How observant am I?*

Siyavula Uploaders

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1 ENGLISH HOME LANGUAGE

2 Grade 4

3 CHILDREN LIKE ME

4 Module 13

5 HOW OBSERVANT AM I?

5.1 HOW OBSERVANT ARE YOU?

- Think of someone you saw earlier today – maybe the Principal. Can you say exactly what they were wearing?
- Do you know the registration number of your teacher's car?
- Do you know who is left-handed in your class?
- What make off television do you watch?
- How many shoelace holes do you have in your takkies?
- Which cash note has a rhino and ram on either side?
- Bein observant means keeping your eyes open and being quick to notice things. Have you spotted the **two deliberate spelling mistakes** in what you have read so far on this page?

Activity 1

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5.2 To interpret visual text [LO 3.11]

Now take a look at the sixteen items in the picture on the next page. Look at them for 60 seconds (your teacher will time you) and then put the page away and try to write all the items down in a list.

1..		2..		
3.		4.		
5.		6.		
7.		8.		
9.		10.		
11.		12.		
13.		14.		
15.		16.		

Table 1

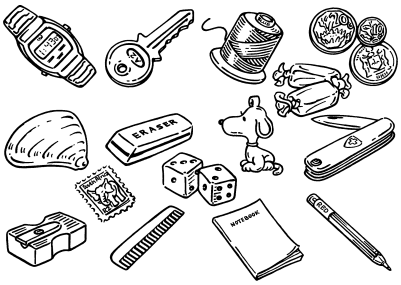

Figure 1

Figure 2

5.3 Activity 2

5.4 To understand imagery in a poem [LO 3.7]

CHILDREN, CHILDREN EVERYWHERE

Children, children everywhere,
children dark and children fair,
children of all shapes and sizes,
children springing odd surprises,
children chasing, running races,
children laughing, making faces,
children cooking mud for dinner,
children, every one a winner.
Children jumping, children wiggling,
children grumping, children giggling,
children singing, sneezing, weeping,
children sometimes even sleeping,
children giving children hugs,
children chewing worms and bugs,
children in their parents' hair
children, children everywhere.
Did you understand?
1. What does the poet mean by saying "children cooking mud for dinner?"
I think he means that
2. What does "in their parents' hair" mean?
I think it means that

5.5 Activity 3

5.6 To make a poster [LO 4.1.3]

What to do next

Find pictures of children who are like the children in the poem. (fair/dark; sleeping; laughing/sneezing, etc.) Paste some on the next page and use others to make a CHILDREN, CHILDREN EVERYWHERE poster.

6 Assessment

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.7 understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour);

- interprets simple visual texts (tables, charts, posters, graphs, maps) and can change text from one form to another, (e.g. graph to explanatory paragraph).

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.3 writes and designs various media texts for different audiences, (e.g. poster, cartoon strip, simple brochures).

7 Memorandum

Deliberate spelling mistakes

- **off** instead of **of**
- **bein** instead of **being**

Activity 1
(i) watch
(ii) notebook
(iii) shell
(iv) dice
(v) pencil-sharpener
(vi) red pen
(vii) key
(viii) dog
(ix) eraser
(x) pen-knife
(xi) postage stamp (R2,00)
(xii) sweets
(xiii) postage stamp (R5,00)
(xiv) coin's
(xv) comb
(xvi) blue thread / cotton
Activity 2
1. They are playing – fantasy – pretending their mud cakes are real.
2. They are being a nuisance – worrying their parents.