coins or buttons.

The object of the game is to be the first player to get three pieces in a row.

1. Draw lots to see who goes first.
2. Players take turns putting playing pieces on any line intersection.
3. The game moves into its second stage after all pieces have been played and no one has three in a row. Players now take turns moving one of their pieces along a line to an empty spot. No jumping allowed.
4. The first player to get three in a row wins. The row can be horizontal (a straight line), vertical (running down), or diagonal (from corner to corner).



Wednesday

Auxiliary verbs p.85

Read the notes in the text book.

Auxiliary means to help or assist

Auxiliary verbs are helping verbs, that help to form the tense.

Yesterday he was working on his project.

(was helps “working” to form the past continuous tense)

They will finish the game later.

He is helping her up.

Do no 1a)-e) in your classwork book.



Thursday

Auxiliary verbs

Choose the correct auxiliary verb. Just do this orally.

Do not go to the next slide yet, as it contains the answers.

1. Andy _____ working on his homework.
(is / am / does / are)
2. Samantha _____ make dinner with her grandma.
(is / am / does / are)
3. The friends _____ going to Durban. (is / am / does / are)
4. _____ your dad work in this building? (is / am / does / are)
5. _____ you want to come to my house later? (are / am / do / does)
6. Mike _____ like animals. (isn't / doesn't / aren't / don't)
7. The poster _____ hanging on the wall. (is / am / does / are)
8. Where _____ your family like to eat? (are / am / do / does)
9. _____ your brother playing soccer this weekend?
(is / am / does / are)
10. Patty _____ playing tennis any more.
(isn't / doesn't / aren't / don't)



Thursday

1. Andy _____ working on his homework.
(is / am / does / are)
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(isn't / doesn't / aren't / don't)

Read all the sentences with the correct auxiliary verb.



Thursday



Platinum p.85

Verbs: run/may/watch/can

When to use may or can:

Use *may* when you need permission to do something. It is also more formal and shows more respect and politeness.

When using *can* it shows that you are able to do it. Most people use *can* if the situation is more informal, like talking to your friends.

Examples:

My mom said I may go visit my friend after school.

May I leave the classroom, please?

She can play netball very well.

He can do much better, if he practises.

Do no 1a)-d) Fill in the correct verb.

Write out the sentences.



alamy stock photo

Friday

Spelling: Group 6

Practise the words and get somebody to ask you the 9 words and add a word from group 5 to add up to 10.

Write out the incorrect words x5. If you have full marks, you may get a sweet, a real one at home or this one.



Read aloud for ten minutes **or** play a board game (not a computer game).



Weekend

