

## Mac-4 series: contents

Each of the 10 units has 8 – 12 different activities, labeled A – L.

### UNIT 1

#### CITY AND COUNTRY

Listening and speaking	Reading and Viewing	Writing and presenting	Language structure and use
<p>Listen to a folktale: 'The Enchanted Lake and the <i>Ditutwane</i>' (A)</p> <p>Identify main and supporting ideas in order to retell a story (A)</p>	<p>Read a short story: 'The County' Cousin (B-D)</p> <p>Voice own opinion (D)</p>	<p>Transactional writing: Invitation (E)</p> <p>Instructional writing: Draw a map and give directions (L)</p>	<p>Dictionary work (F)</p> <p>Adjectives (G)</p> <p>Synonyms (H)</p> <p>Antonyms (I)</p> <p>Verbs (tenses) (J)</p> <p>Reported speech (K)</p>

### UNIT 2

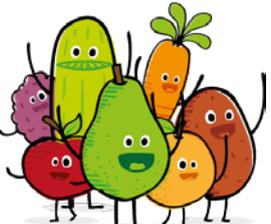
#### FUN WITH POETRY

Listening and speaking	Reading and Viewing	Writing and presenting	Language structure and use
<p>Listen to / read aloud poems: 'Thing I love' (A)</p> <p>'My world' (D)</p> <p>Limerick (J)</p> <p>Listen and relate to own experience (A)</p> <p>Express feelings stimulated by poem (A)</p> <p>Voice own opinion(A)</p> <p>Read own poem aloud (A, J)</p>	<p>Read poems: 'Thing I love' (A)</p> <p>'My world' (D)</p> <p>Limerick (J)</p> <p>Discuss main idea/s (A, D, J)</p> <p>Identify rhythm and rhyme and their effects (A, D, E, F)</p> <p>Recognise sound repetition (alliteration) (C, H)</p> <p>Break up words into syllables to understand rhythm (A)</p> <p>Express emotional response to texts read (A, J)</p>	<p>Write own rhyming sentences (F)</p> <p>Write sentences to show understanding of word meanings. (I)</p> <p>Use relevant structure and format (J)</p> <p>Plan, draft and revise a poem (A, J)</p> <p>Use knowledge of syllables to develop rhythm of the text (J)</p>	<p>Synonyms (B)</p> <p>Antonyms (B)</p> <p>Compound words (C)</p> <p>Negative forms (G)</p> <p>Alliteration (H)</p> <p>Vocabulary (I)</p> <p>Word search (K)</p>



**UNIT 3**

**THINGS WE EAT**

<b>Listening and speaking</b>	<b>Reading and Viewing</b>	<b>Writing and presenting</b>	<b>Language structure and use</b>
<p>Prepared speech: Gives instructions in the correct sequence (C)</p> 	<p>Comprehension: ‘Things we eat’ (A)</p> <p>Read an instructional text: Read a recipe and follows instructions (B)</p> <p>Read a rhyme (K)</p>	<p>Instructional writing: Write instructions (C)</p> <p>Write sentences to show understanding of word meanings. (I)</p>	<p>Plurals (D)</p> <p>Verbs (tenses) (D, E)</p> <p>Spelling (F, G)</p> <p>Vocabulary (F, H, I, J, K)</p> <p>Long vowel sounds (H)</p> <p>Sentences (I)</p>

**UNIT 4**

**THE WAY THINGS ARE**

<b>Listening and speaking</b>	<b>Reading and Viewing</b>	<b>Writing and presenting</b>	<b>Language structure and use</b>
<p>Read a folktale aloud: ‘The Ant and the Grasshopper’ (I)</p> <p>Listen to a story: Identifies main and supporting ideas in order to retell a story</p> <p>Recite and perform a poem with actions: ‘Grasshopper Green’ (J)</p>	<p>Read a text for information: ‘Deserts’ (A) ‘Weather’ (B)</p> <p>Visual literacy: Read a chart for information (C, D, E)</p> <p>Reorganise information in tables and in the correct sequence (D)</p> <p>Advertising poster (F)</p>	<p>Write a descriptive paragraph (A)</p> <p>Persuasive text: Design a poster (G)</p> <p>Write sentences to show understanding of word meanings. (H)</p>	<p>Spelling and vocabulary (B, H, I, K)</p> <p>Plurals (I)</p> <p>Punctuation (B)</p> <p>Adjectives (I)</p> <p>Verbs (tenses) (B)</p>

**UNIT 5**

**FABLES**

<b>Listening and speaking</b>	<b>Reading and Viewing</b>	<b>Writing and presenting</b>	<b>Language structure and use</b>
<p>Read aloud a poem in pairs with suitable actions: 'The Spider and the Fly' (K)</p> 	<p>Read for comprehension: Aesop's fables (A)</p> <p>Read a short story: Fable: 'The lion and the mouse' (B)</p> <p>Legend: 'Why spiders hide in dark corners' (F)</p>	<p>Retell a story in the correct sequence (A)</p> <p>Narrative writing: Write a story (D)</p> <p>Write sentences to show understanding of word meanings. (I)</p> <p>Write sentences (J)</p>	<p>Pronouns (C)</p> <p>Punctuation (F)</p> <p>Direct and reported speech (G)</p> <p>Vocabulary and spelling (E, H, I)</p> <p>Verbs (tenses) (C, F)</p>

**UNIT 6**

**PEPPER AND FIRE**

<b>Listening and speaking</b>	<b>Reading and Viewing</b>	<b>Writing and presenting</b>	<b>Language structure and use</b>
<p>Read aloud a rhyme in groups with suitable actions (J)</p>	<p>Read for comprehension: 'Pepper Spray Keeps Bear Away' (A)</p> <p>'Hundreds Homeless after Fire' (B)</p> <p>Visual literacy: Advertising (E)</p> 	<p>Persuasive writing: Design a poster (F)</p> <p>Literary text: Retells a story in the correct sequence (I)</p> <p>Information text: Draw up a list (L)</p>	<p>Apostrophe (C)</p> <p>Pronouns (C)</p> <p>Punctuation (C)</p> <p>Vocabulary and spelling (C, E, K)</p> <p>Synonyms (C)</p> <p>Antonyms (C)</p> <p>Plurals and concord (G)</p> <p>Close test (D)</p> <p>Conjunctions (H)</p>

**UNIT 7**

**SCARY STUFF**

Listening and speaking	Reading and Viewing	Writing and presenting	Language structure and use
<p>Prepared reading: 'Coming Home' (J)</p> <p>Read aloud a poem with suitable actions (K)</p>	<p>Read for comprehension: 'Never Again!' (A)</p> <p>'How the sun came to be in the sky' (C)</p> <p>'The wind' (E)</p> <p>'Clouds' (F)</p> <p>Read a poem: 'The Storm. (G)</p> <p>Rhythm (H)</p> <p>"There is a neat little clock" (I)</p> <p>Rhyme (I, J)</p>	<p>Retell a story in the correct sequence (B)</p> <p>Narrative writing: Write a legend (D)</p> 	<p>Synonyms (C)</p> <p>Antonyms (C)</p> <p>Opposites (G)</p> <p>Syllables (G)</p> <p>Adjectives (E)</p>

**UNIT 8**

**KNOW MORE**

Listening and speaking	Reading and Viewing	Writing and presenting	Language structure and use
<p>Read aloud a rhyme in groups with suitable actions: 'Pease porridge hot' (J)</p>	<p>Read for information: 'Dictionaries' (A)</p> <p>Follow instructions: Read a <i>Isijingi</i> recipe (H)</p> <p>Visual literacy: Graphs (C)</p> <p>Interpret a pie chart (D)</p>	<p>Descriptive writing: 'My first school' (B)</p> <p>Write sentences to show understanding of word meanings. (D)</p> <p>Represent information: Draw a pie chart (E)</p> <p>Write a sentence to explain a pie chart (E)</p>	<p>Prepositions (F)</p> <p>Punctuation (G)</p> <p>Vocabulary (H)</p> <p>Interrogative words (question words) (I)</p>

**UNIT 9**

**TREASURES**

<b>Listening and speaking</b>	<b>Reading and Viewing</b>	<b>Writing and presenting</b>	<b>Language structure and use</b>
Read a play aloud: ‘The Tree and the Treasure’ (A) ‘Island Rescue’ (C) Read aloud a rhyme in groups: ‘The Man in the Wilderness’ (I)	Read for comprehension: ‘The Tree and the Treasure’ (A) Visual literacy: A story told in pictures.(B)	Script writing: Writes a short script (dialogue) (D) Literary text: Retell a story in the correct sequence (A, K) Show literary appreciation (K) Book Review (H)	Pronouns (E) Adverbs (F) Conjunctions (G) Nouns (J) Question-and-answer game (K)



**UNIT 10**

**FACE THE MUSIC**

<b>Listening and speaking</b>	<b>Reading and Viewing</b>	<b>Writing and presenting</b>	<b>Language structure and use</b>
Read aloud a rhyme in groups : ‘I went to the animal fair ‘(J)	Read for comprehension: ‘Honesty is the best policy’ (A) ‘Face the Music’ Part 1 (B) ‘Face the Music’ Part 2 (D)	Narrative writing: Write from personal experience) (C) Retell a story in the correct sequence (C) Write sentences to show understanding of word meanings. (E)	Vocabulary (E) Simple sentences (F) Prepositions (G) Punctuation (H) Direct and reported speech (I)

