These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Rainbow Workbooks form part of the Department of Basic Education’s range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government’s Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.
Let your fingers help you to read

Sometimes when you read, you will meet words that you won’t know. When this happens, you should let your fingers help you. Each of your fingers can help you to work out how to say the word and what the word means.

Look at the picture. See if this will help you to work out what the word is.

Look carefully at the word and try to see if you know any parts of the word.

You can try to break up the word into different sounds. Try to sound the word out.

If you still can’t work it out, you should ask a friend, an older brother or sister or your teacher for help. Ask them to tell you what the word is and what it means.

Try leaving out the word and read to the end of the sentence.

You should write the word in your dictionary so you don’t forget it.
This book belongs to:
Theme 1: Back to school

1. I am back at school
   - Writing exercise (fill in m, am, are, is to complete these sentences)
   - Writing exercise (write about what you did during this school holidays)
   - Fun activity (complete the calendar by filling in the missing days of the week)
   - Writing exercise in exercise books using words from the word work box

2. Uniforms
   - Shared reading (dialogue)
   - Use visual cues to predict what the story is about
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Bb

3. A new boy at school
   - Sight words
   - Shared reading (narrative)
   - Use visual cues to predict what the story is about
   - Identify key details in what was read
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Cc

4. My uniform
   - Sight words
   - Shared reading (narrative)
   - Use visual cues to predict what the story is about
   - Identify key details in what was read
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Cc

5. My family
   - Sight words
   - Shared reading (narrative)
   - Use visual cues to predict what the story is about
   - Identify key details in what was read
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Ll

6. About my friends
   - Sight words
   - Shared reading (narrative)
   - Use visual cues to predict what the story is about
   - Identify key details in what was read
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Kk

7. I had such fun at the wedding
   - Sight words
   - Shared reading (narrative)
   - Use visual cues to predict what the story is about
   - Identify key details in what was read
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Rr

8. My good friends
   - Sight words
   - Shared reading (narrative)
   - Use visual cues to predict what the story is about
   - Identify key details in what was read
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Gg

Theme 2: Family and friends

9. Different families
   - Sight words
   - Shared reading (narrative)
   - Use visual cues to predict what the story is about
   - Identify key details in what was read
   - Shared reading exercise (Tick yea or no)
   - omnipresent sounds: e, i, u
   - Practice writing the letter Tt

10. A wedding
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Ww

11. My family
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Yy

12. Went to a wedding
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Jj

13. My good friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Pp

14. About my friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Hh

15. I had such fun at the wedding
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Tt

16. My family
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Mm

17. Went to a wedding
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Yy

18. My good friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Ff

19. About my friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Ll

20. I had such fun at the wedding
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Ss

21. My family
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Dd

22. My good friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Kk

23. About my friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Rr

24. I had such fun at the wedding
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Ww

25. My family
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Yy

26. My good friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Ff

27. About my friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Tt

28. I had such fun at the wedding
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Nn

29. My family
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Hh

30. My good friends
    - Sight words
    - Shared reading (narrative)
    - Use visual cues to predict what the story is about
    - Identify key details in what was read
    - Shared reading exercise (Tick yea or no)
    - omnipresent sounds: e, i, u
    - Practice writing the letter Gg

Term 1: Weeks 1 - 5

1. The food we eat
   - Sight words
   - Make up a role play about a healthy food
   - Write sentences in exercise books using words from the word work box

2. Exercise and sport
   - Sight words
   - Make up a role play about a sport
   - Write sentences in exercise books using words from the word work box

3. The goat in the garden
   - Sight words
   - Make up a role play about a garden
   - Write sentences in exercise books using words from the word work box

4. My big family
   - Sight words
   - Make up a role play about a family
   - Write sentences in exercise books using words from the word work box

5. I like to help
   - Sight words
   - Make up a role play about helping
   - Write sentences in exercise books using words from the word work box

Term 1: Weeks 6 - 8

6. The food we eat
   - Sight words
   - Make up a role play about a healthy food
   - Write sentences in exercise books using words from the word work box

7. Exercise and sport
   - Sight words
   - Make up a role play about a sport
   - Write sentences in exercise books using words from the word work box

8. The goat in the garden
   - Sight words
   - Make up a role play about a garden
   - Write sentences in exercise books using words from the word work box

9. My big family
   - Sight words
   - Make up a role play about a family
   - Write sentences in exercise books using words from the word work box

10. I like to help
    - Sight words
    - Make up a role play about helping
    - Write sentences in exercise books using words from the word work box

11. The goat in the garden
    - Sight words
    - Make up a role play about a garden
    - Write sentences in exercise books using words from the word work box

12. My big family
    - Sight words
    - Make up a role play about a family
    - Write sentences in exercise books using words from the word work box
**Theme 3: Travelling around**

**The good news**

Shared reading (narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: ph, wh, em sounds
Practise writing the letter Q.
Write sentences in exercise books using words from the word work box.

**About our trip**

Talk about a trip you would like to go on.
Draw a picture on the T-shirt to show what you will see.
Proper nouns using capital letters
Write sentences about a place you like to visit.
Play the git game using who, why and the conjunction because.

**Where are we going?**

Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: wh, em, th sounds
Practise writing the letter R.
Write sentences in exercise books using words from the word work box.

**I want to see **...

Talk about the places you would like to visit.
What do you want to see there?
Number the pictures to show the sequence of the story.
Then tell your friend the story you see in the pictures.
Draw the faces in the bus window and colour in the bus.

**Through the rural village**

Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercise (Give full sentence answers to the questions)
Phonics: co and at
Practise writing the letter R.
Write sentences in exercise books using words from the word work box.

**Practise ending to a story.**

Draw a picture of the story.
Write an ending to the story.
Read the end of the story.
Colours in picture about the story.

**The storm**

Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: th, nd, ai sounds
Handling Copy: Copy a sentence.
Write sentences in exercise books using words from the word work box.

**After the hail storm**

Talk about the story.
Number the pictures to show the sequence of the story.
Then tell your friend the story.
Write a sentence about each picture.
Complete the left words then match with the correct picture.
Explain a diagram.

**Once I saw snow**

Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: th, nd, ai sounds
Handling Copy: Copy a sentence.
Write sentences in exercise books using words from the word work box.

**Theme 4: The environment**

**The storm**

Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: th, sh, nd, ai sounds
Handling Copy: Copy a sentence.
Write sentences in exercise books using words from the word work box.

**The soft white snow**

Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: th, sh, ai, wh sounds
Handling Copy: Copy a sentence.
Write sentences in exercise books using words from the word work box.

**The snow and storm**

Read the weather chart and say what the weather will be each day.
Answer comprehension questions about the weather chart.
Phonics: th, ai, sh sounds
Write a sentence in your exercise book using words from the word work box.

**Weather charts**

Comprehension exercises (Give full sentence answers to the questions)
Phonics: magic e words, ey and ai sounds
Join the dots and then colour in the picture.

**The storm I like best**

Tell your friend what you like and what you do not like about each of the seasons.
Tell about what kind of clothes we should wear in each season.
Join two parts of a sentence.
Begin a story with a sentence.
Write a sentence about a season you like and a season you do not like.
Explain a diagram showing how the frog grows from an egg.
Tell your friends what you like and what you do not like about each season.

**Theme 2: Weeks 1 - 5**

**Comprehension exercise (Give full sentence answers to the questions)**
Phonics: sh at the beginning and end of words and wh
Practise writing the letter T.
Write sentences in exercise books using words from the word work box.
Sight words

**We are at the beach**

Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: ea sounds
Practise writing the letter W.
Write sentences in exercise books using words from the word work box.
Sight words

**More animals**

Draw a picture of an animal you would like to see.
Tell your friend about your picture.
Write sentences about your picture.
Draw a line to complete the sentences to show understanding of the story.
Complete words using aw, ow, oh, am and em.
Then match the word to the right picture.
Alphabetical order: Complete the drawings and then colour it in.

**We at the beach**

Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: co and at
Practise writing the letter R.
Write sentences in exercise books using words from the word work box.

**Term 2: Weeks 6 - 8**

**The soft white snow**

Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: th, sh, ai, wh sounds
Handling Copy: Copy a sentence.
Write sentences in exercise books using words from the word work box.

**The storm**

Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: th, sh, ai, wh sounds
Handling Copy: Copy a sentence.
Write sentences in exercise books using words from the word work box.

**The snow and storm**

Read the weather chart and say what the weather will be each day.
Answer comprehension questions about the weather chart.
Phonics: th, ai, sh sounds
Write a sentence in your exercise book using words from the word work box.

**Weather charts**

Comprehension exercises (Give full sentence answers to the questions)
Phonics: magic e words, ey and ai sounds
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Tell your friend what you like and what you do not like about each of the seasons.
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Tell your friends what you like and what you do not like about each season.

**Theme 2: Weeks 1 - 5**

**Comprehension exercise (Give full sentence answers to the questions)**
Phonics: sh at the beginning and end of words and wh
Practise writing the letter T.
Write sentences in exercise books using words from the word work box.
Sight words

**We are at the beach**

Shared reading (Narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: ea sounds
Practise writing the letter W.
Write sentences in exercise books using words from the word work box.
Sight words

**More animals**

Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: ai, ch, th and c sounds
Practise writing the letter L.
Write sentences in exercise books using words from the word work box.
Sight words

**We at the beach**

Shared reading (narrative)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: co and at
Practise writing the letter R.
Write sentences in exercise books using words from the word work box.

**Term 2: Weeks 6 - 8**

**The storm**

Shared reading (Narrative, direct speech)
Use visual cues to predict what the story is about
Identify key details in what was read
Comprehension exercises (Give full sentence answers to the questions)
Phonics: th, sh, ai, wh sounds
Handling Copy: Copy a sentence.
Write sentences in exercise books using words from the word work box.

**The snow and storm**

Read the weather chart and say what the weather will be each day.
Answer comprehension questions about the weather chart.
Phonics: th, ai, sh sounds
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**The storm I like best**

Tell your friend what you like and what you do not like about each of the seasons.
Talk about what kind of clothes we should wear in each season.
Join two parts of a sentence.
Begin a story with a sentence.
Write a sentence about a season you like and a season you do not like.
Explain a diagram showing how the frog grows from an egg.
Tell your friends what you like and what you do not like about each season.
It is good to be back at school.
The holidays were very long.
Hello Sam.
Hello Thabo.
Hello Ann and Jabu.
What did you do in the holidays?

I went to the sea.
I had fun in the sun.

I went to my grandmother.
Ben

I was at home.

Jabu

I was also at home. I missed Sam, Thabo and Ben the dog. I was alone. I had no one to play with.

Let's write

Read each of the sentences and then tick yes ✔ or no ✗.

The children are back at school.

Jabu went to the sea during the holidays.

Ann stayed at home.

Word work

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>at</th>
<th>Ben</th>
<th>in</th>
<th>sun</th>
</tr>
</thead>
<tbody>
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Sight words

an
and
as
at

Let's write

Practise these letters. Then write sentences in your exercise book using words from the word work box.

A
a

Woof woof!

I was at home.

Ann

I was also at home. I missed Sam, Thabo and Ben the dog. I was alone. I had no one to play with.

Jabu

The children are back at school.

Jabu went to the sea during the holidays.

Ann stayed at home.

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Sight words

an
and
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at

Let's write

Practise these letters. Then write sentences in your exercise book using words from the word work box.

A
a

Woof woof!

I was at home.

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Jabu went to the sea during the holidays.

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</table>

Sight words

an
and
as
at

Let's write

Practise these letters. Then write sentences in your exercise book using words from the word work box.

A
a

Woof woof!
I am back at school

Let’s do

Draw a picture of what you did during the school holidays.

Let’s write

<table>
<thead>
<tr>
<th>am</th>
<th>I ________ back at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>is</td>
<td>Jabu ________ happy at school.</td>
</tr>
<tr>
<td>are</td>
<td>Ann and Ben ________ in class.</td>
</tr>
<tr>
<td>are</td>
<td>The children ________ back at school.</td>
</tr>
</tbody>
</table>
Write three sentences about what you did during the school holidays. Use some of these words to help you.

Fill in the missing days of the week. Then draw pictures to show what you will do all week now that you are back at school.

Tell your friend:

On Monday I ...
On Sunday I ...

Let's write

Fun
You all look neat in your school uniforms. Did your uniform still fit you?

My uniform was too small. I must wear my big brother’s uniform.

I have a new uniform. It is too big. My mother says my uniform must fit me until I am in grade 5.
I do not have a uniform yet. My father will buy my uniform when he gets paid at the end of the month.

Ann's uniform is too small.

Dan's uniform is too small.

Jabu will get a uniform when his father gets paid.

has   end   big   must   dog
had   get   fit   just   not
hat   yet   sit   rust   hot

Let's write

Practise these letters. Then write sentences, in your exercise book using words from the word work box.

B b

Sight words

but   by   back   be

Read each of the sentences and then tick yes ✔ or no ✗.

Practise these letters.

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.
My name is _______________________.

I am in Grade ____________________.

I am ________________ years old.

My school is ______________________.
Write three sentences about your uniform. Use some of these words to help you.

Label these clothes.

- tie
- jacket
- shoes
- shirt
- socks
- jersey
- trousers
- skirt

Let's write
Ben and Ann see Jim all alone.
They go to Jim.
"Hello Jim, do you want to play with us?" said Ann.

I am Jim.
I am a new boy in this school.
I am alone. I come from another school.
"I wish I had someone to play with," said Jim.
“You can play with us,” said Ann.

Jim is happy because he can play with Ann and Ben.

Jim is a new boy at school.
Ann and Ben went to speak to Jim.
Jim is happy now.

**Sight words**
came
can
come

**Word work**
Let’s write

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>Ben</th>
<th>Jim</th>
<th>dot</th>
<th>cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>went</td>
<td>bit</td>
<td>hot</td>
<td>can</td>
</tr>
<tr>
<td>ten</td>
<td>bin</td>
<td>rot</td>
<td>bat</td>
</tr>
</tbody>
</table>

Let’s write

Practise these letters. Then write sentences, in your exercise book using words from the word work box.

C C c c
In your group, make up a role play about how you would welcome a new boy or girl.

Ask 5 friends which book they would like to read and colour in a circle next to the book.

Which book did your friends like the most?

Which book did your friends like the least?

Let’s write
Write 2 sentences about your friend. Use some of these words to help you.

boy, girl, nice, good, run, play

---

Welcome to our school

Let’s do

Let’s talk

Let’s write

Which book did your friends like the most?

Which book did your friends like the least?
Help the new boy to find his way to school.
Tell your friend about the places he walks past.

Let's write

Fill in these words into the correct sound coaches.

- cat
- mit
- sun
- box
- not
- beg
- hot
- hit
- but
- hat
- leg
- sit
- mat

START

HOSPITAL

SCHOOL

POLICE STATION
School sport

Ann: I like to play netball.

Bongi: I like to swing and play in the tree house. It is up in the tree. I must not fall.

Jim: I like to play football.

Jabu: I like to run. I also like to jump.

Let’s read
I like to do long jump.

Lebo wants to play but she can’t walk. She plays with her dog. We all like to talk to her.

Lebo plays with her dog.
Jabu likes to play netball.
Bongi and Ann like to play football.

Let’s write

Practise these letters.
Then write sentences in your exercise book using words from the word work box.

Word work

<table>
<thead>
<tr>
<th>jump</th>
<th>must</th>
<th>tree</th>
<th>ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>bump</td>
<td>most</td>
<td>try</td>
<td>swing</td>
</tr>
<tr>
<td>camp</td>
<td>post</td>
<td>trust</td>
<td>sing</td>
</tr>
</tbody>
</table>

Sight words
day
did
down

Read the words and listen to the sounds.
Then use 2 of the words to write sentences in your exercise book.

Let’s write

Sam
I like sport

Let’s do
Draw a picture of the sport or game you like to play.

Let’s write
Complete these sentences. Choose words from this list.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>netball</td>
<td>to jump</td>
<td>to race</td>
</tr>
<tr>
<td>going to school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I like
I do not like
I like
I do not like
Write three sentences about the sport or game you like to play. Use some of these words to help you.

Let's write

run  play  like  sport  jump  enjoy

What sport are they playing? Find and circle the letter next to the correct answer.

A soccer   B cricket   C rugby   D netball
A swimming  B cricket  C jump  D netball
A rugby    B cricket  C judo  D netball
A tennis  B rugby  C netball  D swimming
Today the nurse came to our school to check our eyes.

Mary must wear glasses because she can’t see.
She must sit in the front of the class.
The nurse asks us to read the chart on the wall. She **tests** our eyes. Can you see far?

---

**Let’s write**

Read the story. Then circle the letter next to the correct answer.

<table>
<thead>
<tr>
<th>The nurse came to check our:</th>
<th>Who needs glasses?</th>
<th>Who came to our school?</th>
<th>What is a good name for the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A hands</td>
<td>A Mary</td>
<td>A The doctor</td>
<td>A Mandu gets glasses.</td>
</tr>
<tr>
<td>B eyes</td>
<td>B Jabu</td>
<td>B The fireman</td>
<td>B The doctor comes to school.</td>
</tr>
<tr>
<td>C feet</td>
<td>C Susan</td>
<td>C The nurse</td>
<td>C We have our eyes tested.</td>
</tr>
<tr>
<td>D ears</td>
<td>D Mandu</td>
<td>D The ambulance driver</td>
<td>D Can you hear?</td>
</tr>
</tbody>
</table>

---

**Word work**

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

- **must**
- **test**
- **check**
- **chick**
- **just**
- **nest**
- **neck**
- **tick**
- **trust**
- **rest**
- **deck**
- **brick**

**Let’s write**

Practise these letters. Then write sentences in your exercise book using words from the word work box.

- **E**
- **e**

---

**Sight words**

- must
- just
- went
- front
The nurse says ...

Look at the pictures and tell your friend what the nurse says you must do.

Let's do

Brush my teeth.

Wash my hands.

Eat fruit and vegetables.

Go to bed early.

Let's write

Write 3 sentences about what the nurse says you must do.

I must

I must

I must

Wash my hands.

Go to bed early.

Eat fruit and vegetables.
Complete these sentences.

I cannot
I can
I cannot
I can

Match these words with the correct pictures.

cock  nest  duck  chick
We eat at school

Let’s read

Read the story then circle the words with the oo-sound.

We are lucky. We get food at school.
We like to eat lunch at school.
Our mothers cook good food for us.
Ben also wants some food.
Bongi likes to eat carrots.
Dan likes to eat meat.
Nomsa is feeling sick.
She does not want to eat today.
Do you like vegetables?

Nomsa is feeling sick.
Dan likes meat.
Nomsa wants to eat.

Read each of the sentences and then tick yes ✓ or no ✗.

Let’s write

Read the words and listen to the sounds.
Then use 2 of the words to write sentences in your exercise book.

Word work

food cool roof moon
hoot soon root cool
tool root room too

Practise these letters.
Then write sentences in your exercise book
using words from the word work box.

F f
Let’s write

Let’s do

Draw a picture of something that you can:

<table>
<thead>
<tr>
<th>smell</th>
<th>taste</th>
<th>feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>hear</td>
<td></td>
</tr>
</tbody>
</table>

Fill in the correct word under each food:

apple  beans  bread  fish  milk  meat  pap  cake  eggs  cheese  bread  meat  eggs  cake  fish  cheese

The food we eat

12

Term 1 – Week 3
Let’s write

Rewrite these sentences using the correct punctuation. Remember to use a capital letter at the start of a sentence and for names.

jabu likes cheese

bongi eats meat fruit and vegetables each week

do you like beans

oh no, i dropped the eggs

Match these words with the correct pictures. Then tick those foods that you and your friend like.

<table>
<thead>
<tr>
<th>chips</th>
<th>cabbage</th>
<th>cake</th>
<th>sweets</th>
<th>spinach</th>
</tr>
</thead>
</table>

I like

My friend likes
I am Sam.
I don’t like homework.
I just want to play.

My teacher says we **must** read at home every day.

She says *that* I must do all my homework before I play soccer.
I like to run and kick my ball when I get home.

My mother checks my homework.
I read to her everyday.

She likes to see my school books.

Let's write
Read each of the sentences and then tick yes ✓ or no ❌.

Sam likes cricket.

Sam likes doing his homework.

His father checks his books.

Word work
Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>then</th>
<th>check</th>
<th>when</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>them</td>
<td>chips</td>
<td>what</td>
<td>stand</td>
</tr>
<tr>
<td>that</td>
<td>chop</td>
<td>why</td>
<td>step</td>
</tr>
</tbody>
</table>

Let's write
Practise these letters. Then write sentences in your exercise book using words from the word work box.

G G g g

Sight words
them then that go

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Sight words
them then that go

Practise these letters. Then write sentences in your exercise book using words from the word work box.

G G g g

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<th>when</th>
<th>stop</th>
</tr>
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<tbody>
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<td>chips</td>
<td>what</td>
<td>stand</td>
</tr>
<tr>
<td>that</td>
<td>chop</td>
<td>why</td>
<td>step</td>
</tr>
</tbody>
</table>

Let's write
Practise these letters. Then write sentences in your exercise book using words from the word work box.

G G g g

Sight words
them then that go

Practise these letters. Then write sentences in your exercise book using words from the word work box.

G G g g
Let’s do

In pairs, do a role play of Sam not wanting to do his homework.
One of you must be his teacher.
Tell him why he should do his homework.

Let’s talk
Number these pictures in the correct order and tell your friend the story.
Then write the story in the correct sequence.

1. [Picture of two children sitting on a bench]
2. [Picture of a boy fishing]
3. [Picture of a boy spraying a water gun]

Things we do

Term 1 – Week 4

Let’s do

In pairs, do a role play of Sam not wanting to do his homework.
One of you must be his teacher.
Tell him why he should do his homework.

Let’s talk
Number these pictures in the correct order and tell your friend the story.
Then write the story in the correct sequence.

1. [Picture of two children sitting on a bench]
2. [Picture of a boy fishing]
3. [Picture of a boy spraying a water gun]

Things we do

Term 1 – Week 4
Let's write Fill in these words into the correct sound families.

then much sheep chick best this
what fish when why rush such

test

This page is designed to help students practice identifying and matching words with specific phonetic sounds. The words provided include "what," "fish," "chick," "when," "why," "rush," and "such," which are examples of words that contain the sounds "th," "sh," and "st." Students are encouraged to write these words into the appropriate sections of the diagram to reinforce their understanding of these sounds.
Today is 20 March.

We are writing a test.

Ben stands and looks at our books.

I can read and write because I do my homework every day.
My teacher says that my work looks good. I do my homework and then I play. I am doing my best at school.

Let’s write
Read each of the sentences and then tick yes ✓ or no ✗.

<table>
<thead>
<tr>
<th>The class is writing a test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is good to work hard at school.</td>
</tr>
<tr>
<td>They write their test on 5 March.</td>
</tr>
</tbody>
</table>

Word work
Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>stop</th>
<th>test</th>
<th>room</th>
<th>noon</th>
</tr>
</thead>
<tbody>
<tr>
<td>stand</td>
<td>best</td>
<td>cool</td>
<td>spoon</td>
</tr>
<tr>
<td>still</td>
<td>rest</td>
<td>pool</td>
<td>moon</td>
</tr>
</tbody>
</table>

Let’s write
Practise these letters. Then write sentences in your exercise book using words from the word work box.

H H h h
Calender

Ask your friends when their birthdays are. Fill in their names into the correct month on the calendar.

<table>
<thead>
<tr>
<th>Name of friend</th>
<th>Date of birthday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bongi</td>
<td>15 August</td>
</tr>
</tbody>
</table>

Let’s write
Practise writing the date of your birthday.

Day

Month
Date:

Birthday Calendar

January  

February  

March  

April  

May  

June  

July  

August  

September  

October  

November  

December
Ann lives in a small family.
Jabu lives in a big family. Jabu lives with his grandmother, his brother and sisters.
Some children do not have a mother or father. We need to help them.
Ben lives with us. He is our pet dog. I play with him and give him food. I like him so much.

Some people have cats or fish or even sheep for pets.

Let's write

Read each of the sentences and then tick yes ✔ or no ✗.

<table>
<thead>
<tr>
<th>Ann lives in a big family.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jabu lives in a big family.</td>
</tr>
<tr>
<td>Ben is a pet cat.</td>
</tr>
</tbody>
</table>

Word work

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>child</th>
<th>fish</th>
<th>mother</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese</td>
<td>wish</td>
<td>father</td>
<td>shop</td>
</tr>
<tr>
<td>chop</td>
<td>dish</td>
<td>brother</td>
<td>she</td>
</tr>
</tbody>
</table>

Let's write

Practise these letters. Then write sentences in your exercise book using words from the word work box.

I i
My family

Let’s do

Draw a picture of your family.

Let’s write

Write these words in the correct sound families.

sing  fish  stop  chick  wing  dish  duck
lick  wish  stay  ring  stand

Term 1 – Week 5
Write two sentences about your family. Use some of these words to help you.

Let’s write

Date:

Choose a gift for everyone in your family.
Tick each gift when you have given it to a family member.
You must use up all the gifts.

Love
Family
Brother
Sister
Old
Young

I will give the chocolates to my mother because she likes sweet things.

Let’s write

Fun

Choose a gift for everyone in your family.
Uncle Dumi got married on Saturday.

Everyone was very happy. The bride’s family was very nice. The bride looked very pretty.

There were lots of people at the wedding. Everyone was dancing, singing and eating.

We ate a lot of food so my tummy was very full.

When it was time to eat, Ben ran to the pots. He wanted to see what was in the pots.
Bongi was very silly. 
She was running after Ben. 
Then she fell and hurt her arm.  
She had to go to the clinic.  
The doctor asked “What did you do?”

Let’s write
Read each of the sentences and then tick yes ✓ or no x.

Bongi hurt her arm. ☐
Uncle Dan got married. ☐
Bongi went to the clinic. ☐

Word work
Read the words and listen to the sounds. 
Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>singing</th>
<th>wedding</th>
<th>running</th>
<th>eating</th>
<th>playing</th>
</tr>
</thead>
<tbody>
<tr>
<td>what</td>
<td>when</td>
<td>why</td>
<td>where</td>
<td>who</td>
</tr>
<tr>
<td>there</td>
<td>this</td>
<td>that</td>
<td>these</td>
<td>then</td>
</tr>
</tbody>
</table>

Practise these letters.  
Then write sentences in your exercise book using words from the word work box.

J J J

Sight words
into little like
Do a role play of what happened to Bongi at the wedding.
Use the following characters:
• Bongi
• Ben
• Mother
• Doctor

Number these pictures from 1 – 4 to show the correct order and then tell your friend about the story you see in the pictures.

I had such fun at the wedding

Let’s do

Let’s write

I had such fun at the wedding

Term 1 – Week 5
Let’s write

Write a sentence about each picture. Use some of these words to help you.

doctor    wedding    fall    clinic
bandage    log    dog    ran

Find and circle the correct answer.

A  sad
B  happy
C  angry

A  ugly
B  angry
C  pretty

A  old
B  young
C  new

A  raining
B  sunny
C  winter
My good friends

Everyone needs good friends.
Do you have a friend? Who is your friend?
Tumi and Pam play together. They also do their homework together. They like to read to each other.

Let’s read
Tumi and Bongi are good friends.

Tumi and Pam do homework together.

Pam’s mother is sick.

Last week Tumi’s mother was sick. Pam helped Tumi to sweep and to clean the house. They keep Tumi’s brother so her mother can sleep.

Every day Bongi cleans the house. She looks after her baby brother. Tumi and Pam help her.

Let’s write

Read each of the sentences and then tick yes ✅ or no ❌.

- Tumi and Bongi are good friends.
- Tumi and Pam do homework together.
- Pam’s mother is sick.

Word work

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>week</th>
<th>meet</th>
<th>keep</th>
<th>sweep</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>together</td>
<td>another</td>
<td>father</td>
<td>mother</td>
<td>brother</td>
</tr>
<tr>
<td>this</td>
<td>that</td>
<td>then</td>
<td>there</td>
<td>the</td>
</tr>
</tbody>
</table>

Let’s write

Practise these letters. Then write sentences in your exercise book using words from the word work box.

K  K  k

Sight words

look
made
make
me
In your group, do a role play about a friend who needs you to help her.

Say what her problem is and how you and your friends can help her.

Let’s write

Write down what you can do to help at home and at school.

1. How I can help at school
   
   
   

2. How I can help at home
   
   
   

3. How I can help my friends
   
   
   

4. Who helps me
   
   
   

About my friends

Helping

 Term 1 – Week 6
Who will get to Bongi’s house first? Flip a coin. If you get heads you can move 2 blocks forward. If you get tails you can only move 1 block towards Bongi’s house. The one who gets to Bongi’s house first is the winner. When you land on a word, you must read the word.
I like pets.
Ben is a silly dog.
He likes to run after the cat.

Yesterday the cat went up the green tree so Ben could not get her.

She was afraid to come down. She was trapped in the tree.
Ann was **cross** with Ben.
Ann helped Jim to get the cat.

We gave the cat food to eat and then she went to sleep.

Then Ben chased a green **frog** on the **grass**.

**Let’s write**

Read each of the sentences and then tick yes ✓ or no ✗.

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat chased the dog.</td>
</tr>
<tr>
<td>The cat went up the tree.</td>
</tr>
<tr>
<td>Mother took the cat out of the tree.</td>
</tr>
</tbody>
</table>

**Word work**

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

- brush
- crab
- drum
- green
- tree
- frog
- brown
- creep
- dress
- grin
- trap
- friend
- brick
- cross
- drip
- grass
- trip
- frame

**Let’s write**

Practise these letters.
Then write sentences in your exercise book using words from the word work box.

- Practise these letters.
- Then write sentences in your exercise book using words from the word work box.

**Sight words**

- could
- after
- afraid

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

**Practise these letters.**

Then write sentences in your exercise book using words from the word work box.
Our pets
Let's write

Fill in the spaces to complete these words:
Use one of these sounds:

- oo
- ee

Draw a line to match the pictures with the correct word to show whether it is morning, afternoon or night.

sl__ p  sp__ n  tr__  sh__ p  m__ n

Fun
We all need to help at home each week.
I sweep, mother washes and father dusts.
My sister peels the vegetables.
The baby messes and weeps.
When our house looks nice and clean we all sit and eat.
Then I look at a good book until I go to sleep.

Father washes.

Mother sweeps.

I look at a book when the house is clean.

Word work
Read the words and listen to the sounds.
Then use 2 of the words to write sentences in your exercise book.

need  week
sweep  sleep
weep  feet
boot  moon
spoon  boot
broom  stool

Let’s write

Read each of the sentences and then tick yes ✓ or no x.

When our house looks nice and clean we all sit and eat.
Then I look at a good book until I go to sleep.

Let’s write

Practise these letters.
Then write sentences in your exercise book using words from the word work box.

M M

m m

Sight words

not
now
more
on

Read the words and listen to the sounds.
Then use 2 of the words to write sentences in your exercise book.
At home

Let’s do

Draw a picture of what you don’t like to do at home.

Let’s write

Complete these sentences.

I do not like to

I like to
Let’s write

Fill in these letters at the start of the word so that the word matches the picture.

<table>
<thead>
<tr>
<th>sl</th>
<th>sw</th>
<th>sh</th>
<th>cr</th>
</tr>
</thead>
</table>

| eep | eep | eep | eep | ab |

Draw a picture of what you do in the morning, in the afternoon and at night.

Morning

Afternoon

At night
My teacher says that sport is good for us.

After school we all play. Then we like to run.

Netball is my best game. I wear a blue and black dress.
Ann plays netball on Monday and Thursday.
Bongi can throw the ball very far and very hard. We all **clap** for her.
One day the ball went too far and it broke the school window.

**Let's write**
Read each of the sentences and then tick yes ✔ or no ✗.

<table>
<thead>
<tr>
<th>Sport is good for us.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann plays football on Monday and Thursday.</td>
<td></td>
</tr>
<tr>
<td>Bongi broke the window.</td>
<td></td>
</tr>
</tbody>
</table>

**Word work**
Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>black</th>
<th>clap</th>
<th>play</th>
<th>glue</th>
<th>flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>block</td>
<td>clock</td>
<td>plug</td>
<td>glad</td>
<td>flop</td>
</tr>
<tr>
<td>blue</td>
<td>clean</td>
<td>plot</td>
<td>glove</td>
<td>fly</td>
</tr>
</tbody>
</table>

**Practise these letters.**
Then write sentences in your exercise book using words from the word work box.

Let's write

<table>
<thead>
<tr>
<th>N</th>
<th>N</th>
</tr>
</thead>
</table>

**Sight words**
he
her
said
she
Exercise and sport

Let’s do

Think about what sports you like. Now tell your friend what sport you like and what sport you don’t like.

Let’s write

Complete these sentences using like or do not like.

I ___________ soccer.

I ___________ netball.

I ___________ swimming.

Write the days of the week in the right order, starting with Sunday. Then draw a picture of what you like to do on one of the days.

Let’s write

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
</table>

Exercise and sport

I  ______________________ soccer.

I ______________________ netball.

I ______________________ swimming.
Look at this picture. Talk about what you see.
Tell your friend which things are near and which are far.

Let’s write three sentences about the picture.
I like to eat the vegetables from our garden. The garden is around our house.

We grow green beans and peas to eat. We also grow potatoes and tomatoes.

I pull out the weeds each week. I water the plants when it does not rain.
One day a goat came to eat all the plants.
I screamed and ran after it.
The goat ran away.

Let’s write
Answer these questions.

What do they grow in the garden?

When does he water the plants?

What came to eat the plants?

Word work
Read the words and listen to the sounds.
Then use 2 of the words to write sentences in your exercise book.

read peas beans scream eat
weeds week deep green keep
pool cool moon spoon noon

Let’s write
Practise these letters.
Then write sentences in your exercise book using words from the word work box.

Sight words
off only on one

Read the words and listen to the sounds.

Then use 2 of the words to write sentences in your exercise book.
Let’s write

Write a sentence about what you see in each picture. Use these words to help you.

- goat
- chased
- ate
- gate
- vegetables

Let’s do

In pairs, do a role play of the goat coming into your garden and eating your vegetables. Who will be the goat?

Let’s read

Look at the pictures with your friend and then number them in the right order.

The goat in the garden

Term 1 – Week 8
Look at the colours. Tell your friend what colours you get if you mix these colours together.

**Mixing colours**

The primary colours are:

- red
- yellow
- blue

Now say:

If I mix red and yellow I get ____________.

- red + yellow = orange
- blue + yellow = green
- red + blue = purple

If I mix red and yellow I get orange.
We all sit under the tree. In our family we all help each other.

My grandmother is very old. I always help her to walk.

She uses a stick and walks very slowly. Her neck and back hurt when it is cold.
It is good to live in a family.
It is good to help at home.
My brother and I both help at home.

The family sits under the tree.
Grandmother has a pain in her tooth.
Grandmother walks with a stick.

Read each of the sentences and then tick yes or no.

The family sits under the tree.
Grandmother has a pain in her tooth.
Grandmother walks with a stick.

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>this</th>
<th>old</th>
<th>back</th>
<th>tooth</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>cold</td>
<td>neck</td>
<td>both</td>
</tr>
<tr>
<td>then</td>
<td>told</td>
<td>stick</td>
<td>mother</td>
</tr>
</tbody>
</table>

Practise these letters. Then write sentences in your exercise book using words from the word work box.

PP pp

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Sight words: over, our, said

Let’s write: Practise these letters. Then write sentences in your exercise book using words from the word work box.
I like to help

Let’s do
Sam never wants to help at home. Do a role play to tell Sam why he must help.

Let’s write
Find out who likes which colours.
Ask 5 children in your class what their favourite colour is.

<table>
<thead>
<tr>
<th>Name</th>
<th>Favourite colour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Let’s write
Change these sentences from present tense to past tense.

I help at home.

Yesterday ________________________________.

Dan and Sam jump off the bus.

Yesterday they ________________________________.

Yesterday we ________________________________.
Write these words into the correct sound boxes.

spoon  weep  blow  cool  meat  plug  black  play  blue  slip  moon  slow  grow  flag  gruff

green  flap  slow  please

fl  oo  ee  ea  bl  gr  pl
Today our teacher gave us very good news.

She **told** us that our class was going on a bus trip. We were going for one week. We were all so happy we **jumped** up and down.

“I did not ever think I would go on a holiday,” said Bongi.

“I want to go to the beach,” said Dan.
“I want to see other places,” said Ann.

Our teacher gave us all nice new T-shirts to wear on the bus. We were so happy.

“I want to see wild animals,” said Jabu.

Where did Dan want to go?
He wanted to go to the

What did Jabu want to see?
He wanted to see

For how long will the children go on holiday?
They will go on holiday for

Read the story and then answer the questions.

Word work

<table>
<thead>
<tr>
<th>lamp</th>
<th>jump</th>
<th>wild</th>
<th>cold</th>
</tr>
</thead>
<tbody>
<tr>
<td>damp</td>
<td>lump</td>
<td>told</td>
<td>sold</td>
</tr>
<tr>
<td>dump</td>
<td>hump</td>
<td>gold</td>
<td>old</td>
</tr>
</tbody>
</table>

Sight words

about all because after

Practise these letters. Then write sentences in your exercise book using words from the word work box.

Let’s write

Q q

Q q
About our trip

Let’s do

Talk to your friend about where you would like to go and what you would like to see. Then, draw a picture on the T-shirt to show what you will see.

Let’s write

Write your name.

Names are proper nouns. Write these names using capital letters.

<table>
<thead>
<tr>
<th>bongi</th>
<th>sam</th>
<th>jabu</th>
<th>pam</th>
<th>ann</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Write the names of four of your friends.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
</table>
Write five sentences about where you would like to go.

I will give the umbrella to my teacher because she stands in the sun every day.

Fun: Give a gift. Close your eyes and put your finger on one of these gifts. Then say who you will give the gift to and why. Remember to give a gift to your friends, your teacher and yourself.
Where are we going?

First, we are going to see wild animals.
Then, we are going to the beach.
We are going in a big school bus.
We looked at the map to see the places.
What will we see?
"I want to see a shark with big sharp teeth," said Ann.

"I want to see a big lion with very big sharp teeth," said Bongi.

"I want to dig a deep hole on the beach," said Jabu.

Let's write

Read the story and then answer the questions.

What did Ann want to see?

Ann wanted to see

What did Bongi want to see?

Bongi wanted to see

What did Jabu want to do?

Jabu wanted to

Word work

Read the words and listen to the sounds.
Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>what</th>
<th>where</th>
<th>when</th>
<th>why</th>
<th>who</th>
</tr>
</thead>
<tbody>
<tr>
<td>sharp</td>
<td>shack</td>
<td>sheep</td>
<td>sheet</td>
<td>shark</td>
</tr>
<tr>
<td>beach</td>
<td>peach</td>
<td>teach</td>
<td>reach</td>
<td>such</td>
</tr>
</tbody>
</table>

Sight words

said saw some see

Let's write

Practise these letters.
Then write sentences in your exercise book using words from the word work box.

R R r r
Tell your friend about the places that you would like to visit. What do you want to see there?

Let’s do

Trace the lines and find out what the children want to see.

Jabu

Bongi

Sam

Ann

I want to see...

Term 2 – Week 1
Write sentences about what you see in the pictures. Maybe these words will help you.

Let’s write

on  bags  driving  children  sleep

Number these pictures from 1 to 3 to show the correct order. Then tell your friend about the story you see in the pictures.

Date:
At last we are on the bus again.

The bus drives past the village of the Rain Queen.

We all look out of the windows and wait to see the Rain Queen. We see the big green forest.

We see small round huts, they are painted white and green.

We see rows of mealies and lots of cows.

Ben wags his tail.

Ben barks at the cows and at the other dogs he sees.
Bongi holds Ben down. He wants to jump off the bus.

Jabu says, “No Ben, wait! Sit down!”

Let’s write Read the story and then answer the questions.

Where are they driving?

They are driving near the village of the

Why does Ben want to jump off the bus?

Because he sees the

What do the children see?

They see

Why are the children happy?

Because they

Sight words

no
so
go
of

Word work

queen see green wheel trees

wait rain snail tail paint

Practise these letters. Then write sentences in your exercise book using words from the word work box.
### Through the forest

**Fun**

Draw the faces in the bus windows and colour in the bus.

---

**Let’s write**

Write a sentence about your picture.

---

**Let’s write**

Circle the correct word in each sentence.

<table>
<thead>
<tr>
<th></th>
<th>is</th>
<th>are</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>is</td>
<td>are</td>
<td>late for school.</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>are</td>
<td>the best player.</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>are</td>
<td>good at maths.</td>
</tr>
<tr>
<td>You</td>
<td>is</td>
<td>are</td>
<td>tall.</td>
</tr>
<tr>
<td>They</td>
<td>is</td>
<td>are</td>
<td>hungry.</td>
</tr>
<tr>
<td>I</td>
<td>is</td>
<td>am</td>
<td>writing.</td>
</tr>
</tbody>
</table>

We use **is** for one and **are** for more than one.
Let’s write

Fill in the correct preposition.

- off
- in
- up
- under

The dog wants to jump ________ the bus.

They ride ________ a bus.

The bus goes ________ the hill.

The bus goes ________ the bridge.

Show the bus driver how to get out of the forest.
Our bus drives into Johannesburg.
We see lots of cars and lots of smoke.

We watch the people going up and down the streets.

Then Ben jumps off the bus.
He wants to catch a cat with stripes.
Then he runs after some small dogs.

Jabu says, “Come Ben.”
But Ben just runs and runs.
Let's write: Read the story and then answer the questions.

What did they see in the city?

Why did Ben jump off the bus?

Who called Ben to come back?

How can we get Ben back? “Ben, come back,” Bongi calls. Then he comes back and stretches and scratches. Oh Ben, you funny dog.

Sight words: that, then, their, this

Word work: Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

street, stress, catch, witch
stripe, stroll, match, stretch
stream, strand, watch, scratch

Let's write: Practise these letters. Then write sentences in your exercise book using words from the word work box.

T

TEACHER: Sign ___________________________ Date ___________________________
Ben runs away

Let’s do

Do a role play about Ben the dog jumping off the bus and running away. Show how Bongi calls him to come back.

Let’s write

Number these pictures in the correct order.

Let’s write

Write a sentence about each picture.

Let’s write

Ben runs away

Term 2 – Week 2
Let's see who can get onto the bus first. Flip a coin.
If you get heads you can move 2 blocks forward.
If you get tails you can only move 1 block towards the bus.
When you land on a block, you must read the word.
If you cannot read a word, go back one block.
We are now at the Kruger Park. We hope it does not rain again. We can see lots of buck and an elephant. We all want to see a lion. Everyone looks out of the window to try and see wild animals. A bird sails past. Then Jabu sees a big lion looking at a buck.
"Wow! Look at that. It is a big lion. He wants to eat the buck for lunch," says Jabu.

What animals do the children see in the Kruger Park?

What does the lion want to eat?

Who saw the lion first?

Read the story and then answer the questions.

Let's write

What animals do the children see in the Kruger Park?

What does the lion want to eat?

Who saw the lion first?

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

rain lunch thinks buck
again munch thank luck
sail crunch thin bucket

Let's write

Practise these letters. Then write sentences in your exercise book using words from the word work box.

Sight words

them they there two

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Practise these letters. Then write sentences in your exercise book using words from the word work box.

Sight words

them they there two

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Practise these letters. Then write sentences in your exercise book using words from the word work box.

Sight words

them they there two

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Practise these letters. Then write sentences in your exercise book using words from the word work box.

Sight words

them they there two

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Practise these letters. Then write sentences in your exercise book using words from the word work box.

Sight words

them they there two

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Practise these letters. Then write sentences in your exercise book using words from the word work box.

Sight words

them they there two
More animals

Term 2 – Week 3

Let’s do

Draw a picture of an animal you would like to see.

Let’s write

Write five sentences about your picture.

The children did not
Jabu saw
The children were on

a lion.
the bus.
want to go home.

Let’s write

Make sentences. Draw a line to match the part in the pink box with the right part in the green box. Then copy the sentences into your exercise book.
Fill in these letters at the start of the word. Then match the word to the right picture.

Let’s write

<p>| | | |</p>
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</table>

**Fun**

What animal is this?
Join the dots and then colour in the picture.
Where are we now? We are driving down the street to the beach. The sand is very hot. The sea is very big and deep. The waves go up and down. The water is salty. That is why we can’t drink it.

Look at the ships in the sea. There are lots of fish in the sea. I can see a shark and a whale. Look at the starfish. It is nice to make sand castles when we get out of the water.
Then Ben starts to dig. He digs and digs and then he falls into the hole.
Oh Ben, you silly dog.

<table>
<thead>
<tr>
<th>Let's write</th>
<th>Read the story and then answer the questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where were the children?</td>
<td>They were at the</td>
</tr>
<tr>
<td>What did Ben do?</td>
<td>He fell into</td>
</tr>
<tr>
<td>What did the children see?</td>
<td>They could see</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word work</th>
<th>Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>what</td>
<td>whale</td>
</tr>
<tr>
<td>why</td>
<td>when</td>
</tr>
<tr>
<td>which</td>
<td>where</td>
</tr>
<tr>
<td>dish</td>
<td>shark</td>
</tr>
<tr>
<td>wash</td>
<td>ship</td>
</tr>
<tr>
<td>fish</td>
<td>shells</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sight words</th>
<th>where</th>
<th>what</th>
<th>when</th>
<th>which</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Let's write</th>
<th>Practise these letters. Then write sentences, in your exercise book using words from the word work box.</th>
</tr>
</thead>
</table>
Let’s do

Make a list of all the things the children saw at the beach.

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</tbody>
</table>

Let’s write

Write a postcard to tell your friend what you saw at the beach.
Write the days of the week in order. Then say what you usually do on each day.

Let's write

<table>
<thead>
<tr>
<th>Day</th>
<th>What I usually do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Let's write

Do these word sums and then fill in the correct words. We have done the first one for you.

str
- eet
- ess
- ipe

street

str
- oll
- eam
- and

watch
- wa
- ma
- ca

stre
- scra
- wi

tch
Our teacher said it is time to go back home. We are very sad.

We had such a good time at the beach.

We packed our bags and got onto the bus.

We sat in our seats.

Ben sat with Bongi.

Bongi was so sad she cried.

We all looked out and saw the cows eating grass.

We thought about the beach and the dolphins swimming and playing with each other.
On the way Ben saw some cows on a farm. He barked and tried to jump out through the window. Oh no, Ben. Stop it.

Why were the children feeling sad today?

Because

Who cried?

Who did Ben sit with?

He sat with

Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

Sight words

one
two
three
four

Why were the children feeling sad today?

Let's write

Practise these letters. Then write sentences in your exercise book using words from the word work box.

read eat teach leaf
beat seat team seal
each steal teacher peach

W W
Travelling back

Draw a picture to show how the children felt when they were coming home.

Let’s do

1. Ben was feeling
2. The children got onto
3. They did not
4. The children were

Let’s write

Match the part in the pink box with the right part in the green box.

Ben was feeling the bus.
The children got onto very sad.
They did not happy at the sea.
The children were want to go home.

Let’s write

Now write sentences about a time that you felt sad.
Shall we race?
Let’s see who can get to the boat first and then back to the bus.
Flip a coin. If you get heads you can move 2 shells forward. If you get tails you can only move 1 shell towards the boat. When you land on a shell, you must read the word.
“Today you will write a story about your trip,” teacher said.

“I will write a story about the wild animals I saw,” said Dan.

“Oh, I wish I was back on the beach,” said Bongi.

“I will write a story about the animals I saw on the farm,” said Jabu.
Ann said, “After school I will visit my friends and tell them about the trip.”

“Then I will play with Ben before I go to sleep. I hope that I dream about the beach.”

Who will write about the wild animals?

Who will write about the farm animals?

What will Ann do before she sleeps?

What does Ann want to dream about?

Word work: Read the words and listen to the sounds. Then use 2 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>story</th>
<th>sleep</th>
<th>dream</th>
<th>beach</th>
<th>trip</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>slip</td>
<td>drive</td>
<td>teach</td>
<td>tree</td>
</tr>
<tr>
<td>step</td>
<td>slow</td>
<td>drum</td>
<td>reach</td>
<td>train</td>
</tr>
</tbody>
</table>

Let’s write: Practise these letters. Then write sentences in your exercise book using words from the word work box.

| X | X | X |

Sight words: you, your, very, four
Back at school

Term 2 – Week 4

Let’s do

Talk about your own news.
Tell your friends some news from home.

Let’s write

Write five sentences about your news from home.

Today I
Yesterday Ann
Tomorrow I
The children were

went to Bongi’s house.
will go to school.
feeling sad.
want to go home.

Fun

On the opposite page draw the road that the bus travelled on.

1. Start at school.
2. Go to the farm.
3. Go to the forest.
4. Go to the city.
5. Go to the Kruger Park.
6. Go to the beach.
7. Go back to school.
Make sentences. Match the part in the red box with the right part in the green box. Then copy the sentences into your exercise book.
Yesterday, I was walking home from school when it began to rain.

It rained and rained.

I got wetter and wetter.

I was afraid of the thunder. I was lucky it did not hail.

The big raindrops hit my face.

I could not see.

I was all alone in the street.

I did not know what to do.

I began to cry.
Where was Bongi going?
She was
How did Bongi feel?
Who was with Bongi?

Let's write
Write a different name for the story.

Word work
Read the words and listen to the sounds.
afraid cry all face street
rain sky will nice strap
hail try doll mice strong

Let's write
Complete these words and then draw a line to match them to the correct picture.

Sight words
you your very up
The storm

Term 2 – Week 5

What do you think happened to Bongi?
Tell your friend what you think happened to Bongi.
Draw a good ending and a bad ending to the story.

Let’s do

Good Ending

Bad Ending

Let’s write

Write five sentences about your good ending.
Use some of these words to help you.

cry  walking  rain  scared  happy

Let’s read

Read the end of the story.

Then I saw Ben coming. He had a big umbrella in his mouth. I was so happy.

How did the story end?

Then I saw Ben coming. He had a big umbrella in his mouth. I was so happy.
I held up the umbrella and we ran home.
I was safe at last.
Thank you, Ben.

Let's write
Practise these letters.
Then write sentences in your exercise book using words from the word work box.

Y Y y
Let’s read

Ann’s story

Ben and I were alone at home.
We were playing in the garden.
I saw that the clouds looked pink.
It did not look like rain.
It did not look like sun.

And then came the hail.
The hail fell like golf balls.
Bang, crash, smash.
Ben tried to catch them.
I was afraid.
I said, “Watch out Ben! Stand still!”

We lay under the bed and waited for it to stop.

When it stopped we saw the hail stones were as big as golf balls.
Does Ann tell us about a thunderstorm?

No, she tells us about

How big were the balls of hail?

They were

What did Ann and Ben do when they were afraid?

They

Word work

Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>hail</th>
<th>smash</th>
<th>patch</th>
<th>watch</th>
<th>witch</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>crash</td>
<td>match</td>
<td>catch</td>
<td>batch</td>
</tr>
<tr>
<td>wait</td>
<td>bash</td>
<td>hatch</td>
<td>match</td>
<td>hatch</td>
</tr>
</tbody>
</table>

Hail stones

Let's write

Complete these words and then match them to the correct picture.

| st _ nd | p _ nd | s _ nd | h _ nd | R _ nd |

Sight words

well
will
were
we

Read the story and then answer the questions.

Practise these letters.
Then write sentences in your exercise book using words from the word work box.
After the hail storm

Let’s do
Number these pictures from 1 – 4 to show the correct order. Then tell your friend about the story you see in the pictures.

Let’s write
Write a sentence about each picture. Use these words to help you.

hail

scared

broken windows

playing in the garden

golf balls

pink clouds
Complete the words so that they match with the correct picture. Use these letters to help you complete the words.

ha  wi  ca  wa  ma  pa

Let’s write

Water goes round and round

1. The sun shines on the sea and rivers.
2. The water goes up to the sky.
3. The water makes clouds. The clouds make rain.
4. The rain runs into the rivers and sea.

Look at the picture and tell your friend what happens.

Fun
I live high in the Drakensberg mountains.
It was very cold.
I had lots of blankets.
I went to sleep.

When I woke up the next day I saw that everything was white. There was snow on the roof, snow on the trees, snow on the grass and snow on the street.

I touched it.
It was so cold it hurt my fingers. Even Ben could not walk on the cold snow.

My grandmother told me to put socks on my hands because I did not have gloves.

I liked to play in the snow but I did not like those socks.
I went to visit my gran.
Let’s do

Draw a picture of what you think Bongi did when she played in the snow.

Let’s write

Write five sentences about your picture. Use these words to help you.

- play
- windy
- gloves
- snow
- wet
- cold
Complete the words so that they match with the correct picture.

_ ass  _ ess  r__ nbow  l__ ve  gl__ ves

Let's write

Add a, i, o, u to complete these words and then match them to the correct picture.

b__ ke  
sn__ ke  
str__ pe  
h__ me  
sl__ ce  
t__ be  
b__ ne  
c__ ke  
gl__ ve  
k__ te  
c__ ne

Practise these letters.
Then write sentences in your exercise book using words from the word work box.
I like spring because I can play with the baby frogs in the pond.

Dan

I don’t like winter. It is too cold when I walk to school.

Jabu

I like summer because I like to swim. I like to hear the bees buzz and the snakes hiss.

Ann
Who does not like the cold weather?

Why does Ann like summer?

Because

Why does Dan like spring?

Because he

Word work
Read the words and listen to the sounds.

<table>
<thead>
<tr>
<th>fuzz</th>
<th>hiss</th>
<th>walk</th>
<th>spring</th>
<th>mess</th>
</tr>
</thead>
<tbody>
<tr>
<td>buzz</td>
<td>miss</td>
<td>talk</td>
<td>spray</td>
<td>less</td>
</tr>
<tr>
<td>jazz</td>
<td>class</td>
<td>stalk</td>
<td>sprint</td>
<td>dress</td>
</tr>
</tbody>
</table>

Let's write
Which is your favourite season?

Complete these words and then draw a line to match them to the correct picture.

cl__ss  w__lk  b__zz  h__ss  t__lk
The season I like best

Let’s do

Look at the pictures and tell your friend what you like and what you do not like about each of the seasons. Tell your friend what kind of clothes we should wear in each season. Say why.

- Spring
- Summer
- Autumn
- Winter

Let’s write

Make four sentences. Draw a line to match the part in the pink box with the right part in the green box. Then copy the sentences into your exercise book.

<table>
<thead>
<tr>
<th>In the autumn</th>
<th>in the spring.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baby animals are born</td>
<td>I can swim.</td>
</tr>
<tr>
<td>I like summer because</td>
<td>it is very cold.</td>
</tr>
<tr>
<td>In the winter</td>
<td>the leaves fall off the trees.</td>
</tr>
</tbody>
</table>

Let’s write

Now write a sentence about a season you like and a season you do not like.

I like

I do not like
Tell your friend about how the frog grows from an egg, to a tadpole, to a froglet with a tail and then into a big frog.

Let's speak

Colour in this picture of the frog.

fun
tadpole
froglet
eggs
frog
Will it rain today?

Weather Symbols

Let’s read Read the weather chart, and say what the weather will be each day.

Weather Chart – June

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Sunny" /></td>
<td><img src="image2" alt="Partly cloudy" /></td>
<td><img src="image3" alt="Raining" /></td>
<td><img src="image4" alt="Cloudy" /></td>
<td><img src="image5" alt="Thunder storm" /></td>
<td><img src="image6" alt="Windy" /></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="Sunny" /></td>
<td><img src="image8" alt="Partly cloudy" /></td>
<td><img src="image9" alt="Raining" /></td>
<td><img src="image10" alt="Cloudy" /></td>
<td><img src="image11" alt="Thunder storm" /></td>
<td><img src="image12" alt="Windy" /></td>
<td></td>
</tr>
<tr>
<td><img src="image13" alt="Sunny" /></td>
<td><img src="image14" alt="Partly cloudy" /></td>
<td><img src="image15" alt="Raining" /></td>
<td><img src="image16" alt="Cloudy" /></td>
<td><img src="image17" alt="Thunder storm" /></td>
<td><img src="image18" alt="Windy" /></td>
<td></td>
</tr>
<tr>
<td><img src="image19" alt="Sunny" /></td>
<td><img src="image20" alt="Partly cloudy" /></td>
<td><img src="image21" alt="Raining" /></td>
<td><img src="image22" alt="Cloudy" /></td>
<td><img src="image23" alt="Thunder storm" /></td>
<td><img src="image24" alt="Windy" /></td>
<td></td>
</tr>
</tbody>
</table>
Write answers to each of these questions.

What month is the weather chart for?

How many days are there in this month?

How many sunny days are there?

On how many days will it be partly cloudy?

On how many days will it rain?

On how many days will there be thunder storms?

On how many days will it be windy?

Let's write

Read the words and listen to the sounds. Then use 5 of the words to write sentences in your exercise book.

Sight words

Monday
Tuesday
Wednesday
Thursday

Let's write

Practise these letters. Then write sentences in your exercise book using words from the word work box.
Weather charts

Let’s do

Draw today’s weather symbol.

Draw the clothes you should wear for today’s weather.

Let’s write

For each letter, write down the name of someone in your class whose name begins with that letter. Remember to use capital letters for names.

B

D

G

H

R

L

M

T

S

K
I like to play with Jabu when it is sunny.

Do you like it when it is cold?

Sam’s birthday is in July.

Let’s write

Complete the weather chart for today. Then fill in the weather for the next 5 days.

Punctuate these sentences.
You must fill in capital letters, full stops or question marks.

Monday?
Today Jabu did not wake up. He slept and slept.
Ben jumped on him but he did not wake up.

Jabu’s mother told him to get out of bed.
Jabu ran for the bus but he missed it.
He had to walk to school.
Ben walked with him.

He was very late for school.

Teacher asked, “What is the time, Jabu?”
Read the story and then answer the questions.

Why was Jabu late for school?
Because

How did Jabu get to school?
He

Why didn’t Jabu go to school by bus?
Because he

Read the words and listen to the sounds.
Then use 5 of the words to write sentences in your exercise book.

day    stay    miss    wake    time
say    way    hiss    cake    line
play    clay    class    late    mine

Let’s write

What is the time now?
Draw the hands on the clock.

Practise these letters. Then write sentences in your exercise books using words from the word work box.

What is the time?
Telling the time

Tell your friend what number the small hand is pointing to, and what number the big hand is pointing to.

Fill in the hours and minutes each hand is pointing to.

<table>
<thead>
<tr>
<th>short hand</th>
<th>long hand</th>
<th>short hand</th>
<th>long hand</th>
<th>short hand</th>
<th>long hand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s do

Let’s write

Draw the hands for each clock.

1 o’clock

3 o’clock

6 o’clock

9 o’clock
I wake up at ________ o’clock.

I go to school at _______ o’clock.

School starts at _______ o’clock.

Let’s write Fill in the missing numbers.

Cut out the clock from the back of the book and stick the hands to it.
Show your friend all the different times.
Jabu likes to use his watch. Jabu wakes up at six o clock.

He must catch his bus at seven o’clock.

Jabu comes home at two o’clock.
Jabu plays a soccer match at one o’clock.
Jabu eats at six o’clock.
Jabu sleeps at eight o’clock.

Let’s write
Read the story and then answer the questions.

At what time does Jabu wake up?
He wakes

At what time does Jabu get his bus to go to school?
He gets

At what time does Jabu go to sleep?
He goes

The time is

Word work
Read the words and listen to the sounds.
Then use 5 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>time</th>
<th>need</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td>deep</td>
<td>weep</td>
</tr>
<tr>
<td>mine</td>
<td>week</td>
<td>keep</td>
</tr>
</tbody>
</table>

Sight words
one
two
three
four

Jabu plays a soccer match at one o’clock.
Jabu eats at six o’clock.
Jabu sleeps at eight o’clock.

Let’s write
Read the story and then answer the questions.

At what time does Jabu wake up?
He wakes

At what time does Jabu get his bus to go to school?
He gets

At what time does Jabu go to sleep?
He goes

The time is

Word work
Read the words and listen to the sounds.
Then use 5 of the words to write sentences in your exercise book.

<table>
<thead>
<tr>
<th>time</th>
<th>need</th>
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</tr>
</thead>
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<tr>
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<td>weep</td>
</tr>
<tr>
<td>mine</td>
<td>week</td>
<td>keep</td>
</tr>
</tbody>
</table>

Sight words
one
two
three
four

Read the words and listen to the sounds.
Then use 5 of the words to write sentences in your exercise book.
Let’s do
Match the times on these watches.

Let’s write
Write the times and then draw the hands on the clocks to show the correct times.

<table>
<thead>
<tr>
<th>At what time</th>
<th>Time on clock</th>
<th>Write it</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wake up at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I go to school at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I come home at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I go to sleep at</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Show the different times on your cut-out clock.

What time did you ...?

Term 2 – Week 8

Let’s do

Let’s write
The word race.

You and four of your friends should each choose your race track. Now use a watch to see how long it takes you to read aloud all the words in your track. You can all start reading at the same time. Change tracks and race again. Try to race on all tracks and practise these races so that you become fit. Remember to tick the words that stopped you in your track so that you can practise them.
Dressing for the weather

Today Mr Dog went down Oak Road. He was going to the boat in the moat.

Mr Dog was wearing a big coat and hat because it was very cold.

He was walking with Gruff the goat and Fifi a small green toad.

Both the goat and the toad were also wearing coats and hats.

A policeman saw them. He gave them some toast and took them back to school.
Read the story and then answer the questions.

Where was Mr Dog going?

He was going ____________

Who was Mr Dog going with?

He was going with ____________

What were they all wearing?

They all wore ____________

What season was it?

Sight words

an, and, as, at

Let’s write

Read the words and listen to the sounds.

| goat | coat | road | toast | toad | boat |
| coke | note | broke | stone | rode | nose |

Let’s write

Read the words and listen to the sounds.

Practise these letters.

Then write sentences in your exercise books using words from the word work box.

The goat in a coat.
Let’s do
Silly News
Talk about your own news.
Tell your friends your own news.
Talk about what news you can write in your newspaper.

Let’s write
Write your own newspaper.

Name of your newspaper
Date

What is your news?

Then what happened?

Draw a picture of the news.
My dictionary

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll
<table>
<thead>
<tr>
<th>Letter</th>
<th>Case 1</th>
<th>Case 2</th>
<th>Case 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>m</td>
<td>s</td>
<td>t</td>
</tr>
<tr>
<td>N</td>
<td>n</td>
<td>t</td>
<td>u</td>
</tr>
<tr>
<td>O</td>
<td>o</td>
<td>u</td>
<td>v</td>
</tr>
<tr>
<td>P</td>
<td>p</td>
<td>v</td>
<td>w</td>
</tr>
<tr>
<td>Q</td>
<td>q</td>
<td>w</td>
<td>x-z</td>
</tr>
<tr>
<td>R</td>
<td>r</td>
<td>x-z</td>
<td></td>
</tr>
</tbody>
</table>

My dictionary
Cut out the clock and then the hands of the clock. Use the clip (a splitpin) to fasten the hands to the clock so that they can turn around. Now use your clock to show your friends the time.

At the same time fasten this hand to the weather clock on the back of the clock.
Attach the hand to the weather chart and then turn it to show what the weather is like each day.

Cut out the animals on the previous pages and stick them on the next pages to show where they live.